



## **School Development Plan Ysgol Treganna 2025–26 Published Summary**

<b>School Self-Evaluation 2024–25: Overview.</b>	
<b>Strengths</b>	
<b>Learning and Teaching</b>	
<ul style="list-style-type: none"><li>• Most pupils, including those with ALN, MAT, and from low-income backgrounds, make good progress according to their needs and develop skills appropriate for their age. They recall previous learning well, acquire new knowledge, and show good problem-solving skills.</li><li>• There are positive attitudes towards learning. Behaviour is very good in class and during breaks, including supporting others to behave well. There are strong arrangements to support pupils' emotional, health, and social needs, working effectively with specialist agencies and partner organisations to overcome barriers to learning.</li><li>• Most pupils possess good standards of reading, listening, speaking, writing, numeracy, and digital skills and use them independently across the curriculum. Physical and creative skills are also developing well.</li><li>• The school includes cross-curricular experiences and opportunities to develop knowledge about multicultural society, fairness, and respect for all. Collective worship promotes pupils' moral and spiritual development. The curriculum offers high-quality, well-planned learning experiences that build on previous skills and take account of learner voice. Teachers' questioning methods and feedback support understanding and continuous improvement.</li><li>• Most staff model Welsh intentionally and support positive attitudes to learning. Support staff are used effectively to support pupils' wellbeing and learning.</li></ul>	
<b>Wellbeing, Care and Guidance</b>	

- Pupils feel safe and confident, with a clear understanding of making healthy choices and how to stay safe online. There is a strong safeguarding culture, comprehensive staff training, and prompt responses to concerns.
- Attendance is above the national average, with proactive work to reduce unauthorised absence. Bullying incidents are rare and dealt with robustly. The 'Positive Behaviour' policy supports positive attitudes to learning.
- The school provides wide opportunities to develop pupil leadership.
- The school works closely with external agencies to support those at risk of adverse outcomes.
- A caring, inclusive, and diverse ethos is embedded in school practice.

### **Leadership and Improvement**

- Leaders nurture a dedicated staff team, with strong modelling of professional values and robust transition arrangements. Governors provide effective support and challenge and play an active role in the improvement process.
- Strong self-evaluation systems, good data analysis, and professional networks inform improvements. A focus on professional development fosters reflection and collaboration to enhance teaching.
- There is a clear vision for the curriculum, with pupil wellbeing and progress at the heart of provision. This has led to measurable improvements in attendance, wellbeing, and behaviour.
- Effective performance management systems and strategic distribution of roles and responsibilities are in place, with strong relationships with parents, agencies, and the community, and the sharing of good practice with cluster schools.

### **Areas for development**

- Increase opportunities to develop numeracy skills across the curriculum
- Improve the way staff provide feedback to pupils
- Continue to nurture and develop planning and assessment/tracking procedures for progress
- Relationships and Sex Education
- Extended writing
- Inclusive learning
- Welsh identity
- Diversity

### **Evaluation of the School Development Plan 2024/2025.**

<b>Priority</b>	<b>Evaluation of the progress</b>
<b>Priority 1 Leadership</b> Build and develop the school's leadership by ensuring strong leadership supported by professional	Establishing the Leadership Forum and self-evaluation teams has created a robust structure for developing leaders at all levels, fostering strategic skills and the effective use of data. Year and progress leaders have been established, and clear

<p>development, research, and effective collaboration.</p>	<p>communication has had a positive impact on pupils' learning standards and wellbeing. Staff have actively engaged with research and innovation, making use of technology, peer mentoring, and adapting learning plans to better meet pupils' needs. The evaluation and improvement network has promoted professional collaboration and the sharing of good practice, while governors have taken a more active role in data analysis and observation, strengthening professional relationships and supporting constructive challenge.</p>
<p><b>Priority 2: Teaching and Learning</b> Refining our understanding and use of pedagogical principles to support pupils in making progress. Enriching learning opportunities through play and the use of the outdoor environment.</p>	<p>The school has created "Spare Parts" areas across all classrooms, using feedback from pupils and staff to improve provision and encourage independence. The Friday Play Continuum promotes reflection and independent planning. In terms of the Five Proficiencies, there has been clear progress in mathematical reasoning skills in practical contexts, with a clear plan to expand cross-curricular opportunities in September 2025. A consistent approach to teaching English spelling has now been embedded, supported by training, observations in other schools, and termly review processes, leading to improved accuracy and linguistic sophistication, as well as professional development for staff in phonics and responsive teaching. Outdoor learning is now a regular part of the weekly timetable. Lessons are directly linked to the Curriculum for Learning Areas, with easy access to outdoor spaces. This has strengthened the transfer of learning to practical contexts and the development of skills such as problem-solving, collaboration, and communication.</p>
<p><b>Priority 3: Curriculum</b> Further developing our school curriculum to ensure it enriches the knowledge, skills, and experiences of every pupil. Refining our curriculum to ensure that the principles of progression support planning, learning, and teaching.</p>	<p>The tracking system is now fully embedded in every classroom, enabling staff to use data confidently to identify trends, support specific groups, and target interventions, with termly progress meetings and positive input from governors strengthening the process. The cluster's RSE plan has been completed, and staff training has ensured a consistent understanding, with relevant content being meaningfully incorporated into the curriculum and a clear action plan in place for September 2025. The curriculum now systematically includes diversity and inclusion, with relevant references to LGBTQ+ communities and ethnic minorities.</p>

	Key Stage 2 pupils use the Progress Platform to record work, reflect, and set individual targets, improving personal awareness and responsibility, with a plan to review targets each term. Additionally, there is a plan to create a Digital Plan on Google Sites, with an assessment grid to support consistent planning.	
<b>Priority 4: Wellbeing, Support, and Leadership</b> Refining our whole-school approach to emotional and mental wellbeing. Collaborating with the wider learning community to meet the needs of learners, including those with additional learning needs (ALN).	Staff have developed a deeper understanding of the Regulation Zones and have begun planning and implementing them purposefully, and the Wellbeing Ambassadors have been introduced across the whole school. The "Nyth" has strengthened partnerships with parents through weekly workshops, the Parent Forum, and drop-in sessions for parents every Friday. The "Cwlwm Mentora" has developed the skills of teaching assistants by focusing on promoting independence and reducing over-supervision, thereby enhancing professional engagement. Finally, the use of Edukey software has improved the consistency and purpose of monitoring ALN pupils, with a plan to create a learner-centred grid to ensure that clear outcomes are set and reviewed systematically.	
School Development Plan Priorities 2025–2026		
<b>Priority 1 Numeracy</b>	Do we provide opportunities for our learners to apply and progressively develop their numeracy skills across the curriculum?	
<b>December Milestones</b>	<b>March Milestones</b>	<b>July Milestones</b>
Provide training for all school staff during the September INSET day (led by Erwain Alaw), with a focus on the Five Proficiencies and strategies for embedding numeracy across the curriculum.  Provide specialist training to raise standards of numeracy teaching and develop effective approaches to modelling reasoning. (October)	Complete collaborative discussions with peers across the CLIP, sharing pedagogical approaches, term plans, and numeracy learning experiences. (February)  Evaluate evidence of pupils' numeracy skills across the curriculum. (February)  Monitor pupil performance / scrutinise books, speak	All school staff will have access to a digital portfolio containing examples of best practice in numeracy and reasoning teaching.  Curriculum activities with staff will focus on sharing good numeracy practice. Collaborative observations between staff members will celebrate successful practices and highlight areas to improve across the school. (Half Term 1)  A comprehensive mapping of numeracy skills,

<p>Conduct learning observations with a focus on numeracy. (September)</p> <p>Carry out an analysis of the Summer 2025 Personal Reasoning Assessments, identifying strengths and areas for improvement. (October)</p> <p>Distribute and review a staff survey to collect baseline data on confidence and knowledge in teaching numeracy across the school. (September)</p> <p>Initiate regular professional discussions among staff to evaluate the quality of numeracy teaching and ensure sophisticated differentiation approaches.</p> <p>Start lesson planning with an emphasis on developing learners' reasoning and applying numeracy skills within cross-curricular contexts. (Half Term 1)</p> <p>Purchase and distribute new resources to support the development of numerical reasoning at all ability levels. (Half Term 2)</p> <p>Ensure that formal and informal assessment is used effectively, with outcomes informing planning and teaching.</p> <p>Begin collaboration with the CLIP Numeracy leaders to establish a shared vision for planning,</p>	<p>with learners, and review learning journeys with a focus on numeracy. (March)</p> <p>Monitor staff planning to ensure cross-curricular content and encourage the use of tasks that develop practical numeracy reasoning. (March)</p> <p>Ensure pupils are appropriately challenged, developing new skills by building on prior knowledge.</p> <p>Assess the effectiveness of strategies implemented so far, using mid-term data to inform next steps. (March)</p> <p>Further develop the use of the Five Proficiencies in medium-term planning, ensuring a coherent approach across learning areas.</p> <p>Agree on cluster 6/7 transition principles, including teaching approaches for numeracy and reasoning to prepare pupils for secondary school. (March)</p> <p>Continue to raise staff awareness of the value and effectiveness of new numeracy teaching approaches, including ongoing internal training.</p>	<p>experiences, and knowledge will be completed in collaboration with CLIP school leaders. Cross-curricular curriculum planning will include regular opportunities to apply numeracy skills in real-life contexts.</p> <p>Analyse the Summer 2026 Personal Assessments to evaluate the impact of numeracy strategies and prioritise next steps. (Half Term 2)</p> <p>Review the staff survey to collect evidence of progress and changes in confidence and teaching practices, comparing with baseline data. (Half Term 2)</p> <p>Ensure each class provides opportunities to practice mathematical recall, building on prior learning and knowledge retention.</p> <p>Conclude the year with a strategic review as a CLIP, identifying successes, challenges, and opportunities for progress. (June)</p> <p>Evaluate the impact of the cross-curricular map showing how numeracy skills have been applied, including pupil participation in authentic themes. (Half Term 2)</p> <p>Agree on action steps for the following year, including training schedules and 6/7</p>
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<p>assessment, and transition. (September)</p> <p>Prepare for effective 6/7 transition systems, with an emphasis on ensuring consistency in teaching numeracy and reasoning. (Half Term 2)</p> <p>Presentation to parents on 2025/26 priorities. (October)</p>	<p>Deliver a Mathematics and Numeracy Parent Curriculum session for parents in “Y Nyth” (Half Term 2)</p>	<p>transition targets. (Half Term 2)</p> <p>Evaluate the Mathematics and Numeracy Plan. A whole-staff self-assessment experience to identify strengths and areas for improvement. (Half Term 2)</p>
<p><b>Priority 2 Literacy</b></p>	<p>To what extent do we provide purposeful opportunities along with high expectations to enable pupils to further develop their extended writing skills and craft their work effectively for authentic audiences and purposes?</p>	
<p><b>December milestones</b></p>	<p><b>March milestones</b></p>	<p><b>July milestones</b></p>
<p>Targeted Language Skills Lessons.</p> <p>Implement structured language lessons in the classroom, focusing on language patterns, model sentences, grammar, mutations, and vocabulary. Ensure these are an integral part of the lesson plans. (Half Term 1)</p> <p>Implement “Sesiwn Sglein”.</p> <p>Introduce 10–15 minute morning sessions to reinforce spelling, mutations, vocabulary, and sentence structure skills. (September)</p> <p>Develop the Step-by-Step Writing Process.</p> <p>Ensure that every class follows a writing process that includes discussion, planning, drafting, receiving feedback,</p>	<p>Re-evaluate Language Skills Lessons.</p> <p>Review the content and structure of language lessons using staff and pupil feedback. (February)</p> <p>Review and Strengthen “Sesiwn Sglein” sessions.</p> <p>Monitor the impact of morning sessions and adjust the focus of the sessions according to pupils’ needs. (February)</p> <p>Monitor the Step-by-Step Writing Process.</p> <p>Observe and collect evidence of the writing process in classrooms to ensure consistency. (February)</p> <p>Hold a second “Diwrnod Darganfod” (Imagination Day).</p>	<p>Repeat and Strengthen the Step-by-Step Writing Process.</p> <p>Provide opportunities for pupils in all key stages to complete a final extended piece by following every stage of the writing process: discussion and planning, drafting, receiving feedback (from teacher or peers), revising, and re-writing. (May)</p> <p>Hold a final “Diwrnod Darganfod”.</p> <p>Organise a final Imagination Day offering a new fictional experience (e.g., crime investigation, exploration, historical court trial) to act as a stimulus for high-quality creative writing. (June)</p> <p>Hold a final “Campweithiau Campus” presentation.</p> <p>Host a formal event to celebrate pupils’ writing</p>

<p>revising, and re-writing. (Half Term 1)</p> <p>Use Quality Writing Models. Ensure that models from authors, teachers, and previous pupils are used consistently. (Half Term 1)</p> <p>Connect Real-Life Experiences to Writing. Organise at least one thematic visit or inspiring experience to support extended writing before the end of the term.</p> <p>Arrange Autumn Term “Diwrnod Darganfod” (Imagination Day). Introduce the first Imagination Day to spark creativity and inspire creative writing. (November)</p> <p>Active Reflective Assessment Sessions. Ensure every class holds daily reflection and review sessions where responses to feedback are modelled.</p> <p>Plan and Map Extended Writing Across the Curriculum. Work with subject leaders to identify and plan opportunities for extended writing in every learning area. (Half Term 2)</p> <p>“Campweithiau Campus” – launch the initiative. Begin displaying extended work in key visual areas across the school. (Half Term 2).</p>	<p>Deliver a new imaginative or practical experience to spark termly writing ideas. (March)</p> <p>Hold a termly “Campweithiau Campus” event. Pupils present or read their work to parents, governors, and authentic audiences. (March)</p> <p>Arrange a Moderation Session. Compare work against national expectations and criteria. (February)</p> <p>Review Curriculum Plans. Ensure opportunities for extended writing across all subjects are implemented effectively. (March)</p> <p>Display “Campweithiau Campus”. Evaluate impact and ensure broad representation and visible progress. (March)</p> <p>Mid-Term Monitoring. Leaders and the Evaluation and Improvement Group conduct extended writing monitoring sessions across classrooms and provide feedback. (March)</p>	<p>throughout the year, inviting parents, carers, governors, and members of the local community. Pupils will read, discuss, or display their work through creative formats (e.g., exhibitions, performances, videos). (July)</p> <p>Final moderation with staff. Organise a final moderation session where staff compare work against specific level criteria and national examples. Discuss progress in relation to work from December and March. (June)</p> <p>Review Individual Progress. Class teachers and subject leaders will review each pupil’s writing across the year, reflecting on the quality of content and ideas, language and vocabulary development, style and tone, spelling accuracy, mutations, and sentence structure. (June)</p> <p>Map Improvements for Next Year. Use information gathered from reviews, moderation, and feedback to inform new lesson plans and policies. Identify skill gaps, revise language lessons, or focus more closely on stages of the writing process. (July)</p> <p>Pupil and Teacher Survey and Feedback. Gather the views of pupils and teachers through surveys or short interviews. Identify what was</p>
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<p>Training by Menna Roberts.</p> <p>Staff to receive training on assessment and best practice from Menna Roberts to foster consistency and expertise. (October)</p>		<p>challenging, and which initiatives or experiences were most inspiring. This feedback will be used to shape content, approaches, and structures for the next year. (July)</p>
<b>Priority 3: Welshness</b>	<p>Do we effectively enrich and promote Welshness throughout the school to foster a strong sense of belonging and raise pupil achievement?</p>	
<b>December Milestones</b>	<b>March Milestones</b>	<b>July Milestones</b>
<p>Launch the “Cymraeg yn 1af” initiative to all staff and implement immediately.</p> <p>Arrange initial staff training to explain the principles and expectations.</p> <p>Establish Welsh mentors from Year 6. Appoint Year 6 pupils as mentors to visit younger classes to encourage the use of Welsh in play, group work, and recreational activities.</p> <p>Ensure a consistent approach across the school and raise the status of Welsh in all aspects of school life.</p> <p>Communicate a consistent message to everyone.</p> <p>Develop a visual slogan – e.g., “Cymraeg yn 1af” – for general use.</p> <p>Strengthen language awareness and expectations among pupils and staff.</p> <p>Motivate through rewards.</p>	<p>Carry out a survey of parents and pupils to gather their views on Welshness within the school.</p> <p>Gather views on attitudes towards the language, cultural activities, and the Welsh ethos.</p> <p>Reduce gaps, adjust plans, and strengthen the language connection between home and school.</p> <p>Include parents in regular feedback.</p> <p>Hold live feedback sessions or termly questionnaires for parents about their family’s Welsh experiences.</p> <p>Foster an ongoing partnership to support pupils’ language development.</p> <p>Develop links with local businesses that use or promote Welsh.</p>	<p>Develop pupil language leaders, strengthen relationships between year groups, and normalise the use of Welsh beyond formal contexts.</p> <p>Use the “Play Continuum” to structure recreational language. Develop a set of exercises/expressions suitable for role play, free time, and practical work. Help pupils use Welsh in natural and contextual situations.</p> <p>Open evenings to welcome and support – focus on the Welsh education model. Organise specific sessions for new parents explaining the immersion process, progression steps, and benefits of bilingualism. Boost parental confidence, address any concerns, and strengthen home language support from the outset.</p> <p>Provide a platform for parents to share positive experiences. Invite current parents to speak at open evenings about children’s</p>

<p>Use stickers or small gifts to acknowledge natural use of Welsh.</p> <p>Foster a positive attitude and encourage regular use of the language. Collaborative classroom agreements.</p> <p>Use targets developed by the class and ensure a visual agreement is signed. Increase pupils' sense of ownership and engagement. Connect with families. Initiatives such as "Gair ar y giât", parent sessions, and sharing vocabulary to use at home.</p> <p>Normalise Welsh beyond the school and encourage home support.</p> <p>Secret Classroom – Hidden task for staff. Organise secret language tasks for staff to inspire and stimulate creative use.</p> <p>Foster pride, collaboration, and enjoyment while promoting Welsh. Evaluate through a termly staff survey. Collect feedback to guide improvements and strengthen implementation. Ensure the strategy evolves continuously and is appropriate for the context.</p> <p>Mention "Cymraeg yn 1af" during parent evenings in September. Introduce the initiative</p>	<p>Invite Welsh-speaking businesses into the school to speak to pupils or showcase services.</p> <p>Model the use of Welsh in real social and economic contexts. Offer support to local businesses needing to develop Welsh language use. Collaborate with pupils to create posters, labels, or vocabulary for local businesses.</p> <p>Encourage social responsibility and meaningful engagement with the community.</p> <p>Connect with the Secondary Schools to support language continuity. Arrange visits from older pupils to talk about their Welsh experiences and provide inspiration.</p> <p>Demonstrate a positive language pathway and raise aspirations for younger pupils.</p> <p>Organise Welsh transition experiences with the secondary school.</p> <p>Conduct language workshops, joint projects, or co-singing sessions with older pupils.</p>	<p>achievements and their family experience of Welsh.</p> <p>Reduce concerns among new parents, foster a supportive and strong community.</p> <p>Monitor the impact of Welsh mentors regularly. Use observations, short interviews, or videos to document how Welsh is being used naturally. Highlight the value of the mentors and adjust the approach if necessary.</p> <p>Organise observation/exchange sessions between teachers. Allow staff to observe good practice in promoting Welsh informally and socially in other classrooms. Raise standards, share effective approaches, and foster a consistent method across the staff team.</p> <p>Conduct regular short surveys of teachers regarding recreational and social language use.</p> <p>Monitor progress and identify areas for more strategic development. Use a visual assessment system in classrooms (e.g., language - use thermometer map).</p> <p>Visually record how pupils feel about using Welsh, using simple colours or symbols.</p>
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<p>briefly to parents at the start of the year.</p> <p>Build strong partnerships with families and raise awareness.</p> <p>Establish a pupil committee “Cryw Cymraeg yn 1af”.</p> <p>Appoint pupils as language ambassadors with yellow jackets and a range of responsibilities.</p> <p>Positive role models who encourage and support peer use.</p> <p>Autumn Term Parent Group – focus on Welshness.</p> <p>Organise joint activities with parents that celebrate culture and language.</p> <p>Reinforce home-school connections and promote pride in the Welsh language.</p>	<p>Reinforce the use of Welsh during the key transition period.</p> <p>Use learning evidence to monitor the use of Welsh.</p> <p>Collect audio/video clips, book scrutiny, or observations to assess language progress.</p> <p>Provide a realistic picture of the impact of strategies on pupils’ language development.</p> <p>Hold a joint Welshness Week with Kitchener School.</p> <p>Focus on culture, music, art, sports, and Welsh food with community engagement.</p> <p>Raise cultural awareness and celebrate national identity in an interactive and enjoyable way.</p> <p>Create a “Cymraeg yn 1af” display.</p> <p>Develop a visual display of targets, achievements, word of the week, and Welsh activities.</p> <p>Inspire pride in the language and maintain focus on Welsh as a key priority.</p>	
<p>Priority 4: Wellbeing, Inclusion, and ALN (Additional Learning Needs)</p>	<p>Do we ensure that high-quality teaching and learning meets the needs of every pupil and supports inclusive education?</p>	

<b>December Milestones</b>	<b>March Milestones</b>	<b>July Milestones</b>
<p>Supporting Inclusive Practice and Learner Needs. Create and implement an inclusive self-reflection framework. Staff will use a self-reflection tool to assess the inclusivity of their classroom practices, identifying strengths and areas for further development.</p> <p>Use Models to assess the learning environment: Analyse the physical, structural, and interactive elements of the classroom to ensure they facilitate access, participation, and relevance for every learner.</p> <p>Introduce an Inclusion Score Sheet. Staff will keep a formal record of their assessments and use it as a baseline for monitoring improvements.</p> <p>Use reflective questions to create an action plan. Design specific steps to improve inclusive practice by analysing responses from self-reflection.</p> <p>Implement the DPP AET programme for autism understanding. Deliver accredited training to all staff using AET modules.</p> <p>Appoint an Autism Learning Champion: Provide internal leadership opportunities to promote</p>	<p>Evaluate and Assess Progress. Review and update the inclusion score sheet: Monitor progress by reassessing the learning environment. Collect feedback from pupils and families about their experiences: Use forms and interviews to guide practical changes.</p> <p>Share best practice from the AET programme. Conduct internal sessions where staff share changes made to their practice.</p> <p>Interim report from the Autism Champion: Identify actions taken and their impact so far, including recommendations for the second half of the year.</p> <p>Conduct an internal session on the Treganna Audit results. Staff discuss findings and propose collaborative action steps.</p> <p>Monitor the use of the professional learning Google Site. Complete and analyse a survey to assess the usefulness and impact of the digital resource.</p>	<p>Summarise, Evaluate, and Refine the Vision. Conduct whole-school self-evaluation of inclusive practice and evaluate the formal progress made throughout the year.</p> <p>Reassess the classroom scoring scale. Demonstrate continuous improvement through measurable evidence of change.</p> <p>Final report from the Autism Learning Champion. Show how practices have changed and recommend priorities for the next academic year.</p> <p>Present Poverty Audit findings to the Cluster. Share successful practices and supportive strategies with partner schools.</p> <p>Update the Google Site content with current information. Ensure it remains relevant and useful for staff.</p> <p>Collect and analyse parent feedback on the workshop in "Y Nyth": Assess the usefulness of sessions and develop proposals for further development.</p> <p>Arrange a follow-up learning visit with Lisa Sarracini. Demonstrate progress and receive feedback on action steps.</p> <p>Evaluate the impact of the MeLSA programme on staff capacity to support</p>

<p>educational practices that support autistic pupils.</p> <p>Organise a workshop for parents in “Y Nyth”. Offer ASD strategies to parents led by specialist teacher Elen Derrick.</p> <p>Prepare for Cluster Poverty Audit (Treganna Audit). Begin collecting data on barriers and pupil experiences of poverty.</p> <p>Plan professional learning activities online. Start creating a Google Site containing professional learning resources for staff.</p> <p>Arrange a Learning Visit with Lisa Sarracini for Autumn.</p>	<p>Evaluate MeLSA training and its impact. Collect staff feedback on changes to their understanding and teaching practices.</p> <p>Provide individual action plans for staff: Based on reflection and progress, demonstrate commitment to personalised professional development.</p> <p>Develop a whole-school inclusion monitoring framework: Identify key indicators to measure inclusion success.</p> <p>Collaborate with staff on a transition plan for pupils with ALN. Ensure inclusive approaches are maintained when transitioning between phases.</p>	<p>learners. Gather case study evidence of success and prepare for next steps.</p> <p>Organise an Inclusion Evaluation Day. Invite stakeholders to celebrate achievements and contribute to renewing the vision for an inclusive school.</p> <p>Summarise inclusion data to create an Annual Report for Governors. Share successes and strategic recommendations for the following year.</p>
<p><b>Priority 5: Assessment, Teaching, and Learning</b></p>	<p><b>To what extent do we support staff in developing a clear understanding of progress in every aspect of pupils’ learning?</b></p>	
<p><b>December Milestones</b></p>	<p><b>March Milestones</b></p>	<p><b>July Milestones</b></p>
<p>Focus on Setting Foundations and Aligning Assessment Expectations. Pupils to set individual targets on the Progress Platform (September). Begin the year with an emphasis on self-awareness and pupil voice.</p> <p>Review the school marking policy, introduce “Closing</p>	<p>Focus on Data Analysis, Refining Targets, and Preparing for Tests. Pupils to set new targets on the Progress Platform (January).</p> <p>Reflect on autumn data</p>	<p>Pupils to update final targets on the Progress Platform (May). Reflect on achievements and identify strengths at the end of the year.</p> <p>Whole-school moderation session (Summer 1). Develop understanding of oral development through</p>

<p>the Gap” marking and “Valuable Feedback” (September).</p> <p>Collaborate on the Cluster Progress Project – Session 1 (September). Develop collaborative approaches with moderation across schools in the cluster.</p> <p>Introduce Progress Maps for Literacy and Numeracy to staff (September 1). Ensure a clear understanding of Curriculum for Wales progression step expectations.</p> <p>Staff to use the progress maps and begin completing the assessment spreadsheet (October 1). Start recording pupil attainment systematically and consistently.</p> <p>Whole-school Writing moderation session (October 1). Create consistency in understanding literacy levels and quality criteria.</p> <p>Progress snapshot session – short observations and learning evidence (October 2). Review progress to adjust interventions or additional support.</p> <p>Staff to update the assessment spreadsheet using recent data and observations (October 2). Reflect on progress and</p>	<p>and set clearer goals for the new term.</p> <p>Writing moderation session (Spring 1). Continue to moderate understanding of levels through sample comparison and professional discussion.</p> <p>National tests and preparation through targeted assessments (Spring 1). Collect quantitative data to complement formative and informal evidence.</p> <p>Progress snapshot, staff review session, and short-term intervention planning (Spring 2). Identify any gaps or changes in progress and act promptly.</p> <p>Personal learning meetings with pupils. Staff discuss one-to-one progress with pupils based on evidence from the snapshot and the Progress Platform.</p> <p>Review and evaluate the school marking policy, monitoring the impact of “Closing the Gap” and “Valuable Feedback” marking (February).</p>	<p>sample discussion and assessment methods.</p> <p>National tests – collect and analyse formal data (Summer 2). Use results to plan transition and strengthen lessons for the following year.</p> <p>Annual Progress Review by the leadership team. Discuss trends, specific pupil groups, and make recommendations for the next School Improvement Plan.</p> <p>Celebrate pupil progress with personal progress certificates. Reinforce a positive attitude towards hard work and lifelong learning.</p> <p>Review and evaluate the school marking policy, monitor the impact of “Closing the Gap” and “Valuable Feedback” marking, and decide on next steps (June).</p>
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support targeted teaching planning.

Pupils to update the Progress Platform and reflect on their journey so far (October 2).  
Encourage a sense of ownership over progress and next steps.