

The Federation of



and



School Development Plan 2021 – 2022

Bedwas Junior and Rhydri Primary School Vision Statement

Our vision is to cultivate excellence and enjoyment in learning and teaching, within a stimulating and caring environment, where the achievements of all are celebrated.

To achieve our vision we will:

- create a rich, varied and safe learning environment, both in school and online, where children and staff develop their skills and abilities
- have high expectations in everything we do and gain satisfaction from the success of everyone around us
- enable children to be happy, confident and independent individuals with a positive outlook for the future
- celebrate the diversity of our school community through an inclusive curriculum
- nurture the spiritual, moral, social and physical development of the children
- work in partnership with parents/carers, governors and the wider community
- recognise the links between all aspects of a child's well-being and their ability to learn
- encourage children to respect the ideas, values and feelings of others enabling them to build positive relationships
- facilitate for enrichment opportunities through the language and heritage of Wales
- provide a creative curriculum which ensures learning is long lasting and supports the development of literacy, numeracy and thinking skills
- embrace new technologies as a learning and teaching tool in order to raise standards across the whole curriculum.

Staffing Structure – Federation of Bedwas Junior and Rhydri Primary Schools – Autumn 2021 (Purple = both schools, Black = Bedwas, Red = Rhydri)

Senior Management

<p>Head Teacher Richard Cook</p> <ul style="list-style-type: none"> Leadership Safeguarding (DSP) Staff Development Performance Management H&S 	<p>Assistant Head Teacher Adam Ankin</p> <ul style="list-style-type: none"> DCF Lead, Professional Learning Lead Student Mentor Safeguarding Performance Management 	<p>Assistant Head Teacher Kath Banks</p> <ul style="list-style-type: none"> Eco Schools Rhydri H&S Design & Technology Safeguarding Performance Management EVC 	<p>ALNCo (TLR) Samantha Banks</p>	<p>Non-subject whole school responsibilities</p> <ul style="list-style-type: none"> Katie Hillier – School Council, Eco + Healthy Schools, Performance Management of LSAs Kate Storey – NQT Mentor. Jacqui Curtis – Upper School Phase Co-ordinator, School Council, Healthy Schools, Assessment for Learning + Performance Management of LSAs. Karen Beeby – Lower School Phase Co-ordinator
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Foundation Phase

- Lisa Hayhoe (Year 1/2 teacher + curriculum)
- Liz Gettings (Nursery/Reception teacher + curriculum)
- Lucy Eveleigh (LSA + enhanced provision/learning environments)
- Sally Arnold (LSA + continuous provision/learning environments)
- Karen Cullen (Outdoor learning environments)

Mathematics & Numeracy AoLE Team

- Liz Gettings
- Adam Ankin
- Robert Dimeck (Year 3/4 teacher + Art)
- Samantha Banks

Inclusion Team/H&S

- Richard Cook (Headteacher)
- Samantha Banks (ALNCo)
- Fiona Lewis (Rhydri School Clerk)
- Sue Dee (Bedwas School Clerk)
- Marilyn Thomas (Caretaker - Bedwas)
- Russell Price (Caretaker - Rhydri)
- Kath Banks (Teacher – Rhydri)
- Paula Thomas (Wellbeing Lead + Extra-curricular)

Health and Wellbeing AoLE Team

- Katie Hillier (Year 5/6 teacher + RE)
- Kate Storey (PE)
- Sian Williams
- Paula Thomas (Wellbeing Lead)
- Nic Coombes (LSA + Extra-curricular)
- Liz Ducroq (LSA + Active play)
- Jess Phillips (LSA)



Expressive Arts AoLE Team

- Robert Dimeck
- Lisa Hayhoe
- Jacqui Curtis (Year 5/6 teacher + SRE and PSE)
- Karen Beeby
- Julie Farrow (LSA + communication – ALN)

Languages, Literacy & Communication AoLE Team

- Karen Beeby
- Samantha Banks
- Liz Gettings (Welsh)
- Lisa Hayhoe
- Carlos Pinatti (Spanish)
- Nicola Coombes (LSA + Welsh – support staff)

Science & Technology AoLE Team

- Kath Banks
- Sian Williams (Year 5 teacher + Science + EVC)
- Kate Storey
- Adam Ankin
- Liz Ducroq

Humanities AoLE Team

- Jacqui Curtis
- Katie Hillier
- Kath Banks
- Jessica Phillips

2021 - 2022	2022-2023	2023-2024
Objective 1: <i>New Curriculum</i>		
Objective 2: <i>LLC</i>		
Objective 3: <i>Numeracy</i>		
Objective 4: <i>ALN Bill Readiness and Implementation</i>		
Objective 5: <i>Leadership</i>		

The Blended Learning offer of the Federation is detailed in the additional relevant documents and has been created following a review of the schools' offer during the initial lockdown in the first part of 2020 and stakeholder feedback. These documents are also available on our website – www.bedwasrhydri.school

SDP Objective	Rationale
<p>1. To develop and deliver and effective vision of the New Curriculum for Wales</p>	<ul style="list-style-type: none"> • Bedwas Junior and Rhydri Primary Schools are formally federated (as of September 1st 2019) • The new Federated Governing Body was formed September 2019. • To ensure the effectiveness of both schools, staff collaborate closely on staff development, planning, teaching and assessment of lessons and pupil progress. • Staff meetings are shared. • Phase Meetings are shared • Continue to develop partnership with feeder Infant school (ESTYN B) • Active Cluster group provides opportunities for peer-to-peer learning and shared training on shared objectives. <p>The effect of the school closures / lockdown did not enable this objective to be fully developed in the 2020 – 2021 school year in its previous form that focused on partnerships. This new objective is intended to build upon partnership work and develop its impact on the delivery of the new curriculum.</p>
<p>2. LLC: To raise standards of attainment in Literacy through the development of an increasingly creative approach to the curriculum and to develop pupils' confidence in their use of Welsh</p>	<ul style="list-style-type: none"> • The existing curriculum for Literacy has existed in its current form for several years. • The new approaches expected as a result of the new curriculum necessitates change (SER). • The schools' evidencing of L5 Welsh at the end of KS2 needs to be embedded (SER). • New packs for Welsh have 'raised the stakes' in terms of expectations at in every year group. • To secure more consistent progress in Literacy. • To share new and innovative Literacy practice evident within the Federation (SER, ESTYN). • Innovation in the delivery and development of Literacy needs to be embedded and made increasingly consistent across the Federation (SER) • To develop FP pedagogy (ESTYN R) • Provide more opportunities for pupils to develop and apply their ICT skills (ESTYN R) <p>The effect of the school closures / lockdown did not enable this objective to be fully developed in the 2020 – 2021 school year.</p>
<p>3. Numeracy: To raise standards in Numeracy across the curriculum through the development of increased independence in learners and the continued professional development of staff.</p>	<ul style="list-style-type: none"> • Improve the diversity of numerical reasoning skills. • Create numerical reasoning opportunities in a wider range of contexts. • Develop children's and staff's confidence levels in numerical reasoning (ESTYN) • Improve the results of national tests. • Provide frequent opportunities to develop problem-solving skills (ESTYN B). • Access problem solving skills across the curriculum. • Provide more opportunities for pupils to develop and apply their ICT skills (ESTYN R) • Enhance confidence within the pupils by allowing a wider range of responsibilities (ESTYN).

	<ul style="list-style-type: none"> • Enable independence through the sense of increasing confidence (ESTYN – Rhydri) • Develop pupils’ confidence in their application of ICT skills to support their numeracy work (ESTYN – Rhydri). • Give pupils a wider range of opportunities that are useful in the ‘real world’. • Teachers to develop an increasingly creative and adaptable approach to the delivery of numeracy (SER). • To develop FP Pedagogy (ESTYN R) <p>The effect of the school closures / lockdown did not enable this objective to be fully developed in the 2020 – 2021 school year.</p>
<p>4. ALN: To raise standards for key groups of learners by increasing awareness of and improving provision for these pupils and through the continuing professional development of staff.</p>	<ul style="list-style-type: none"> • Improve performance of FSM boys in Literacy (ESTYN B) • Core data indicates disparity between the percentages of FSM pupils achieving level 5 compared to the non-FSM counterparts. Ongoing trend over three most recent years for which data is available. (Bedwas) • Results in 2017 for FSM pupils in English did not illustrate this trend but are anomalous when compared with the trend over time. (Bedwas) • Provision for the identification, monitoring and development of MAT pupils needs to be improved (SER). • Provision for the identification, monitoring and development of FSM pupils needs to be improved (SER). • Foundation Phase pedagogy needs to be developed further (ESTYN – R) <p>The effect of the school closures / lockdown did not enable this objective to be fully developed in the 2020 – 2021 school year.</p>
<p>5. Leadership: To develop leadership at all levels through the fostering of learners as leaders and an increased understanding of all staff and governor leadership roles and opportunities.</p>	<ul style="list-style-type: none"> • Involve pupils in decisions and the making of outside stations. • Increase Pupils’ autonomy in their contributions to the life of the school (ESTYN R) • Link with the community for help and funding to develop the areas. • Further work could be undertaken to strengthen their role within the local community. • Pupils could take a more active role during school lunchtimes. • Increase sense of responsibility and ownership in the pupils with regard to the school community. • Develop leadership at all levels amongst the staff (SER). • Develop the leadership role of governors (SER). • Improve pupils’ independent learning skills and increase the effectiveness of pupil groups in influencing the life and work of the school (ESTYN R) • Direct GB engagement with the day to day life of the school was inconsistent across the federation and elements of the previous SDP did not come to fruition, (SDP review, SER) <p>The effect of the school closures / lockdown did not enable this objective to be fully developed in the 2020 – 2021 school year.</p>

RAG	Aim	How will this be achieved?	Success Criteria	Time Scale	PR	Cost / Funding Source	Obj 1	Obj 2	Obj 3	Obj 4	Obj 5
	1. To develop the schools' readiness for the introduction of the new ALN Code	<ul style="list-style-type: none"> ALNCo will attend all cluster, local and regional update events ALNCo will liaise with the various agencies linked with the Local Authority Additional release time will be given to the new ALNCo post-holder in order to enable her to discharge her leadership role as well as understand the ALN needs of Rhydri (as she is a Bedwas Junior-based teacher). ALNCo will take the lead in developing the effectiveness of our support staff team across the federation. Federation will continue to develop its use of the Edukey platform. ALN Surgeries will be provided in-house to provide staff with a forum to discuss queries / concerns. ALNCo will attend ALN PL Network meetings 	<ul style="list-style-type: none"> ALNCo will be fully aware of information shared and have disseminated key elements to staff in set staff meetings Federation's ALN offer will be effective and fully compliant with the requirements of the new ALN CoP. Rhydri's ALN offer will be aligned with Bedwas'. Differing expertise of support staff will begin to be deployed across the Federation to enhance both schools' ALN offer. Staff will utilize Edukey more effectively which will be evidenced by the detail recorded. Edukey checks by ALNCo will evidence greater utilization of the programme. When handover conversations begin Edukey will provide a good level of information to support these. Staff will engage with ALN surgeries. Relevant and innovative practice will 	Academic Year and ongoing.	SB, RC	Release time for attendance at updates - £1098 (6x days @£183) Additional release time – 8x ½ days CP supply - £1351 EIG					

			be sustained through dissemination that takes place following ALN PL meeting attendance.									
	<p>2. To embed an understanding of the AoLEs and develop the Federation's response in readiness for the NC roll out in September 2022.</p>	<ul style="list-style-type: none"> Directed AoLE meetings to take place fortnightly after school to be led by designated AoLE Team leads. GB representatives to be invited to join team meetings at least termly. AoLE Teams to lead sessions in staff meetings and INSET days Staff to access additional training / sharing sessions where desired PL Lead to engage with cluster level PL events in order to disseminate information to staff. 	<ul style="list-style-type: none"> Federation 'ethos' for each AoLE will be in place before September 2022 GB will gain an understanding of the curriculum journey. Work will evidence a sound understanding of the AoLE requirements and cross-curricular work will be visible in Learning Journals. 	Introduced Autumn 2	RC RD / LH KB / SW JC KB / SB KH / KS AA / EG	Directed time available as evidenced by the 1265 calculator used for each school. 10 Hours of INSET / Twilight PL for Teachers 12 sessions Bedwas / 8 sessions Rhydri £2196 / £2196 PL Lead – Grant - £6000 (share of this as combined funding for both schools)						
	<p>3. Reading in Foundation Phase to be targeted.</p>	<ul style="list-style-type: none"> Developing reading evening with parents sharing strategies and activities to engage reading and foster a love of reading. Foundation Phase reading scheme to be updated and a selection of new genres to be purchased to 	<ul style="list-style-type: none"> Parents will be confident using strategies taught in school to ensure consistency between school and home. New scheme embedded across the school. 	Introduced Spring	LH & EG	Staff meeting time						

		<p>challenge and enthuse readers</p> <ul style="list-style-type: none"> • Benchmarking kit to be purchased and used termly to ensure children are progressing and on appropriate levels. • A range of characters to be introduced to develop reading strategies and independence and an overall reading for pleasure ethos. • Continue to embed skills across continuous and enhanced provision. • Attend courses to compliment developing literacy skills in the outside area; these would need to be attended virtually in the first instance. 	<ul style="list-style-type: none"> • All staff confident in the benchmarking process and confident in book band progression. • Children to develop more independence when reading and identify the strategies they are using. 								
	<p>4. Explore alternative and engaging ways to introduce and deliver literacy-based lessons.</p>	<ul style="list-style-type: none"> • Consider creative ways to introduce new topic/ texts. E.g. drama, music and dance. • Look at creative approaches to inspire writing, particularly aimed at boys. Embrace use of art, music, ICT to engage and inspire children's writing. • Foundation Phase enhance outside area to engage pupils across the curriculum. 	<ul style="list-style-type: none"> • Foundation Phase staff to attend outdoor learning courses and visit schools to identify good practice when COVID restrictions allow, otherwise, staff to investigate any virtual support available. • Clear evidence of a holistic approach to literacy development across the curriculum shown in planning/books. 	Through the year as restrictions allow	EG & LH	£75 per day TA (?)					

	<p>5. Further develop the teaching of reading in order to raise standards, particularly amongst boys and the more able.</p>	<ul style="list-style-type: none"> • Develop expertise relating to Letters and Sounds, Rainbow Readers and PM Benchmarking across teaching and support staff. • Purchase and deploy 'Nessy' to support the addressing of specific issues with reading. Support staff in the application of this resource. • Develop reading for enjoyment throughout the school. • Establish a shared vision for expectations per year group, in reading. • Develop and monitor the use of the new, up to date reading scheme that includes a range of more stimulating texts. • Plug gaps between stage 12 and 16 for ORT. (continued from previous SDP) • Materials to be prepared and sent to parents to support them with reading 	<ul style="list-style-type: none"> • TAs to be supported in accessing available training. • Benchmarking data to be used to monitor progress and effectiveness of interventions / provision. • Nessy will be accessed by all classes and effectiveness monitored by LLC Team. Impact of this initiative should be evident in the longer term. • Pupil survey on reading for enjoyment to take place in summer 22. • Use of reading scheme will be embedded. • Progress in reading should be more consistent because of improved home/school links that should develop from reading packs and potential workshops. • PM benchmarking and Rainbow Readers to align more closely to 	<p>Through the year.</p> <p>Spring 1 (to be introduced)</p> <p>Summer 1</p> <p>Spring 1</p> <p>Summer 2</p> <p>Summer 2</p>	<p>KB, SB, RC</p>	<p>Main costs covered at the end of the last academic year.</p> <p>Nessy Subscription £1039.50 PF</p>					
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		<p>at home / workshops to support parents with reading to be offered (Covid restrictions allowing).</p> <ul style="list-style-type: none"> • Continue to investigate the link between PM Benchmarking and Rainbow Readers. (Currently ORT) • LSAs to carry out PM Benchmarking assessments twice during the year (October and March). • Survey into reading habits to monitor impact. • Continue to develop links with local library for children to choose books for reading alongside staged books.(Covid restriction permitting) • Dedicated reading time, daily. • Use book day to launch the reading for enjoyment initiative. • Investigate potential guest speakers/ launch reading competition. 	<p>support improvement work in reading.</p> <ul style="list-style-type: none"> • Reading habits survey to demonstrate progress. • All classes will have dedicated daily reading time. • Specific staff training will have taken place – • A greater variety of texts will be available for higher-level readers to access. 	<p>Autumn 2 / Summer 2</p> <p>Autumn 1</p> <p>Spring 1</p> <p>Autumn 2</p>								
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	<p>6. Explore alternative and engaging ways to introduce and deliver literacy-based lessons.</p>	<ul style="list-style-type: none"> • 30 minutes assigned at the beginning of designated staff meetings to share planning and review outcomes. • Opportunities to share feedback from INSET. • Develop creative 'hooks' to initially engage and motivate children when starting new topics – share in planning meetings. • Consider alternative immersion activities, including inviting visitors into class – Covid restrictions allowing. • Monitor engagement and progress of boys in relation to this. 	<ul style="list-style-type: none"> • Book Looks / pupil voice interviews to reflect good levels of engagement with literacy-based tasks. • Recording of tasks evidenced in new curriculum self-evaluation will demonstrate a greater variety of engagement strategies. • Boys' levels progress in Literacy will be maintained. 	<p>Autumn/ Spring Term</p> <p>Spring / Summer</p> <p>Spring 1 / Summer 2</p> <p>Autumn</p>	<p>KB / SB</p> <p>Class Teache rs</p>	<p>PL Opportunities – grant allocation £ 1830 (B) & £915 (R) available – PL for Teachers</p>					
	<p>7. To continue to engage in cluster working</p>	<ul style="list-style-type: none"> • Schools to engage with Cluster initiatives linked to PL work. • Schools to engage with Cluster on development of the new curriculum offer. 	<ul style="list-style-type: none"> • Staff will have accessed relevant training opportunities offered. • Schools will share work with cluster team as well as have the opportunity to benefit from work done by the other schools. 	<p>Throughou t the year</p>	<p>RC / AA / Cluster Heads</p>	<p>PL Lead release time - £6000 – share of combined funding for both schools. There is no way of identifying the number of sessions that will be required or those that will</p>					

						take place in school time.					
	8. Increase level of pupil voice and responsibility across the school and in the local community.	<ul style="list-style-type: none"> School council – Take on a bigger role within school/local community. Increase pupil voice groups in influencing the life and work of the schools. Litter picking events. Establish links with community regarding recycling e.g. Bedwas rugby club crisp packet recycle team (Terra cycle) Continue to access and develop the school's allotment donated to us by the Bedwas Allotment Association. 	<ul style="list-style-type: none"> Increase independence of School Council and ECO committees.eg by giving agendas One meeting a month School improvement Suggestion box Establish links with KWT litter picking Continue links with Rhydri luncheon club, DWR where COVID restrictions allow. Harvest food bank collection where COVID restrictions allow. 	Initiate in Autumn Term continue throughout the year	School Council K Hillier J.Curtis K. Banks Suggestion Box- N Coombes P.Thomas, Recycling; ECO Committee	N/A					
	9. Pupils to take on an increased level of responsibility for leading their own learning.	<ul style="list-style-type: none"> Continue to explore ways for pupils to further reflect on their learning and plan ways forward. Include pupil-led planning for new topics. Encourage pupils to self-assess and peer-assess in class and develop teaching approaches around encouraging this. Staff to plan time for pupils to undertake their own projects related to an area 	<p>Most pupils will be able to critically reflect on their learning and know the ways forward.</p> <p>Evidence of improved feedback and responses in books</p>	Initiate in Autumn Term on going throughout the year	All teachers –						

		of their choice and interest. Use own experiences on the development of enquiry skills to support learners in this activity.									
	10. To embed the new Federation.	<ul style="list-style-type: none"> Seek further opportunities for teaching staff to collaborate across the schools. <i>Plan school trips or activities involving groups of children from both schools. This objective will only be achievable if COVID restrictions are lifted.</i> Facilitate greater shared working between the student voice bodies of both schools. Facilitate shared working between support staff in both schools; plan half-termly support-staff team meetings 	<p>A cohesive and co-ordinated approach to the schools' response to the challenges of the new curriculum</p> <p>Pupil voice will reflect the positive aspects of shared working.</p> <p>School Councils / Eco Councils will establish a cycle of regular shared meetings 'virtually'.</p> <p>Support staff will be able to cascade and share their individual training experiences in a forum that allows the free sharing of expertise. These will need to be virtual meetings in the first instance.</p>	<p>Ongoing</p> <p>Throughout the academic year.</p> <p>Dependent on COVID restrictions</p> <p>Commence Autumn 2. First school visits in Spring.</p> <p>Start Autumn 2</p>	<p>RC</p> <p>Teachers</p> <p>JC / KH / KBa / AA</p> <p>VB / PT / NC</p>	<p>Dedicated Phase Meeting Time.</p> <p>Use of SRSG funding to facilitate shared working – see SRSG plan.</p> <p>Release time for critical reflections and team teaching – 10 x 0.5 days £900 (PL for Teachers) – potential flexibility to extend to additional full days for visits or extended write-ups (£2745 available across both schools for this kind of work)</p>					
	11. To develop further links with BIS with the aim of increasing	<ul style="list-style-type: none"> Lower School staff from Bedwas (and potentially AoLE Team leads?) to take part in a standardization activity to better 	<ul style="list-style-type: none"> Lower KS2 staff in BJS become more confident and knowledgeable with regard to FP practice. 	<p>Spring 2 / Summer 1</p>	<p>RD / KS / KBe?</p>	<p>Release time for staff to observe and reflect.</p>					

		<p><i>councilor and governor in order to increase the pupils' awareness of what governors do and develop their understanding of the democratic process and their importance to the wider community.</i></p> <ul style="list-style-type: none"> To increase direct GB involvement with the day-to-day life of the school through the 'opening' of visit windows to make it easier for governors to engage with the school as tried in the 2019-2020 academic year when restrictions allow. For SDP priority-linked governors to participate in learning walks specific to their linked area subject to Covid RA restrictions. 	schools' new curriculum journey.								
	15. To increase the leadership capacity of the FP staff in Rhydri	<ul style="list-style-type: none"> Foundation Phase teachers to continue attend EAS Foundation Phase Leader courses throughout the year. These will be attended virtually in the first instance. 	<ul style="list-style-type: none"> Develop their professional learning and understanding of current issues and practice. Share good practice. 	Academic Year 2021 - 2022	EAS Course Providers / RC	Costs incurred by attendance – school to cover internally if possible.					

	<p>16. To develop middle leaders</p>	<ul style="list-style-type: none"> For the newly created role of Assistant Head Teacher to be developed through the year of the DHT's secondment. To experiment with the use of the Leadership Continua to support SMT development. UPS teachers to be deployed effectively to support the schools' new curriculum response. A teacher to take on the role of NQT Lead. 	<ul style="list-style-type: none"> Professional development of middle leaders within the federation. Increased leadership capacity amongst staff team. Opportunities to interact with peers should result in school team being exposed to new ideas and different approaches. 	Academic Year 2021 - 2022	EAS Course Providers / RC	<p>Costs incurred by attendance – school to cover internally if possible.</p> <p>Cover decision is pending as COVID restrictions have prevented the intended cover plans being able to be implemented.</p>					
	<p>17. Further develop Welsh language and methodology skills of staff.</p>	<ul style="list-style-type: none"> Ensure teachers are confident using the year group relevant packs. Teachers to attend relevant courses where they are available. 	<ul style="list-style-type: none"> Use of EAS resources established across the schools. Staff are confident in delivering the curriculum at the appropriate level. Pupils make good progress through the year and demonstrate age-appropriate language skills 	To be checked in Spring	EG	Supply cost for staff to access relevant courses 6 x 1 day of supply - £1098 PL for Teachers					
	<p>18. Share the vision of how Welsh will progress across the two schools.</p>	<p>Hold a joint staff meeting to Agenda:</p> <ul style="list-style-type: none"> A member of staff in Bedwas Junior School will take ownership of the Criw Cymraeg in Bedwas. Introduce Tocyn Iaith system. A member of Bedwas Staff (SW) to create and manage a Welsh Council. 	<ul style="list-style-type: none"> Staff team will be aware of actions required to progress this area in this academic year. Pupil voice in Curriculum Cymreig and wider 'Cymraeg' work will be increased. 	Autumn 1 Autumn 2	EG / RD EG / SW	N/A					

	19. Create a Criw Cymraeg for each school.	<ol style="list-style-type: none"> 1. Criw Cymraeg to continue meeting regularly in Rhydri 2. Develop a Criw Cymraeg in Bedwas. 3. Criw Cymraeg to introduce Welsh phrase of the week in assembly every Monday. 4. Criw Cymraeg to be taught Welsh playground games to pass onto and play with the other children. 5. Introduce a Welsh phrase of the week. 	<ul style="list-style-type: none"> • Children will take ownership of developing welsh across their school. • Establish an active Criw Cymraeg in both schools. • School will achieve the Bronze Campus Cymreig Award 	Spring 1	EG and RD	Allocated assembly time.					
	20. To engage in the Healthy Schools Pilot for Wellbeing	<ul style="list-style-type: none"> • AoLE Team for Health & Wellbeing to take oversee the completion of the self-assessment tool from WG. 	<ul style="list-style-type: none"> • Schools will identify areas of strength in their wellbeing offer. • Areas for further development will be identified through the completion of the self-assessment tool and 	By Spring 2	KH and KS	2x days of release £366 – PL for Teachers					
	21. To build upon the blended learning offer as developed by the Federation during the pandemic.	<ul style="list-style-type: none"> • Staff to continue to utilize online learning platforms (Teams, SeeSaw, Purple Mash and My Maths) as part of weekly practice. • Access training opportunities to improve utilization of online platforms. • Minecraft Training to be accessed to add to possible blended learning offer. 	<ul style="list-style-type: none"> • Weekly online learning will be taking place. • Homework will be online. • Staff will have accessed additional training. 	Ongoing	AA, KBa and Class Teachers	N/A – Most training opportunities are available for asynchronous access – possible overtime costs for TAs / part time teachers.					
	22. To introduce a new approach to the development of spelling across the Federation.	<ul style="list-style-type: none"> • INSET Day time allocated to the sharing of the new approach. • All classes to implement new approach. KBe developed this. 	<ul style="list-style-type: none"> • New approach to spelling will be consistently applied and evident in all classes. • Standards in and confidence with 	Start Autumn 1	KBe	N/A – INSET, Phase Meeting and Staff Meeting time used.					

