

School Improvement Activities 2022-23



Cefn Saeson aims to ensure that all pupils make meaningful progress in learning and achieve their full potential. Our vision is centred on the learning of all learners. Effective learning and teaching at Cefn Saeson is a unique blend of strategies and integrated approaches that will successfully develop our learners. The Cefn Saeson 'Develop EACH Learner' pedagogy focuses on the principles of creative attributes including Higher Order Thinking Skills (HOTS) to ensure that all pupils:

EACH – “I matter”

“I will be ETHICAL, AMBITIOUS, CREATIVE and HEALTHY”

The principal objectives of our programme is to provide honest, transparent self-evaluation that informs our school improvement activities. The self-evaluation activities focuses upon the current school priorities:

- **How I Learn – Develop Pupils as creative learners.**
Co -construction of a curriculum that enables all pupils to make progress promoting a range of knowledge, skills & experience with a clear understanding of why these matter
- **Readiness to Learn – Develop the positive mental health, resilience and wellbeing of pupils.**
Ensuring the school environment supports learners' and practitioners' well-being
- **My Voice – To improve pupil participation in all aspects of school life**
Listening to learners as they engage with their learning and support them in achieving aspirations

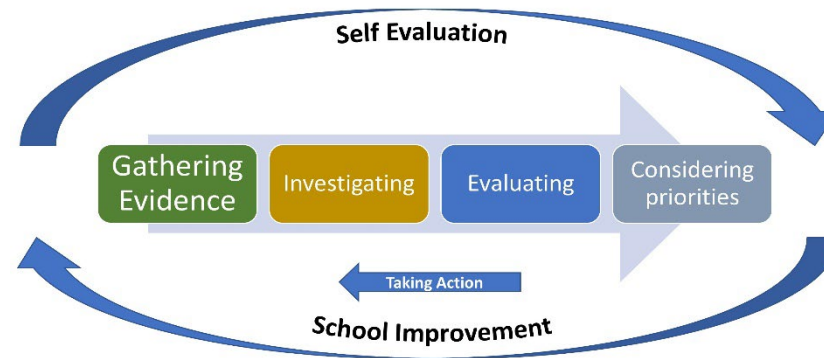
School priorities reflect the new 'national priorities';

- Improving pupils' progression by ensuring their learning is supported by a range of knowledge, skills and experience
- Reducing the impact of poverty on learners' progression and attainment

Self-evaluation activities supports a culture of improvement. Supporting schools to continually improve and give all learners the best possible education in order to progress;

1. Are learners progressing in the ways described in the principles of progression, supporting them to develop towards the four purposes – EACH?
2. Is the pace of learners' progress in line with the expectations of teachers and the curriculum?

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Wider sources of information and evidence will be gathered to make judgement on learner progress e.g. information from teachers who will be assessing learner progress (qualification and summative assessment/attainment data), information relating to learner progress in respect of the principles of progression, data on attendance, behaviour and welfare, observations of learning and teaching, discussions with learners and teachers.

In support of the school improvement programme AoLE's/Department's will also follow a department self-evaluation programme of activities to support department priorities.

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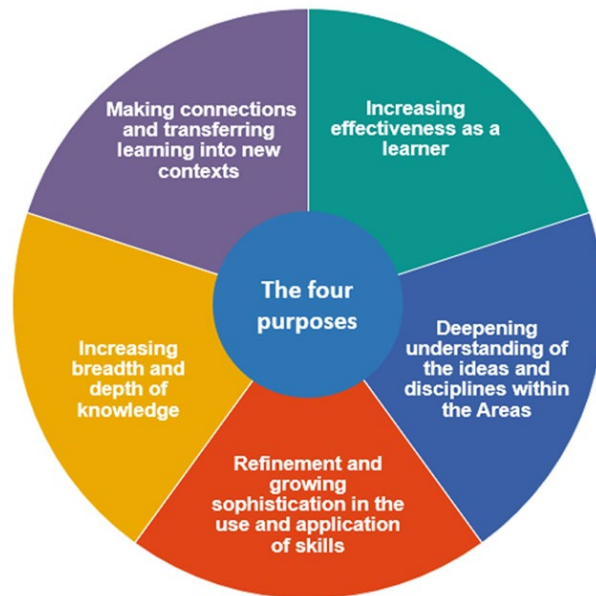
○ How I learn - Develop Pupils as creative learners.

Co-construction of a curriculum that enables all pupils to make progress promoting a range of knowledge, skills and experiences with a clear understanding of why these matter

Objective:

Can a creative approach to learning and teaching;

- Develop pupils across the 4 core purposes?
- Improve pupils' attributes to learning? – pupils *AfL* knowing what and how to improve attributes
- Develop the Higher order Thinking Skills of pupils?
- Positively impact on pupil attainment and progress?



Learning and progress

How well learners:

- progress in developing their skills, knowledge and understanding
- use existing skills and knowledge to develop their learning
- demonstrate positive attitudes to their learning
- persevere to overcome challenges
- demonstrate the capacity to work independently or collaboratively
- progress in the lesson and over time
- work to the standard they are capable of
- understand and use the Welsh language

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Readiness to Learn - Develop the positive mental health, resilience and wellbeing of pupils.

Ensuring the school environment supports learners' and practitioners' wellbeing

Central to our **EACH** – *“I matter”* provision is an incredibly positive ethos of high expectations and respect for one another – Respect, Responsibility & Pride”. We pride ourselves on our caring and engaging environment, in which every child can thrive, feel safe and achieve.

We are recommitted to ensuring our school develops a ‘Trauma Informed Approach’ to ensure that all our children develop positive mental health, resilience and wellbeing enabling them to fully engage in learning and life. There is a growing body of research and understanding of the impact of childhood adversity/ trauma on long term mental and physical health and the protective factors that minimise the potential impact. It is our aim to maximise the protective factors of school by creating an environment of safety that has strong, positive, supportive relationships at its heart.

Objective:

- Can a ‘Trauma Informed Approach’ improve the emotional wellbeing (positive mental health and resilience) of staff and pupils?

My Voice - To improve pupil participation in all aspects of school life

Listening to learners as they engage with their learning and support them in achieving aspirations

Central to our **EACH** – *“I matter”* provision pupils participation in learning, the school and wider community is at the heart of school improvement. A School Senedd has been set up to ensure that pupils have a meaningful ‘voice’ and that they feel valued members of their school community. The structure of the Senedd will allow engagement at every stage of learning and encompasses the diversity that Cefn Saeson has to offer. It will ensure that the feedback given is relevant for all learning and will maximise outcomes across every level. Each Senedd will consist of pupils from every year group and a Staff member from a specific AoLE who will act as an advisor helping to guide and focus the Senedd moving forward. Pupils will take the lead and will appoint their own chairperson and secretary from within the Senedd itself.

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Objective:

- Develop pupils as active participants, leading and initiating action, sharing decision making, taking ownership of their own learning and school community - Empower pupils to give them the information they need to be able to take part in decision making and processes and work with the Senedd leaders, allowing them to have a more active role in matter that affect them and their time at Cefn Saeson

Pupil equity ;

- To ensure that ALL pupils have the opportunity to take part in decisions that affect them and their development at Cefn Saeson
- Reducing the impact of poverty on learners progression, wellbeing and aspirations

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Focus	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	
AoLE Review		LLC	Health & Wellbeing	Maths & Numeracy		Expressive Arts	Humanities	Science & Technology				
Performance Management 2022-23	Appraisal 2021-22	Objectives 2022-2023				2022-23 Monitor & review			Monitor Progress – Lesson observations (Peer)			
Professional Learning Communities - Research informed practice	Plan: Chose a topic, pose a questions or hypothesis Background reading Decide how to collect data			Do: Action the change in your teaching and assess the outcome to gather data				Review: Bring together the outcomes Analyse the findings Present a possible answer to the question Share findings and good practice across the school				
Peer observation	Peer observation schedule baes on priorities AOLE/Dept Led			Peer observation schedule baes on priorities AOLE/Dept Led				Peer observation schedule baes on priorities AOLE/Dept Led				
School priorities	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	
HOW I LEARN	Improve pupils' attributes to learning?	Listening to Learners Professional Learning Inset Training	Pupil attributes survey	Health & Wellbeing Review	Maths & Numeracy Review	Listening to Learners	Pupil attributes survey	Humanities Review	Pupil Talks		Listening to Learners	
	Develop pupils across the 4 core purposes?		LLC Review	Pupil Talks	Pupil Talks		Expressive Arts Review	Data Collation	Science & Technology Review		Pupil attributes survey	
	Develop the Higher order Thinking Skills of pupils?		Pupil Talks	Speaking to pupils with their books	Speaking to pupils with their books		Pupil Talks	Pupil Talks	Speaking to pupils with their books		Speaking to pupils with their books	Pupil Talks
	Positively impact on pupil attainment and progress		Data Collation		Data Collation		Speaking to pupils with their books					Data Collation
	Develop pupils as active participants of their own learning?											

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	Improve standards, development and application of pupils literacy and numeracy skills											
MY VOICE	To ensure that ALL pupils have an equal opportunity to take part in decisions that affect them and their development	Senedd Pupil Voice Survey	Senedd	Senedd Listening to Learners	Full Senedd outcomes evaluation	Senedd Pupil voice survey	Senedd	Full Senedd outcomes evaluation	Senedd Listening to Learners	Senedd Pupil voice survey	Senedd Listening to Learners	Full Senedd outcomes evaluation
	Develop pupils as active participants of their own learning		LLC Review	Health & Wellbeing Review	Maths & Numeracy Review		Expressive Arts Review	Humanities Review	Science & Technology Review			
	Reducing the impact of poverty on learners progression, wellbeing and aspirations	SHRN Pupil Voice Follow Up Survey	Data Collation		Data collation	Pupil Voice Survey		Data Collation		Pupil Voice Survey	Data Collation	
READINESS TO LEARN	Can a 'Trauma Informed Approach' improve the emotional wellbeing (positive mental health and resilience) of staff and pupils?	Inset Training Listening to Learners Staff survey	Inset Training SHRN questionnaire	Inset Training	Parent Pastoral survey			Listening to learners		Parent Pastoral survey		SHRN questionnaire