SDP REVIEW AND EVALUATIONS 2024/2025

Objective 1: Utilise IT to develop individualised learning in the classroom
*Rationale: Through work reviews and pupil and parent feedback we have identified the need to **develop individualised learning in the primary classroom, making learning more personalised, interactive, and effective.***

Action	Success Criteria/ Intended Outcomes	Resources/ Personnel	Timescale	Sources of Evidence
Carry out initial 'assessments' to identify the individual's capacity for learning	Identify baseline measurements re skills and knowledge to be able to gauge future progress. Identify areas of need thereby setting work at an appropriate level to achieve success	SLT Meetings ADDs Sessions PM Sessions TA Meetings Staff training courses		• Pupil work scrutiny • Learning walks • Listening to learners • Planning • Tracking System • Minutes Meetings • Meeting Agenda • Staff Training
Establish individual E-portfolios and Digital Learning Logs	Portfolios and profiles identify strengths and areas for improvement and therefore identify a means to develop progress in learning. Pupils have a greater understanding of where they are and what they need to do.			
Utilise Teams/SEESAW to develop individual learning opportunities – allowing individual, immediate feedback.	Teachers can provide guidance and feedback as the pupils work, allowing personalized support. Instant feedback through apps and platforms helps pupils understand mistakes and improve immediately		**Review 1 December** **Review 2 March** **Evaluation July**	
Idenitify and utilise a range of support tools for use in the classroom – voice recorders, educational apps, TEAMS, AI to adapt activities, Reading Eggs, Powerpoint with voice, Microsoft Picture Dictionary, Voice apps, Microsoft One Note, online quizzes.	Pupils able to navigate their own learning once they have been teacher assessed as to their needs. The work provided is at the appropriate level and pupils are making progress with their learning. Assistive technologies help pupils with additional learning needs access learning materials in ways that suit their abilities. Pupils are also more engaged through interactive, multimedia-rich content.			
AI-Powered Tutoring and Support - guiding pupils through problem-solving processes, providing personalised hints and explanations based on their individual needs.	AI-powered chatbots and virtual tutors offer individualized support outside of classroom hours, helping pupils practice and review material independently.			

REVIEW 1

- Initial assessments were completed and entered in to the new One Note system for monitoring progress.
- Teams and Seesaw are being used across the school. Teams is being used in Y5/6 to develop independent learning
- Staff are using AI to help planning for activities.
- Microsoft 365 pilot is being introduced to Hwb which will be available for pupils to use next term

REVIEW 2

- School staff are currently using ChatGBT and are familiarising themselves with Microsoft 365 Copilot.
- We are looking into leaving our current support provider for APPS etc.. and have put our names forward for the HWB support system which is run by the LA – which will also save us money but will hopefully provide a more immediate service.

EVALUTION

- Initial assessments were completed and entered in to the new One Note system for monitoring progress. ***This ensures the teacher can plan for moving learning forward at an appropriate pace, ensuring all pupils, including those with Additional Learning Needs (ALN), and those impacted by poverty and disadvantage, are presented with an appropriate level of challenge and support tailored to their individual needs. Many pupils were measured to have made progress this year in their baseline (for the year) assessments and in WNTs.***
- Teams and Seesaw are being used across the school. Teams is being used in Y5/6 to develop independent learning. ***These systems offer pupils opportunities to influence their learning, allowing them to take ownership of their educational journey individually, in pairs or in groups. Most pupils show the acquisition and application of essential skills in listening, speaking, reading, writing, numeracy, and digital literacy.***
- Pupils receive live/almost immediate feedback on their work which encourages them to improve and extend their learning. ***Many pupils display positive and purposeful responses to feedback, indicating an openness to learning and self-improvement. This can be evidence via responses to marking and by improvements in sections of their work.***
- Pupils use IT to present their work when given the choice of which medium they wish to use – powerpoint/ word/ adobe/Google for Education/Reading Eggs/ Ask Siri/Sumdog/ i-movie/ IWB – Word Walls; Maths Games;Welsh/ Microsoft Picture Dictionary/ Online Quizzes - Cahoot. It helps provide greater satisfaction for them as they can choose what to use. ***Many pupils demonstrate positive behaviour and active participation in learning activities, contributing to a productive classroom atmosphere. Most pupils are offered opportunities to influence their learning, allowing them to take ownership of their educational journey. Pupil voice groups provided extremely positive feedback when questioned about the fact they now use computers to present some of their work appreciating the fact they are given a choice. WG funding for hardware has made it far more feasible for children to work independently on the computer.***
- Staff are using AI to help planning for activities. ***Again, this provides opportunities for pupils to work both independently and collaboratively, cultivating essential teamwork and critical thinking skills.***
- Looking into leaving our current support provider for APPS etc.. and have put our names forward for the HWB support system which will also save us money but will hopefully provide a more immediate service. ***The current system delays learning because it has taken up to three weeks to receive the APPs we require.***

Objective 2:. Promote the Welsh language involving enhancing its use across various aspects of school life, beyond just Welsh lessons. Including R1 Improve pupils' Welsh language skills, particularly in the Foundation Phase. *Rationale: Monitoring has identified few pupils use incidental Welsh beyond Welsh lessons and the classroom.*				
Action	**Success Criteria/ Intended Outcomes**	**Resources/ Personnel**	**Timescale**	**Sources of Evidence**
Leadership and School Vision Ensure the senior leadership team are fully committed to making Welsh a core part of the school's ethos. The school's vision should reflect a strong focus on promoting the Welsh language. Develop or update a school policy to promote the use of Welsh throughout the school, not just in lessons. Appoint new Criw Cymraeg	Welsh is embedded as a part of the school's everyday culture not just as a subject that successfully supports pupils academic and social progress. Pupils are far more confident conversing in Welsh and encouraging others to do so.	SLT Meetings ADDs Sessions PM Sessions TA Meetings Staff training courses Welsh support team	**Review 1 December** **Review 2 March** **Evaluation July**	• Pupil work scrutiny • Learning walks • Listening to learners • Planning • Minutes Meetings • Meeting Agenda • Staff Training • Criw Cymraeg
Embedding Welsh into the Curriculum Incorporate the Welsh language into various subjects, not just Welsh lessons. Encourage teachers to use simple Welsh commands and questions in subjects like PE, Art, and Music. Ensure educational resources, displays, and classroom materials are bilingual. Subject-specific vocabulary lists should include Welsh terms. Include Welsh-medium activities as part of extracurricular clubs.	All staff make good use of Welsh throughout the school and as a result, pupils have increased opportunity to use and practice the language, leading to improved linguistic outcomes.			
Promoting Welsh in Daily Life All staff to greet and interact with pupils in Welsh during informal interactions. Incorporate Welsh into school assemblies. Pupils deliver parts of the assembly in Welsh, and use Welsh prayers or songs. Organise games and activities that promote speaking Welsh, such as board games or quizzes with Welsh-language instructions.	Nearly all pupils have improved confidence in using conversational Welsh beyond the most basic use of language patterns. Organising Welsh-language games and activities provides pupils with more opportunities to practice the language in a fun, low-stakes environment. This helps to reinforce classroom learning, build confidence, and improve fluency, while also making Welsh a natural part of their everyday school experience.			

Engaging Parents and the Community Send home bilingual newsletters to parents, explaining how they can support their child's Welsh language development at home. Provide simple Welsh phrases and vocabulary they can use. Invite Welsh-speaking members of the community to give talks or workshops. Organize workshops for parents, teaching them basic Welsh phrases so they can support their pupils's learning.	Engaging parents and the community, pupils are exposed to Welsh not only in the classroom but also at home and in community settings, which significantly increases the frequency of language use and practice. Seeing Welsh used outside of school by family members and community leaders builds pupils' confidence in their language abilities and encourages them to use Welsh more frequently in different settings.			
Monitoring and Celebrating Progress Use the Siarter Iaith self-evaluation toolkit to track the school's development in promoting the language	Using the Siarter Iaith self-evaluation toolkit to monitor and celebrate progress helps create a focused, motivated, and accountable learning environment. Tracking development ensures that Welsh language promotion remains a priority, while celebrating achievements boosts student engagement, motivation, and pride in their linguistic growth.			

REVIEW 1

- Miss Gooch and Miss Banscherus have met to plan SIarter iaith – Gwobr Arian.
- Criw Cymraeg meet weekly and awards are presented for Seren Cymraeg Yr Wythnos and shared with parents.
- Patrwm yr wythnos is shared on Dojo so that parents know what patterns are being developed throughout the school
- Siarter iaith Toolkit is being used to monitor progress.

REVIEW 2

- Miss Gooch and Mrs. Talaat attended a Conference for Welsh coordinators and Headteachers where the range of resources and support available to schools were shared and trialled.
- Miss Gooch ran a staff training session with teaching staff to make them aware of the resources available to them.
- Miss Gooch has met with Alys Pardoe to identify themes developed throughout the school and to gather resources.
- All staff have been asked to use basic greetings in Welsh and to start to develop simple conversations based on patrwm yr wythnos. But that is relevant to the pupils

EVALUTION

- Start the day with questions, relevant to what they are doing – develop 'normal' conversational Welsh. Pupils also starting to use Welsh automatically in their news telling. Use Tedi Twt within classroom – writing in Welsh (also using punctuation). *Many pupils show a positive attitude towards learning, with engagement, motivation, and a willingness to persevere when challenges arise. They also demonstrate positive behaviour and active participation in learning activities, contributing to a productive classroom atmosphere. Nearly all pupils state that they prefer their work to be themed and like that they are able to 'speak like we do in English' (meaning more informally, rather than long structured sentences that they just wouldn't use in everyday conversations.*
- Each class has a mascot: Tedi Twt; Cochyn; Glaw that goes home with one pupil per week and a diary of the mascot's visit is kept and shared with the class. *Most pupils are able to exhibit Welsh language communication skills, both in formal teaching activities and informal settings, irrespective of their starting points. Many pupils take the home visit very seriously and like to share the time they have spent with the class mascot. Several parents have also commented in parents' evenings how nice it is to learn alongside their children.*
- Patrwm yr wythnos shared on Dojo with parents. *This increases the involvement of parents in their children's learning and encourages the use of Welsh outside of the classroom.*
- Weekly assemblies are run by Criw Cymraeg. *Most pupils are able to exhibit Welsh language communication skills, both in formal teaching activities and informal settings, irrespective of their starting points. Discussions with pupil groups identify the increased level of enjoyment in the use of Welsh.*
- Siarter Iaith Toolkit is being used to monitor progress. *This gives a wide range of approaches to allow staff to assess pupil progress and identifies gaps in delivery.*
- Classes have worked with Menter Iiath to develop conversational Welsh through a range of scenarios. *Additional specialist staff are integrated to support nearly all pupils in their learning, ensuring pupils have the help they need to succeed.*
- Y6 attended session with DJ Phormula, a Welsh rap artist. *An engaging and motivating learning environment was created that encouraged curiosity, creativity, and enthusiasm for learning. All children who attended were extremely impressed (and surprised that Welsh music 'could be cool').*
- Miss Gooch ran a staff training session with teaching staff to make them aware of the resources available to them. Miss Gooch and Mrs. Talaat attended a Conference for Welsh coordinators and Headteachers. *Both sessions provided staff with a range of resources/activities to use with their classes to develop the use of Welsh beyond Welsh lessons.*

Objective 3: Introduce a holistic approach to assessment and individual record-keeping
Rationale: *The school has identified that to fully support development of learning through the New Curriculum we need to capture the full range of a child's development, including academic progress, emotional and social growth, and personal interests.*

Action	Success Criteria/ Intended Outcomes	Resources/ Personnel	Timescale	Sources of Evidence
Formalise a comprehensive assessment system. Utilise formative/summative/ performance based/ peer and self-assessments	Continuous feedback, reflection, and personalized instruction, lead to improved academic outcomes, greater student engagement, and the development of critical life skills such as collaboration, problem-solving, and self-regulation. Students master content and grow as independent and lifelong learners.	SLT Meetings ADDs Sessions PM Sessions TA Meetings Staff training courses	**Review 1 December** **Review 2 March** **Evaluation July**	• Pupil work scrutiny • Learning walks • Listening to learners • Learning profiles • Minutes Meetings • Meeting Agenda • Staff Training
Create Individual Learning Profiles (ILPs) for each student that encompass academic performance, strengths, challenges, interests, and social-emotional development. These profiles provide a personalised, evolving record of each child's learning journey.	Academic performance improves as each student receives the support and challenges they need to succeed. ILPs lead to well-rounded learners who are not only knowledgeable but also emotionally resilient and socially competent.			
Implement digital tools that allow for easy tracking of student progress and the ability to share records with pupils, parents, and teachers.	Real-time tracking of students' academic progress, enabling teachers to provide immediate feedback. Pupils understand their mistakes or areas of improvement quickly, fostering a responsive learning environment.			
Carry out timed observations to ensure assessments capture how well pupils manage emotions, empathize with others, and collaborate with peers	The learning experience becomes more holistic, moving beyond academic achievements, acknowledging the importance of emotional intelligence in personal and academic success.			
Personalised feedback Hold regular one-on-one or small group conferences where pupils review their progress with their teacher, reflect on feedback, and set new learning goals	Personalised feedback significantly improves learning by fostering self-awareness, accountability, and reflective practices, as well as building strong teacher-student relationships that support targeted learning.			

REVIEW 1

- Assessment is still under review as we have been told that WG are possibly producing more detailed guidance for schools following discussions with practitioners about the varied approach across the country.
- Timed observations are being carried out in classes and they provide an excellent overview of how individual pupils work (or do not work).
- Tracking sheets have been developed by R.Banscherus and shared with the teaching staff.

REVIEW 2

- School Improvement Meetings on Afor L and observations to ensure all staff have the necessary tools to cover a range of assessment opportunities.
- Teachers are completing the individual learning profiles (One Note). Summer term staff will review the feasibility of the system re workload and value of the information gleaned.

EVALUTION

- One Note completed – here and now; impact on transition; pen profile. Everything in one place. **Assessment will now support the progression of each individual learner across all age ranges. Assessment is now an ongoing, process that is indistinguishable from learning and teaching.**
- School Improvement Meetings on A for L and training on formative assessment with Jenna Gravelle **Learning across the breadth of the curriculum draws on a wide range of assessment approaches, building a holistic picture of each pupil's development.**
- Timed observations are being carried out in classes and they provide an excellent overview of how individual pupils work (or do not work). **Systems recording day-to-day observations enable practitioners to identify progress over different periods.**
- One-on-one or small group discussions and reviews held where pupils review their progress with their teacher, reflect on feedback, and set new personal learning goals **Pupils display positive and purposeful responses to feedback, indicating an openness to learning and self-improvement.**
- Create Individual Learning Profiles (ILPs) for each student that encompass academic performance, strengths, challenges, interests, and social-emotional development. These profiles provide a personalised, evolving record of each child's learning journey. **The profiles identify individual strengths, areas for development and barriers to learning, including, regular dialogue with pupils, other practitioners and parents/carers. Summaries of pupil progress across the school support robust evaluation and improvement planning.**
- Formative assessments are used to monitor progress and inform teaching strategies. Summative assessments are used for measuring overall achievement. **Assessment supports the progression of each individual learner across all age ranges.**

Objective 4: Develop a comprehensive approach to teaching diversity to help pupils understand the value of inclusivity and equity from an early age.

Rationale: while it is not felt that there is any overt racism directed towards individuals we have identified through discussions with pupils that we have pupils who use inappropriate language/terms that are probably picked up outside school.

Action	Success Criteria/ Intended Outcomes	Resources/ Personnel	Timescale	Sources of Evidence
Integrate Diversity Across the Curriculum Diversity shouldn't be a standalone topic but incorporated into every subjects.	Foster critical thinking, increasing engagement, reducing stereotypes, and preparing students for a globalised world. Create an inclusive, equitable educational experience, resulting in stronger academic outcomes and personal growth.	SLT Meetings ADDs Sessions PM Sessions TA Meetings Staff training courses	**Review 1 December** **Review 2 March** **Evaluation July**	• Pupil work scrutiny • Learning walks • Listening to learners • Planning • Minutes Meetings • Meeting Agenda • Staff Training • Assemblies
Use Inclusive Teaching Materials. Utilise books that introduce pupils to different cultural experiences and challenges related to identity and self-acceptance. Materials should depict characters with a range of abilities, skin colours, and experiences to normalise diversity.	Normalise diversity and foster a more inclusive, empathetic, and engaged learning environment. Pupils develop critical thinking skills, cultural competence, and respect for diversity.			
Foster Classroom Discussions on Diversity. Create opportunities for pupils to discuss diversity openly and respectfully. Encourage pupils to share their experiences with different cultures, traditions, or personal identities. Explore situations where empathy and understanding of others' backgrounds are essential.	Reduced biases and fostering a sense of belonging. Pupils develop emotional intelligence, cultural competence, and respect for differences, which are essential for both academic success and navigating the diverse world beyond school			
Organise events that celebrate different cultural festivals, traditions, and histories.	Create a positive and lasting impact on pupil learning. Promote cultural awareness, inclusivity, and empathy while broadening students' global perspectives and enhancing engagement.			
Collaborate with Parents and the Community	Parents able to interact with their pupils on issues surrounding the pupils			

Engage parents and caregivers in discussions about diversity, encouraging them to share their cultural heritage with the class. Involve local cultural organizations and leaders. Organize field trips to local cultural centres or have guest speakers share about different cultures, religious practices, or historical backgrounds.	
Build empathy by teaching pupils to understand and value the perspectives of others.	Develop critical thinking, communication skills, and a growth mindset, preparing students to succeed both in school and in their future lives.
Teach about Disability and Neurodiversity Develop lessons on different abilities and neurodiversity, fostering an understanding of how people experience the world differently. Incorporate activities that help pupils appreciate the strengths and contributions of people with different abilities and highlight assistive technologies.	Empower pupils to see disability in a more positive light celebrating strengths, contributions, and assistive technologies, promoting a growth mindset and preparing them to thrive in a diverse world. Ultimately, these lessons help build a more respectful, inclusive, and compassionate classroom, where all students can learn and grow together.
Incorporate Social Justice Education Teach pupils about fairness, equality, and justice	Create a more equitable and inclusive learning environment where all students can thrive.

REVIEW 1

- All staff received diversity training on how to build awareness in school
- No Outsiders scheme has been shared with teaching staff.
- Assemblies are used to share information on relationships between different cultures and how we are all different but the same.
- Individual classes are sharing stories about pupils from other cultures and discussing the positive impact people from different cultures have on each other.

REVIEW 2

- Mrs. Foley is planning a Festival of the Senses for the Summer Term which will incorporate tastes, smells, colours, music, textures from different cultures. This will be open to the Community.
- Assemblies have been used to explain neurodiversity to pupils and to help neuro typical pupils to understand that our brains work different and many people display 'different normal behaviour' and we must not make fun of anyone who struggles to form relationships or communicate and must include everyone in what we do.

EVALUTION

- All staff received diversity training on how to build awareness in school from Show Racism The Red Card
- No Outsiders scheme has been shared with teaching staff and is used with all classes. Assemblies are used to share information on relationships between different cultures and how we are all different but the same. ***Pupils show positive working relationships with both peers and adults, fostering a collaborative and respectful learning community. The No Outsiders scheme fosters understanding of the history, culture, and linguistic heritage of the local area, Wales, and the wider world, celebrating diversity and multiple perspectives.***
- Individual classes are sharing stories about pupils from other cultures and discussing the positive impact people from different cultures have on each other. ***Learners are provided with a broad and well-rounded curriculum, covering a range of areas of learning and experience, ensuring depth and progression.***
- Assemblies have been used to explain neurodiversity to pupils and to help neuro typical pupils to understand that our brains work differently and many people display 'different normal behaviour' and we must not make fun of anyone who struggles to form relationships or communicate and must include everyone in what we do. ***Pupils' understanding of the complex nature of societies are developed by raising awareness of the history of their own communities and communities that may differ from the pupils' own immediate experience. Spiritual, moral, social, and cultural development is promoted, helping pupils to reflect on their values, beliefs, and relationships with others.***
- A Festival of the Senses was held in the Summer Term which incorporated tastes, smells, colours, music, textures from different cultures and from people with disabilities. ***Foster positive and respectful attitudes to diversity, particularly within the context of Relationships and Sexuality Education (RSE), emphasizing equity, rights, and advocacy for diverse identities and experiences.***
- **Class sessions have been booked with Show Racism the Red Card for the next academic year in Y5/6 and Y3/4 followed by a further training session for staff.**

Objective 5: Use adaptive teaching to improve provision for all learners

Rationale: Differentiation as a tool can be limiting to individuals and is often quite workload heavy for teachers without a balanced improvement in learning. Adaptive teaching requires a clearer understanding of a child's abilities and difficulties and should allow great progression in skills.

Action	Success Criteria/ Intended Outcomes	Resources/ Personnel	Timescale	Sources of Evidence
Build staff knowledge on adaptive teaching	Staff have a clear understanding of adaptive teaching and the advantage over differentiation. Pupils are then able to progress at an appropriate level and pace without any constraints on their learning	SLT Meetings ADDs Sessions PM Sessions TA Meetings Staff training courses	**Review 1 December** **Review 2 March** **Evaluation July**	• Legislation • Training • Listening to Learners • Tracking System • ALN Files • Parent Workshops • Staff Training
Deliver staff training on learning styles and ensure ALL pupils experience the full range of styles in their learning	Teachers deliver a range of learning styles and pupils learn a range of learning styles. Neuro divergent pupils may gain adaptive teaching through their preferred learning style			
Audit classrooms re maintenance of Universal Provision access	Universal provision provides support for all learners and enables progress for all			
Use teaching assistants to provide adaptive teaching	TAs help create a learning environment that supports every student's growth and success Pupils who struggle initially in a session are seen to make greater than expected progress with their learning			
Monitor Curriculum Planning to ensure an effective approach: By focusing on learning objectives and designing flexible instruction, teachers can create resources that can be easily modified to suit different pupils' needs.	Pupils receive the appropriate level of challenge and support.			
Ensure a Positive Learning Environment and clear Communication	A supportive classroom and maintaining communication with pupils and parents ensures engagement and awareness of student progress.			
Training for TAs on working with pupils with ALN	TAs have a greater of understanding of the needs of pupils with ALN and are better equipped to help the pupils make progress with their learning			

REVIEW 1

- Staff training on adaptive teaching was shared with all staff.
- All classes are well equipped for Universal Provision.
- Teaching staff are building opportunities for adaptive teaching into their lesson plans.
- Medium Term planning is effective and staff have begun discussions to share resources through the progression steps which can then be easily modified.

REVIEW 2

- Teaching Assistants are utilised to provide support for pupils – differentiation by support.
- Medium Term curriculum planning is shared with parents so that they have an idea of what is expected of the pupils.

EVALUTION

- Staff training on adaptive teaching was shared with all staff. *This ensures that teaching is well matched to the needs of all pupils, including those with ALN, based on a deep understanding of their learning requirements and provides opportunities for pupils to work both independently and collaboratively, cultivating essential teamwork and critical thinking skills.*
- Teaching staff are building opportunities for adaptive teaching into their lesson plans. *Pupils are enabled to progress at their own pace, and learning is tailored to meet individual needs*
- Medium Term curriculum planning is shared with parents so that they have an idea of what is expected of the pupils. *Parents have a clearer understanding of what is being delivered and are then able to support their pupils's learning.*
- All classes are well equipped for Universal Provision- ear defenders; fidget toys; calm areas; sensory room; use of outdoors; sensory circuits; adult support; Poppat Teaching staff are building opportunities for adaptive teaching into their lesson plans. *Teaching is adaptive, continually responding to pupils' learning needs both during lessons and over time. Teaching approaches change as necessary to ensure pupils' learning is consistently supported*
- Medium Term planning is effective, and is shared with parents, and staff have begun discussions to share resources through the progression steps which can then be easily modified according to context and age. Teaching Assistants are utilised to provide support for pupils – differentiation by support. *Where necessary (and financially possible), additional staff are integrated to support pupils in their learning, ensuring all pupils have the help they need to succeed.*
- Teaching assistants are also trained in the principles of adaptive teaching and are fully aware that they can be used as a resource to differentiate learning and support pupils. *Where necessary (and financially possible), additional staff are integrated to support pupils in their learning, ensuring all pupils have the help they need to succeed.*