**Present:** Mrs J Lewis

Mrs J Cotgias

Mr S John

Mrs Reed

Mr Cole arrived at 5.30 pm

Mrs A Powis – Clerk to the Governing Body

1. **Apologies**

Mr M Protheroe

1. **GSIC R1 & R3**

Mrs Reed led the meeting, she mentioned to governors that if the school get R1 right everything else should fall into place. There were initially 2 separate groups for R1 & R3, but it made more sense to put the 2 together. Mrs Reed went through the Powerpoint below in detail.

**GSIC Autumn Report 2023:**

**Progress against Estyn recommendations 1 and 3**

During the Autumn Term the school community has been focusing on progression against each Estyn recommendation as set out in our Post Inspection Action Plan (PIAP). Actions and progress to date is testament to the determination, passion and commitment of all school community members.

***R1: Strengthen leadership, by improving rigour and precision of self-evaluation and the effectiveness of improvement planning in particular***

Estyn Identified that**:**

* *Leaders have not secured sufficient improvements in some important aspects of the school’s work, including the quality of teaching, attendance, and provision for skills, particularly Welsh.*
* *Improvement processes do not focus consistently enough on the core aspects of their work, such as attendance or the impact of teaching on pupils’ progress, learning and skills development*
* *Quality assurance activities do not always focus precisely enough on identifying the specific strengths and areas for improvement in important aspects of its work or evaluate them with sufficient rigour.*

**Professional Learning**

Middle-leadership:

Following an NPT Education Support Officers (ESO’s) and SLT review of 2022-23 self-evaluation practices a bespoke training programme for middle-leaders has been devised. The first session (1st September 2023) focused upon ‘What is effective self-evaluation and improvement planning?’ Delivered by the ESO service this gave value to the self-evaluation and QA processes and enabled middle leaders to write an honest 2023 self-evaluation summary based upon Inspection Area1: Learning (How many pupils, do what, how well?) and Inspection Area 3: Teaching & Learning. Initially middle-leaders found the self-evaluation summary difficult to write because of the lack of first hand evidence gathered during the previous year. Following the completion of the self-evaluation middle –leaders and SLT link collaboratively identified 3 department priorities that will impact on pupil progress and attainment 2023-24.

The second middle leader training has focused on building capacity across the middle-leaders. Our ‘Making sense of…’ quality assurance activities enabled several middle-leaders to participate in peer training programme on gathering first-hand evidence and effective monitoring practices with SLT and ESO’s e.g. effectiveness of teaching including learning walks, work scrutiny etc. to aid improvement planning process’. Senior Leaders also invite Middle-leaders (on a voluntary basis) to participate in all SLT quality assurance activities. SLT also support and/or give training to middle-leaders for department quality assurance activities.

As a response to middle-leader feedback during training programmes and meetings (Middle-leaders curriculum leads, AoLE curriculum leaders and SLT link meeting) we have allocated each middle-leader additional 2 hours per fortnight of Management time to be dedicated to the purpose of self-evaluation, quality assurance and improvement planning activities. To allow for this we have appointed an additional member of teaching staff.

In addition, we have 4 middle-leaders completing the National Academy for Education Leadership (NAEL) Middle-leadership Development Programme. Focusing on effective leadership of teaching and learning.

Local & National programmes:

To further promote a culture in which staff see themselves as learners and evaluators of the ways in which they support pupil learning we encourage all staff to participate in national and local professional learning programmes e.g.

* Aspiring HTLA programme
* NPT Inclusion & Wellbeing Service training programmes
* Senior Leaders Development programme
* Aspiring Headteacher Development programme – Preparation for NPQH
* Masters Degree of Education

School Visits:

During this term we have visited 2 schools identified by Estyn and/or WG as good practice:

* Ysgol Gyfyn Gynraeg Llangynwyd - Self –evaluation and Improvement planning
* Ysgol Calon Cymru – Effective assessment processes in line with Curriculum for Wales

**Performance Management**

2023-24 Performance Management targets for all staff will build upon our previous objectives of and work towards this year’s school ethos and are linked to the recommendation of Estyn

* Objective 1: Pupil Progression – within areas of responsibility
* Objective 2: Improve effectiveness of teaching and assessment
* Objective 3: Participate in Research Informed Practice – Department or individual approach to a short- term action research project (1 term) linked to the DDP e.g. questioning, challenge, assessment & quality of written feedback

Staff performance management record will be held centrally on the One Note profile and follow the timeline as outlined below

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Activity | Oct  2023 | Nov | Dec | Jan | Feb | March | April | May | June | July | Sept  2024 | Oct |
| Performance Management | Appraise 2023-24  Objectives | 2023-24  Objectives  Reviewed by SLT link  **PLAN** | **DO** | | | | | | 2023-24 Monitor & Review progress  **REVIEW** | | | Appraise 2023-24  Objectives |

As outlined in the PIAP SLT links have monitored 2023-24 Performance Management objectives of each member of teaching staff to ensure that they are in line with school, department and individual professional development priorities.

Senior Leaders 2023-24 objectives will reflect their responsibilities in delivering the PIAP

Middle leader development to evaluate more precisely pupil progress, the standards of learning and the quality of teaching in lessons within/across their department / area of responsibility

**Monitoring/Evaluating Progress**

Several Making sense of’ self-evaluation activities took place during September and October to enable leaders at all levels (SLT & Middle leaders) to have a clear picture of aspects of the schools work.

Based upon these findings of Department Self-evaluation reports and the ‘Making sense of…’ quality assurance activities senior and middle-leaders have designed a programme of quality assurance activities to be carried out throughout the academic year ***Appendix 1***.The activities have a clear and concise focus on identifying specific strengths and areas for improvement as outlined in our ‘How I learn – Making Progress: Our Lesson Essentials’ principles; ***Appendix 2***

* Visible Progress in Learning
* High Level of Pace and Challenge
* Quality of Questioning
* Development of Skills
* Motivating Learning Environment

The school PIAP, Department Improvement Plans (DIP) and focus for each Quality assurance activity are organic and will grow and diversify depending on outcomes and impact of previous quality assurance activities.

*SLT and Department evaluations, improvement plans, quality assurance activities/reports, meeting action points and other documentation are stored centrally in the Staff Collaboration Space easily accessed through the staff desktop.*

***Next Steps:***

* *Review Quality Assurance focus to be clear, concise and consistent throughout the schools –* ***Our learning Essentials; 5 How I Learn principles***
* *Reviewing Progress’ activities to enable leaders at all levels (SLT and Middle Leaders) to have a current picture of aspects of the school work and impact of changes.*
* *Evaluate impact of Middle-leaders additional Management time for QA activities*
* *½ termly ESO meeting with SLT to evaluate the quality of evidence and monitoring reports.*
* *SLT on a termly basis compile common threads of departmental evaluations to identify a manageable number of holistic improvements.*

***R3: Improve the effectiveness of teaching and assessment***

Estyn identified that:

* *In a minority of instances, shortcomings in teaching limit the progress that pupils make (pupils are slow to start working and complete little work in their lessons over time).*
* *Where teaching is not effective enough, it is often because teachers do not have high enough expectations of what pupils can do. As a result, they:*
* *plan activities that are insufficiently demanding and,*
* *do not help pupils to develop relevant skills and their understanding of the subject*
* *In a few instances, teachers are too accepting of off-task behaviour and low levels of effort.*
* *Questioning is not used well enough to support pupils’ learning*
* *Although a minority of teachers provide pupils with written feedback that identifies clearly what pupils have done well and how they could improve, too often comments over generously praise work that is incorrect or at best mediocre.*
* *Overall, feedback does not provide pupils with sufficient guidance to help them develop their literacy skills.*
* *Pupil self-assessment activities are not always used judiciously and are often unhelpful and time-consuming.*
* *Pupils do not have enough opportunities to develop the full range of writing skills across the curriculum.*

**Professional Learning**

Effective Teaching and Assessment is the theme of all staff professional learning this academic year focusing on ‘Does teaching support pupil progress?’ The September all staff INSET focused on exploring and discussing principles of effective teaching;

* High expectations
* Planning for progression
* Assessing

This has formed the foundation for the Effective Teaching and Assessment programme.

**Tracking and monitoring pupil progress**

In line with assessment demands of Curriculum for Wales we have introduced a new format of aligning attainment and attitudes to learning to track pupils’ progress. Our overarching vision is to build and utilise a whole-school tracking system that aligns attainment and attitudes to learning to provide a more ‘rounded’ overview of a child’s progress.  Allowing teachers and non-teachers to identify the most appropriate and effective intervention at the earliest possible opportunity in order to support the whole child.

Teachers contribute to the system regularly sharing information about academic progress and each pupils’ attitude to learning (ATL) on a 5-point scale ***Appendix 3*** .Ideally, there should be a clear link between pupil progress and a positive ATL.  This tracking data is colour coded against the other key information held on the child to help staff look holistically at each pupil’s progress and identify the precise nature of any barriers to learning. Staff use the information from this system proactively to provide bespoke support and challenge.

Pupil attainment (e.g. Progression step beginner – expert) and ATL score will be collected each data drop (as per ARR calendar) for school monitoring purposes.

ATL score only will be send to parents as part of the reporting system.

Both attainment and ATL scores will be form part of the ks4 reporting system.

Pupil self-assessment will be included to give pupils affiliation, autonomy and agency within their learning

Full Report

During the summer term parents will receive a Full report of their son/daughters progress.

We have also reviewed our procedures for parents evening and are trialling a new approach with year 7:

Autumn Term 6th December Core Subjects only.

Parents will be given a 20 minute timeslot in which they are given an opportunity to look at their son/daughters books independently including a 5 minute discussion with the teacher. The parents evening will take place in the teacher’s classroom 3-6pm.

Spring Term 7th February Non-core subjects only

Traditional format. Parents make a 5 minute appointment to discuss their son/daughters progress etc. The parents evening will take place in the auditorium 3-6pm

**Monitoring/Evaluating Progress**

As outlined in the PIAP several Making sense of’ self-evaluation activities took place during September and October to enable leaders at all levels (SLT & Middle leaders) to have a clear picture of aspects of the schools work.

Focus: Does teaching support pupils to make progress?

|  |  |  |
| --- | --- | --- |
| ‘Making sense of…’ Quality Assurance Activity | | |
| Learning Walk | Book Look | Speaking to pupils with their books |
| ESO, SLT, AoLE Leads  28 members of staff observed  ESO Feedback session | HOD, Teachers.  Reports monitored by SLT  Year 8 (set 1, 3 and 5) | SLT – RR & BM  Yea 8 & 9 (sets 2,4 & 5) |
| -What are you learning to do? (Lesson objective, skill development etc)  -Why are you learning it? (Links to purpose, development of attributes/integral skills)  -How does this fit into your learning?  -How do you know how well you are doing?  -How can you improve? What are your next steps? | ***1.Do staff have high enough expectations of pupils?***  -*Plan activities that are sufficiently demanding*  *-Completion and presentation of tasks*  **2. Are pupils making good progress in their knowledge, skills and understanding?**  ***3. Are pupils making good progress in their Attributes/ integral skills?***  ***4. Quality of written feedback*** - *Does feedback provide pupils with sufficient guidance to help them make progress ( linked to learning intention)*  *-Pupil strengths*  *-Areas for development*  *-Outline next steps in learning*  *-Have pupils responded to feedback?* | -Show me an example of a piece of work that you are really proud of. Why?  -Show me an example of a piece of work where you found the learning really challenging. Why?  -Show me an example of a piece of feedback you have received which really helped improve your learning. Why?  -Show me an example of a piece of homework you have received which really helped improve your learning. Why?  -Show me an example of a piece of work where you worked independently? What happened to help you work independently?  -Have you done anything in your book which you think has helped develop your literacy ,numeracy or digital competency skills? What was helpful about this activity? |

*\*Individual activity and summary evaluation reports have been collated on each activity* ***Appendix 4-7*** *Evaluation shared with all staff during whole staff meeting, Middle-leaders meeting and AoLE curriculum Lead meeting outlining strengths, areas for improvement and next steps.*

‘Making sense of…’ Evaluation Summary:

* The *majority* of pupils make good progress in their knowledge.
* Most teacher’s plan with clear objectives for the lesson, however the *intention is often limited to acquiring knowledge and completing the task.*
* When asked the reason for learning in the lesson or speaking to pupils with their books, *most pupils were unclear of the overall learning intention and could only comment on the activity, or because their teacher told them to or that they will be examined or tested on it.*
* Nearly all pupils were able to identify a piece of work that they were proud of. Most pupils had selected a piece of work that reflected the amount of effort, resilience and discipline that they had personally put into the work rather than the attainment grade.
* Most pupils identified tasks of independent learning as a challenge – *the expectation of bringing prior learning, application of new skills in a different context together*.
* Teacher’s subject knowledge is strong, and most lessons require high levels of teacher direction. *This often limits pupils’ ability to develop their integral skills such as their ability to plan and organise, to be creative, solve problems and develop their thinking skills.*
* There are very strong examples of teachers having high expectations of the progress pupils make e.g. Science pupils have a very clear understanding that they need to make progress in their knowledge of electricity, their ability to collaborate and their ability to plan an investigation. They can clearly articulate why collaboration is important and what good collaboration looks like. *Where teaching is not effective teachers plan activities that are insufficiently demanding and do not help pupils to develop and apply relevant skills and their understanding of the subject.*
* There is *little evidence of differentiation in books impacting on pupil progress, independence and engagement. Focusing primarily on activity/content and knowledge.*

Quality of written feedback:

* Nearly all pupils stated that they received a variety of feedback approaches e.g. verbal, marking codes and written feedback.
* There is useful written feedback that requires pupils to think about their learning and to challenge their thinking, however *pupils do not always respond to the comments*. In the very few cases where this was effective pupils were given time to act upon the feedback given and this was monitored by staff. Feedback was linked to the learning intentions e.g. subject skill, literacy development and attributes to learning (integral skills)
* The majority of pupils present their work well and complete set tasks. However, it is evident, *particularly in lower sets, that pupils do not always complete set tasks and take little pride in the presentation of their work.*
* *Book pride is not always challenged by staff* e.g. unfinished/incomplete tasks, gaps in books, ‘doodling’ in the margin, underlining etc.

Cross- Curricular Skills:

Literacy;

* Nearly all pupils could identify opportunities in their learning for developing literacy across the curriculum.
* The majority of pupils stated that they are often given opportunities to develop their *reading, however, this was predominantly in English lessons.*
* There are also opportunities to develop speaking/oracy in most lesson especially in MFL, Drama, Welsh and Prince’s Trust presentations.
* Nearly all pupils were able to to show examples of extended writing. *However, there was little evidence of a variety of writing types.*

Numeracy;

* When prompted around half of the pupils could identify opportunities to develop numeracy across the curriculum e.g. using equations in science, measuring in cooking, data handling and graph work in Geography and science. *However, pupils did not recognise that the numeracy skills developed in Maths were applicable to other subjects.*

DCF;

* Most pupils were able to identify opportunities where they had used DCF to research. A few pupils gave other examples including file management in WB, filming in Drama and completing evaluation in PE

Based upon the findings of the ‘Making sense of …’ activity there are 2 main areas of development:

1. ***To develop a shared understanding of progress and support teachers to plan for progress***:

* Curriculum Design – Learning Intention
* Challenge
* Cross-curricular Skills
* Quality of written feedback to inform next steps and impact on pupil progress
* Peer and self-assessment.

1. ***To further strengthen the process of self-evaluation with middle- leaders producing evaluation based on first hand-evidence***

**Professional Learning**

Throughout this academic year all staff will participate in the following programmes. The programmes will be delivered through a variety of models and personnel.

1. **Effective Teaching** – to develop a shared understanding of progress and support teachers to plan for progress

* Curriculum Design – Learning Intention
* Challenge
* Cross-curricular Skills

1. **Effective Assessment** - Supporting learner progression - planning for progress

* Effective questioning,
* Assessment for and of learning,
* Quality of written feedback and its impact on pupil progress

Professional Learning Communities (PLC):

We have established a culture of enquiry, innovation and exploration to provide opportunities for staff to undertake action research in department based PLC’s based on identified department priorities.

Each professional enquiry will take a term to complete. Departments are expected to complete 1 enquiry per academic year and can be completed at the discretion of the Head of Department in line with the department priorities and quality assurance calendar. Impact of the enquiry will be shared with the SLT and across the school to impact on all staff.

Next Steps:

* *Cross-curricular Reviews:*

*Literacy Review 27th – 30 November. Focus: Writing accuracy and variety of writing types.*

* *‘Reviewing progress’ self-evaluation activities (SLT and Middle-leaders) to monitor progress and evaluate impact of teaching and assessment programmes/ strategies to inform next steps. Organic process.* ***R1 & R3***
* *Review impact of monitoring and tracking pupil progress systems*
* *Evaluate the impact of Professional learning and staff training programme;* 
  + *Departmental action research Professional Learning Communities (PLC’s) to evaluate progress and inform improvement planning at department level*
  + *Staff Training programme: Effective Teaching & Effective Assessment programmes*

**Appendix 1**

**2023-24 WEEKLY MEETINGS & SELF EVALUATION ACTIVITIES**

*\* AoLE/Department meetings can also include staff training sessions when necessary*

*\*3 Inset days are yet to designated*

|  |  |  |
| --- | --- | --- |
| **Autumn Term 2023** | |  |
| **Date** | **Meeting** |
| Friday 1st Sept | INSET #1 |
| Monday 4th Sept | INSET #2 |
| Wednesday 6th Sept | AoLE/Department Meeting | SLT Link Meeting:  Improvement Planning  *Data Review & DDP* |
| Wednesday 13th Sept | AoLE/Department Meeting |
| Monday 18th Sept | AoLE Curriculum Leaders Meeting |
| Wednesday 20th Sept | AoLE/Department Meeting |
| Wednesday 27th Sept | Year Team Meeting |  |
| 2nd Oct - 5th Oct | Whole School Formal Observation #1 |
| Monday 2nd Oct | Curriculum Middle Leaders Meeting |
| Wednesday 4th Oct | AoLE/Department Meeting |
| Monday 9th Oct | Pastoral Middle leaders Meeting |  |
| Wednesday 11th Oct | AoLE/Department Meeting  Reviewing Progress – Work Scrutiny | SLT Link Meeting:  Improvement Planning  *\*QA Report & Action, PM* |
| Wednesday 18th Oct | Reviewing Progress - Learning Walk |
| AoLE/Department Meeting |
| Wednesday 25th Oct | AoLE/Department Meeting |
| ***Half Term*** | |  |
| Monday 6th Nov | Pastoral Middle leaders Meeting |
| Wednesday 8th Nov | Year Team Meeting |
| Monday 13th Nov | Curriculum Middle Leaders Meeting | SLT Link Meeting:  Improvement Planning\* |
| Wednesday 15th Nov | YEAR 11 PARENTS EVENING |
| Wednesday 22nd Nov | AoLE/Department Meeting  Reviewing Progress – Work Scrutiny |
| Monday 27th Nov | AoLE Curriculum Leaders Meeting |
| Wednesday 29th Nov | Reviewing Progress - Learning Walk |  |
|  | AoLE/Department Meeting |
| Wednesday 6th Dec | YEAR 7 PARENTS EVENING |
| Wednesday 13th Dec | AoLE/Department Meeting  Reviewing Progress – Work Scrutiny | SLT Link Meeting:  Improvement Planning\* |
| Wednesday 20th Dec | PLC Feedback to all staff |
| ***End of Term*** | |  |

|  |  |  |
| --- | --- | --- |
| **Spring Term 2024** | |  |
| **Date** | **Meeting** |
| Monday 8th Jan | Pastoral Middle Leaders Meeting |
| Wednesday 10th Jan | Year Team Meeting |
| Monday 15th Jan | Curriculum Middle Leaders Meeting | SLT Link Meeting:  Improvement Planning\* |
| Wednesday 17th Jan | Reviewing Progress - Learning Walk |
| AoLE/Department Meeting |
| Monday 22nd Jan | AoLE Curriculum Leaders Meeting |
| Wednesday 24th Jan | AoLE/Department Meeting  Reviewing Progress – Work Scrutiny |
| Wednesday 31st Jan | AoLE/Department Meeting |
| Wednesday 7th Feb | AoLE/Department Meeting |  |
| ***Half Term*** | |
| 19th – 23rd Feb | Whole School Observation #2 |
| Monday 19th Feb | Pastoral Middle Leaders Meeting |
| Wednesday 21st Feb | YEAR 10 PARENTS EVENING |
| Monday 26th Feb | Curriculum Middle Leaders Meeting |
| Wednesday 28th Feb | AoLE/Department Meeting | SLT Link Meeting:  Improvement Planning\* |
| Wednesday 6th March | AoLE/Department Meeting  Reviewing Progress – Work Scrutiny School |
| Monday 11th March | AoLE Curriculum Leaders Meeting |
| Wednesday 13th March | Reviewing Progress - Learning Walk |
| Wednesday 13th March | YEAR 8 PARENTS EVENING |
| Wednesday 20th March | PLC Feedback to all staff |  |
| Friday 22nd March | INSET Joint NPT Secondary School - CfW |
| ***End of Term*** | |

|  |  |  |
| --- | --- | --- |
| **Summer Term 2024** | |  |
| **Date** | **Meeting** |
| Monday 8th April | Pastoral Middle Leaders |
| Wednesday 10th April | Year Team Meeting |
| 15th - 19th April | Whole School Observation #3 |
| Monday 15th April | AoLE Curriculum Leaders Meeting |
| Wednesday 17th April | YEAR 9 PARENTS EVENING |
| Monday 22nd April | Curriculum Middle Leaders Meeting | SLT Link Meeting:  Improvement Planning\* |
| Wednesday 24th April | Reviewing Progress - Learning Walk |
| AoLE/Department Meeting |
| Wednesday 1st May | AoLE/Department Meeting  Reviewing Progress – Work Scrutiny |
| Wednesday 8th May | AoLE/Department Meeting |
| Wednesday 15th May | Year Team Meeting |  |
| Wednesday 22nd May | AoLE/Department Meeting |
| ***Half Term*** | |
| Monday 3rd June | Curriculum Middle Leaders Meeting |
| Wednesday 5th June | AoLE/Department Meeting |
| Monday 10th June | Pastoral Middle Leaders Meeting |
| Wednesday 12th June | Reviewing Progress - Learning Walk |
| Year Team Meeting | SLT Link Meeting:  Improvement Planning\* |
| Monday 17th June | AoLE Curriculum Leaders Meeting |
| Wednesday 19th June | AoLE/Department Meeting  Reviewing Progress – Work scrutiny |
| Wednesday 26th June | AoLE/Department Meeting |
| Wednesday 3rd July | AoLE/Department Meeting |
| Wednesday 10th July | PLC Feedback to all staff |  |
| Wednesday 17th July | AoLE/Department Meeting |

**Appendix 2**



**VISIBLE PROGRESS IN LEARNING**

* Learners understand ***what*** they are learning, ***why*** they are learning it and ***how*** they can improve
* Learners use a range of skills to apply knowledge and deepen understanding
* Learners are inspired by and engaged in a range of rich learning activities
* Learning is monitored and progressed with positive reinforcement and regular feedback that informs where the learners are in their learning, where they need to go in their learning and what needs to be done for them to get there, taking into account any barriers to learning.

**HIGH LEVEL OF PACE AND CHALLENGE**

* Clear, and consistently high expectations for all our learners, in all of our classes
* Learning enablers, integral skills are key to challenge learners – allow time for problem solving, creativity and innovation and critical thinking.
* Ensure extension and challenge tasks are available along with learning mats, writing frames, chunking of tasks and other resources to support and challenge learners.

**QUALITY OF QUESTIONING**

* Questioning is differentiated to check for depth of understanding and progress
* Questions are used effectively to deepen understanding and allow learners to apply their knowledge
* Learners have the opportunity to ask and answer questions individually, in pairs and in groups

**DEVELOPMENT OF SKILLS**

* Literacy skills: reading, writing and speaking are fundamental to our lessons planning and should follow with our literacy strategies
* All opportunities for numeracy skills explored
* Digital skills are developed, extended and applied to enable learners to contribute positively to the digital world

**MOTIVATING LEARNING ENVIRONMENT**

* Learning environment promotes enquiry and curiosity to encourage independent learning
* Learners are encouraged to talk, share and learn from others

**Appendix 3**

**ATTITUDES TO LEARNING SCORE**

Staff award pupils different ATL’s to give a clear indication of how a pupils is progressing. Staff have been asked to make their judgement using the following 5 categories. Pupil rewards are linked to each ATL score.

|  |  |
| --- | --- |
| **ATL**  **1**  (5 rewards points) | Staff cannot ask more of a pupil. Contribution in class, attendance, effort, homework are all of an excellent standard. ‘Book pride’ and regular monitoring of pupil progress on a daily basis and overtime demonstrates the pupils ***discipline*** as they take consistent pride in their learning and always act on teacher feedback.  Through utilising their attributes to learning pupils demonstrate consistent aspiration to improve their own learning, regardless of their current attainment:  Pupils work extensively both independently and ***collaboratively*** to extend their learning and take responsibility for their progress  Pupils innovatively demonstrate ***resilience*** and are able to stick with difficulty when faced with challenge  Pupils are always ***imaginative*** and ***inquisitive*** and extensively demonstrate their problem solving skills and creative thinking |
| **ATL**  **2**  (4 rewards points) | Generally positive in all areas. Contribution in class, attendance, effort, homework are all of a good standard. ‘Book pride’ and regular monitoring of pupil progress on a daily basis and overtime demonstrates the pupils ***discipline*** as they take pride in their learning and acts on teacher feedback.  Through utilising their attributes to learning pupils demonstrate aspiration to improve their own learning, regardless of their current attainment:  Pupils work effectively both independently and ***collaboratively*** to extend their learning and take responsibility for their progress  Pupils skilfully demonstrate ***resilience*** and are able to stick with difficulty when faced with challenge  Pupils are i***maginative*** and ***inquisitive*** and effectively demonstrate their problem solving skills and creative thinking |
| **ATL**  **3**  (2 rewards points) | Shortcomings exist which can offer a barrier to progress e.g. negative behaviour choices, attendance issues, fail to follow some instructions etc.  ‘Book pride’ and regular monitoring of pupil progress on a daily basis and overtime demonstrates the pupils’ ***discipline***. With support they can take pride in their learning and acts on teacher feedback.  Through utilising their attributes to learning pupils demonstrate some aspiration to improve their own learning, regardless of their current attainment:  Sometime the pupils can work appropriately both independently and ***collaboratively*** to extend their learning and take responsibility for their progress  When encouraged pupils can demonstrate ***resilience*** and are able to stick with difficulty when faced with challenge.  Often pupils are i***maginative*** and ***inquisitive*** and demonstrate appropriately their problem solving skills and creative thinking |
| **ATL**  **4** | Limited or no progress due to significant shortcomings and barriers to learning (e.g. chronic attendance issues (below 85%), serious behaviour issues at risk of exclusions and in need of some kind of behaviour intervention at a high level).  Book pride’ and regular monitoring of pupil progress on a daily basis and overtime demonstrates poor pupil ***discipline;*** are often off task and disengaged and are reluctant to respond to teacher feedback; frequently miss deadlines and often produce work with lack of care that doesn’t reflect their ability and/or is incomplete  Through utilising their attributes to learning pupils demonstrate very little aspiration to improve their own learning, regardless of their current attainment |
| **ATL**  **5**  (0 rewards points) | Grade isn’t applicable in light of personal circumstances |

**Appendix 4**

**‘Making Sense of…’Monitoring Report**

**Speaking to Pupils with their Books**

|  |  |
| --- | --- |
| Focus: To strengthen the rigour and precision of self-evaluation processes and improve the effectiveness of teaching and assessment | Date: 20th October |
| Monitored by: SLT | |

|  |
| --- |
| Focus for Monitoring: **Pupil experience of Teaching and learning**  **‘Does Teaching support pupils to make progress in their learning?’** |
| 9 Year 8 pupils  9 Year 9 pupils  Set 2,4 and 5 |
| Monitoring will take place through: Listening to learners? Scrutiny of pupils’ work? Learning walk? Lesson observation? Data analysis? Teacher interviews? Etc. |
| Speaking to Pupils with their books |
| Standards/Wellbeing and attitudes to learning (Insert into 1:3/IA2 SER after QA): Strengths: What is it that pupils can and cannot do? How many pupils do what and how well? |
| **Show me an example of a piece of work that you are really proud of. Why?**  Nearly all pupils were able to identify a piece of work that they were proud of. Most pupils had selected a piece of work that reflected the amount of effort that they had personally put into the work rather than the attainment grade e.g. Art and the study and application of Mono printing. Most pupils agreed, particularly year 8, that they felt a sense of achievement because the task was challenging and they used resilience and discipline in completing the task.  **Show me an example of a piece of work where you found the learning really challenging. Why?**  Most pupils identified tasks of independent learning as a challenge - the expectation of bringing prior learning, and application of new skills in a different context together. The majority of pupils were unclear of the overall learning intention and could only comment on the activity. Nearly all pupils stated that the support e.g. writing frames in History and sentence builders in Spanish supported pupils to make progress in their learning. However, these strategies were not always the most successful e.g. pupils not always understanding and co-constructing the success criteria.  **Show me an example of a piece of feedback you have received which really helped improve your learning. Why?**  Nearly all pupils stated that they received a variety of feedback approaches e.g. verbal, marking codes and written feedback. Although early in the year most pupils had evidence of marking and feedback in their books. However, the quality and impact on pupils learning was not consistent across the departments. In the very few cases where this was effective pupils were given time to act upon the feedback given and this was monitored by staff. Feedback was linked to the learning intentions e.g. subject skill, literacy development and attributes to learning (integral skills).  **Show me an example of a piece of homework you have received which really helped improve your learning. Why?**  The majority of pupils stated that they have regular homework. However, the majority of pupils particularly Year 9 felt that the homework was often pointless stand-alone activities that did not support them to make progress in what they were learning class. A majority felt that in some cases the homework only prepared them to pass an assessment e.g. Mathswatch in Mathematics  **Have you done anything in your book which you think has helped develop your literacy (i.e. reading/writing/speaking and listening), numeracy or digital competency skills? What was helpful about this activity?**  Nearly all pupils could identify opportunities in their learning for developing literacy across the curriculum. The majority of pupils stated that they are often given opportunities to develop their reading, however this was predominantly done in English lessons. There are also opportunities for pupils to develop their oracy skills in MFL, Drama, Welsh and also presenting work in Princes Trust. Nearly all pupils were able to show examples of extended writing. However, there was little evidence of a variety of writing types.  When prompted around half of the pupils could identify opportunities to develop numeracy across the curriculum e.g. using equations in science, measuring in cooking and drawing graphs in geography. However, pupils did not recognise that they numeracy skills developed in maths were applicable to other subjects.  Most pupils were able to identify opportunities where they had used DCF to research. A few pupils gave other examples including file management in WB, Filming in Drama and completing evaluations in PE. |
| Areas for Development: |
| * To support teachers to plan for progress so that pupils are clear what is the intention of learning * Quality of feedback to inform next steps and impact of progress * To develop purposeful homework linked to the intention/purpose of learning. * To further strengthen the process of self-evaluation with middle leaders producing evaluations based on first-hand evidence. |

**Appendix 5**

**‘Making Sense of…’Monitoring Report**

**Book Look**

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| Focus: To strengthen the rigour and precision of self-evaluation processes and improve the effectiveness of teaching and assessment | Date: 11th October |
| Monitored by: Heads of Department  Quality Assured by: SLT | |

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| Focus for Monitoring: What specific skills are you going to be looking for? |
| 1. ***Do staff have high enough expectations of pupils?***  * Plan activities that are sufficiently demanding * Completion and presentation of tasks  1. **Are pupils making good progress in their knowledge, skills and understanding?** 2. ***Are pupils making good progress in their Attributes/ integral skills?*** 3. ***Quality of written feedback*** - *Does feedback provide pupils with sufficient guidance to help them make progress ( linked to learning intention)*  * ***Pupil strengths*** * ***Areas for development*** * ***Outline next steps in learning***   ***Have pupils responded to feedback?*** |
| Monitoring will take place through: Listening to learners? Scrutiny of pupils’ work? Learning walk? Lesson observation? Data analysis? Teacher interviews? Etc. |
| Book Scrutiny – Year 8 |
| Standards/Wellbeing and attitudes to learning (Insert into 1:3/IA2 SER after QA): Strengths: What is it that pupils can and cannot do? How many pupils do what and how well?  (Remember to use the word **‘However’** if an area needs development) |
| The majority of staff have high expectations of pupils. The activities are of suitable challenge for the pupils age and ability e.g. in Science pupils investigation of electricity. However, differentiation is largely by outcome and not evident in resources or pupils books. In a minority of books challenge is not evident and limited progress is made. The lack of progress has not been challenged by staff.  The majority of pupils present their work well. Tasks are complete. However, it is evident, particularly in lower ability sets, that pupils do not always complete tasks and take little pride in the presentation of their work. ‘Book pride’ is not always challenged by staff e.g. unfinished/incomplete tasks, limited presentation areas such as underlining and doodling in the margin.  Many pupils are making good progress in knowledge, however, it is not always evident in books pupils understanding and applying the skill in a different learning context. The learning intention is often limited to acquiring knowledge and completion of task. In a few books there is evidence that the teacher has planned for effective progress explicitly linked to a broad learning intention i.e. knowledge, understanding, subject and integral skill development E.g. Science and History.  Teacher acknowledgement of work was evident in the majority of books. However, teacher feedback was limited and did not always support progress on a daily basis towards the overall learning intention. In a few cases a marking code was used effectively by pupils and staff to identify next steps in learning e.g. music and science. In most books there was evidence of teacher praise however in a minority of cases the work did not warrant praise. A few pupils responded to feedback to support progress. |
| Areas for Development: |
| * To support teachers to plan for progress – including challenge * Quality of feedback to inform next steps and impact on pupil progress * Support and promote ‘Book Pride’ * To further strengthen the process of self-evaluation with middle leaders producing evaluations based on first-hand evidence. |

**Appendix 6**

**Cefn Saeson**

**ESO Monitoring Report**

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| Focus: To strengthen the rigour and precision of self-evaluation processes and improve the effectiveness of teaching and assessment | Date: 3/4/5-10-23 |
| Monitored by: AOLE leads and LA officers  Quality Assured by: SLT | |

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| Focus for Monitoring: What specific skills are you going to be looking for? (i.e. use level descriptors) |
| * Does teaching support pupils to make progress? What are you learning and why are you learning it? |
| Monitoring will take place through: Listening to learners? Scrutiny of pupils’ work? Learning walk? Lesson observation? Data analysis? Teacher interviews? Etc. |
| Learning walks |
| Standards/Wellbeing and attitudes to learning (Insert into 1:3/IA2 SER after QA): Strengths: What is it that pupils can and cannot do? How many pupils do what and how well? *(Remember to use the word* ***‘However’*** *if an area needs development)* |
| There is a strong sense of positive relationships in nearly every class. All teachers know their pupils well and encourage and praise their pupils throughout lessons. Nearly all learners are well behaved. In the majority of lessons pupils make good progress in their knowledge. They listen well to the teacher’s instructions and complete tasks in a timely manner. Most teachers plan with clear objectives for the lesson, however, in nearly all cases the intention is often limited to acquiring knowledge and completing the task. When asked the reason for learning in the lesson, most pupils say because they will be examined or tested on it or because their teacher told them to.  Teacher’s subject knowledge is strong, and most lessons require high levels of teacher direction. This often limits pupils’ ability to develop their integral skills such as their ability to plan and organise, to be creative, solve problems and develop their thinking skills. There are positive examples of teachers having learning intentions that aim to develop pupils’ exploration and analysis skills. For example, in an English lesson studying Shakespeare, however the activities do not always explicitly provide opportunities to develop their analytical skills.  There are very strong examples of teachers having high expectations of the progress pupils make. For example, in science, pupils have a very clear understanding that they need to make progress in their knowledge of electricity, their ability to collaborate and their ability to plan an investigation. They can clearly articulate why collaboration is important and what good collaboration looks like. There are also strong examples in the science books of pupils applying their numeracy skills at a suitably challenging level. There is useful written feedback that requires pupils to think about their learning and to challenge their thinking, however pupils do not always respond to the comments.  In music the intention is to create a rhythmic composition. This requires clear instruction and demonstration with the teacher clearly modelling the expected outcomes. The teacher provides opportunities for pupils to collaborate, and pupils recognise the need to be resilient and creative. In music pupils effectively and respectfully assess their own performance of their own work and of their peers.  In mathematics year 10 many make effective progress in terms of their knowledge of median, lower quartile, upper quartile and interquartile range. However, very few pupils could explain why they were doing this, however nearly all pupils are able to demonstrate that they can find the correct answer following clear instruction.  In a very few examples, pupils did not make sufficient progress as the task did not match their needs.  Where teaching is not as effective teachers plan activities that are insufficiently demanding and do not help pupils to develop relevant skills and their understanding of the subject. There is evidence of a lack of differentiation in the tasks set therefore pupil progress is seen to be limited, for a few pupils. This reduces pupil engagement and does not help them to be independent in their learning. |
| Areas for Development: |
| * To develop a shared understanding of progress. * To support teachers to plan for progress. * To further strengthen the process of self-evaluation with middle leaders producing evaluations based on first-hand evidence. |

**Appendix 7**

**‘Making Sense of…’**

**Quality Assurance Activities Summary Report**

**Focus:** ‘**Does teaching support pupils to make progress?’**

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| R1: ***Strengthen leadership, by improving the rigour and precision of self-evaluation and the effectiveness of improvement planning in particular*** |
| R3:***Improve the effectiveness of teaching and assessment*** |
| PIAP Activity: A series of ‘Making sense of…’ quality assurance activities led by ESO, SLT, AoLE leaders and Middle-leaders to strengthen the rigour and precision of self-evaluation processes and improve the effectiveness of teaching and assessment. |

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| Evaluation |
| QA activities indicate that;   * The majority of pupils make good progress in their knowledge. * Most teacher’s plan with clear objectives for the lesson, however the intention is often limited to acquiring knowledge and completing the task. * When asked the reason for learning in the lesson or speaking to pupils with their books, most pupils were unclear of the overall learning intention and could only comment on the activity, or because their teacher told them to or that they will be examined or tested on it. * Nearly all pupils are able to identify a piece of work that they were proud of. Most pupils had selected a piece of work that reflected the amount of effort, resilience and discipline that they had personally put into the work rather than the attainment grade. * Most pupils identified tasks of independent learning as a challenge - the expectation of bringing prior learning, and application of new skills in a different context together. * Teacher’s subject knowledge is strong, and most lessons require high levels of teacher direction. This often limits pupils’ ability to develop their integral skills such as their ability to plan and organise, to be creative, solve problems and develop their thinking skills. * There are very strong examples of teachers having high expectations of the progress pupils make e.g. Science pupils have a very clear understanding that they need to make progress in their knowledge of electricity, their ability to collaborate and their ability to plan an investigation. They can clearly articulate why collaboration is important and what good collaboration looks like. * Where teaching is not as effective teachers plan activities that are insufficiently demanding and do not help pupils to develop and apply relevant skills and their understanding of the subject * There is a lack of differentiation in the tasks impacting on pupil progress. This reduces pupil engagement and does not help them to be independent in their learning and focus only on content/activity and knowledge. * Nearly all pupils stated that they received a variety of feedback approaches e.g. verbal, marking codes and written feedback. * There is useful written feedback that requires pupils to think about their learning and to challenge their thinking, however pupils do not always respond to the comments. In the very few cases where this was effective pupils were given time to act upon the feedback given and this was monitored by staff. Feedback was linked to the learning intentions e.g. subject skill, literacy development and attributes to learning (integral skills). * The majority of pupils present their work well and complete set tasks. However, it is evident, particularly in lower ability sets, that pupils do not always complete tasks and take little pride in the presentation of their work. ‘Book pride’ is not always challenged by staff e.g. unfinished/incomplete tasks, limited presentation areas such as underlining and doodling in the margin. * Nearly all pupils could identify opportunities in their learning for developing literacy across the curriculum. The majority of pupils stated that they are often given opportunities to develop their reading, however this was predominantly done in English lessons. There are also opportunities for pupils to develop their oracy skills in MFL, Drama, Welsh and also presenting work in Princes Trust. Nearly all pupils were able to show examples of extended writing. However, there was little evidence of a variety of writing types. * When prompted around half of the pupils could identify opportunities to develop numeracy across the curriculum e.g. using equations in science, measuring in cooking and drawing graphs in geography. However, pupils did not recognise that the numeracy skills developed in Maths were applicable to other subjects. * Most pupils were able to identify opportunities where they had used DCF to research. A few pupils gave other examples including file management in WB, Filming in Drama and completing evaluations in PE. |

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| **Areas for Development:** |
| 1. **To develop a shared understanding of progress and support teachers to plan for progress:**  * Curriculum Design - Learning Intention * Challenge * Cross-Curricular skills * Quality of Written Feedback to inform next steps and impact on pupil progress * Peer & Self-assessment  1. **To further strengthen the process of self-evaluation with middle leaders producing evaluations based on first-hand evidence.** |

Meeting terminated 6.35 pm

Chair of GSIC signature

Mrs J Cotgias