



Troedyrhiw Community Primary

SCHOOL DEVELOPMENT PLAN 2025-26

Version 1 (July 2025)

Agreed with GB - 10.09.25

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Date Created	September 2025
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This document has used the following resource materials:

[The Education \(School Development Plans\) \(Wales\) Regulations 2014](#)

[The National Resource: evaluation and improvement \(NEIR\)](#)

[MTCBC LA: Raising Aspirations Raising Standards strategy \(RARS\)](#)

[National Approach to Professional Learning](#)



SCHOOL DEVELOPMENT PLAN 2024-25

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School Vision

Vision Statement

At Troedyrhiw Community Primary, we can all shine if we 'Believe, Achieve, Shine Bright'. We want to empower everyone to be shining STARS.

We want our children to develop as:

- **S**kilful, knowledgeable and ambitious learners
- **T**alented, creative and innovative learners
- **A**ctive, happy, healthy, caring individuals who are confident in their own self-worth.
- **R**esponsible, rights respecting learners.
- **S**uccessful learners who aspire to be shining stars.

Mission Statement

In order to fulfil our vision, we will strive to bring out the best from each child and provide opportunities for success for every one of them. We will provide a high standard of education and equip our children with the necessary skills to enable them to become confident, independent and life-long learners. We will ensure all staff are well trained and are able to motivate and inspire our learners to believe, achieve and shine bright.

The aims of our school curriculum are:

- To provide a happy, caring, safe environment where everyone feels secure and valued.
- To foster positive behaviour, self-discipline with a sense of respect and responsibility.
- To develop a positive attitude towards learning, so that all pupils and staff are self-motivated and ambitious learners.
- To provide a high quality, stimulating and challenging environment that enables all learners to achieve their potential.
- To recognise and nurture the potential in each and every person in our school.
- To forge strong links between home, school and the community.
- To give our children a sense of pride in their Welsh identity.
- To develop in our children respect for the diversity in multicultural society in which we live.
- To offer equality of opportunity to everyone within the school.

Context of the School Development Plan

Standards:

At Troedyrhiw Community Primary, we have been able to sustain and evidence highly effective practices across the school for several years. Many pupils make excellent progress in learning because of the highly skilled staff and leadership team. We are an enquiry-based school who uses action research and collaboration to explore and refine techniques and skills. The SDP will include prioritised targets for the academic year. In addition to this, there are subsidiary action plans.



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Partnerships:

As a school, we also recognise and value the importance of sharing and supporting other schools and learning organisations. We are an Aspire school, supporting NQTS, a teaching partnership organisation (Cardiff University), NPQH / Aspiring Heads Mentoring (CSC), Senior Leadership Development Programme and System Leader (CSC). In addition to this, we offer support and training to other schools, including local schools requiring support.

Legislation and Change:

Teaching in Wales currently requires many adaptations and changes to support the successful implementation of Curriculum for Wales and new/revised legislation including the Additional Learning Needs Act, Whole School Approach to Emotional and Mental Well-being, Relationships and Sexuality Education and Careers and Work-Related Education.

Research documentation / supporting materials:

In order to support continuous school improvement, we work together as a school, implementing robust, honest self-evaluation processes.

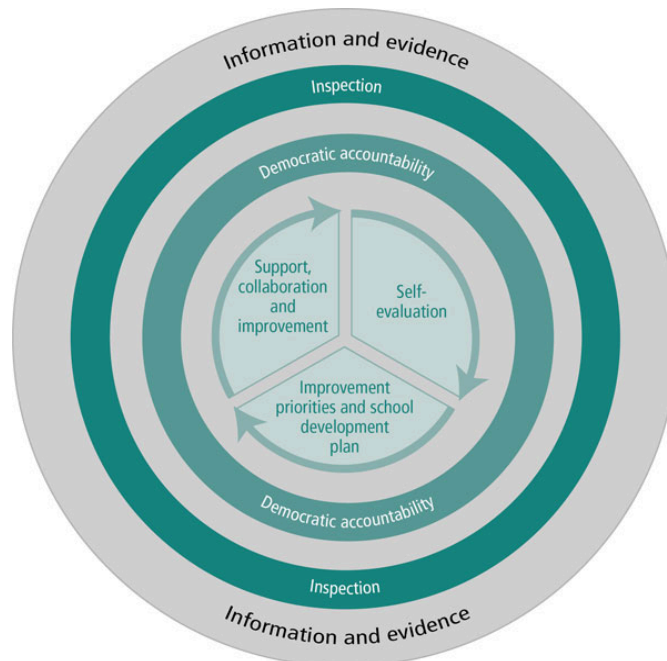
Our school development plan (SDP) also takes account of the national priorities:

improving pupils' progression by ensuring their learning is supported by a range of knowledge, skills and experience.

reducing the impact of poverty on pupils' progression and attainment

Alongside these, the SDP identifies links, where relevant, to the local authority's [Raising Aspirations Raising Standards strategy \(RARS\)](#)

Framework for evaluation, improvement and accountability





Our school approach

This plan was written in consultation with school staff, governors, pupils and parents. Priorities are determined by staff following a range of self-evaluation activities, action research tasks, national and local priorities and feedback from parents and pupils. The duration of this plan is from September 2024 to July 2025. All grant funding referred to in this plan is to be spent by March 31st, 2025 (unless grant provider allows carry forward).

Progress against the plan is reported in each Head teacher's Report to Governors and through the work of the various governor committees. The plan is formally reviewed and updated annually. Ongoing self-evaluation and assessments throughout the year may result in some amendments being made to the SDP. This will ensure the SDP remains relevant to meet needs of learners (a version history will indicate this). Copies of the plan are shared with the Governing Body and every member of school staff. An infographic of the SDP is available on the school website. A full copy of the SDP is available to other stakeholders on request.

Well-being

School Approach

Well-being supports academic attainment and wider benefits to community and society, both in the here and now as well as in the future. **Well-being is at the heart of our curriculum.** Promoting well-being is a prominent feature of our strategic planning.

The Framework on [embedding a whole-school approach to emotional and mental well-being](#) was issued in March 2021. It aims to address the emotional and mental well-being of all children and young people, as well as school staff. In Troedyrhiw Community Primary, we have an established well-being team. The appointed lead person is Mrs Griffiths. We work closely with the Welsh Government's Implementation Lead to realise the framework in our school.

The school's leadership team ensures that only those interventions with a sound or innovative and developing evidence base are delivered. Our overarching principles are:

- All children in Wales have rights under the UNCRC to be safe, to be treated with equality and non-discrimination, to be supported to develop their physical and mental health, to express their thoughts and feelings, to be involved in decisions made about them, to receive extra support if they are disabled, and to receive an education that enables them to fulfil their potential.
- Our whole-school approach should be viewed as central to the success of learning about health and well-being and the four purposes of the new curriculum.
- It is the responsibility for all school staff to take a whole-school approach to the promotion of good mental health and emotional well-being is universal and integral to a successful school environment.
- Our whole-school approach to emotional and mental well-being is achievable through effective leadership, positive culture and co-productive implementation in partnership with all school stakeholders.
- Our whole-school approach puts the child at the centre of decisions made about them and relies on partnership and involvement with families, the community, other statutory bodies and the third sector. Activity within the school is part of a wider whole-system approach to emotional and mental well-being.



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- Our whole-school approach promotes equity for all, reducing variation and using evidence-based practices consistently and transparently, in terms of both use of data for planning and any interventions.

Specialist school-based support

Michelle Jones is employed as our school-based counsellor / mental health practitioner. Michelle is available one day per week (currently Mondays) and provides one-to-one counselling, group counselling, drop-in sessions and staff counselling and training. In addition to a school-based counsellor, our families can access family counselling through Gemma Dugdale. Place2Be is the supporting charity for this service.

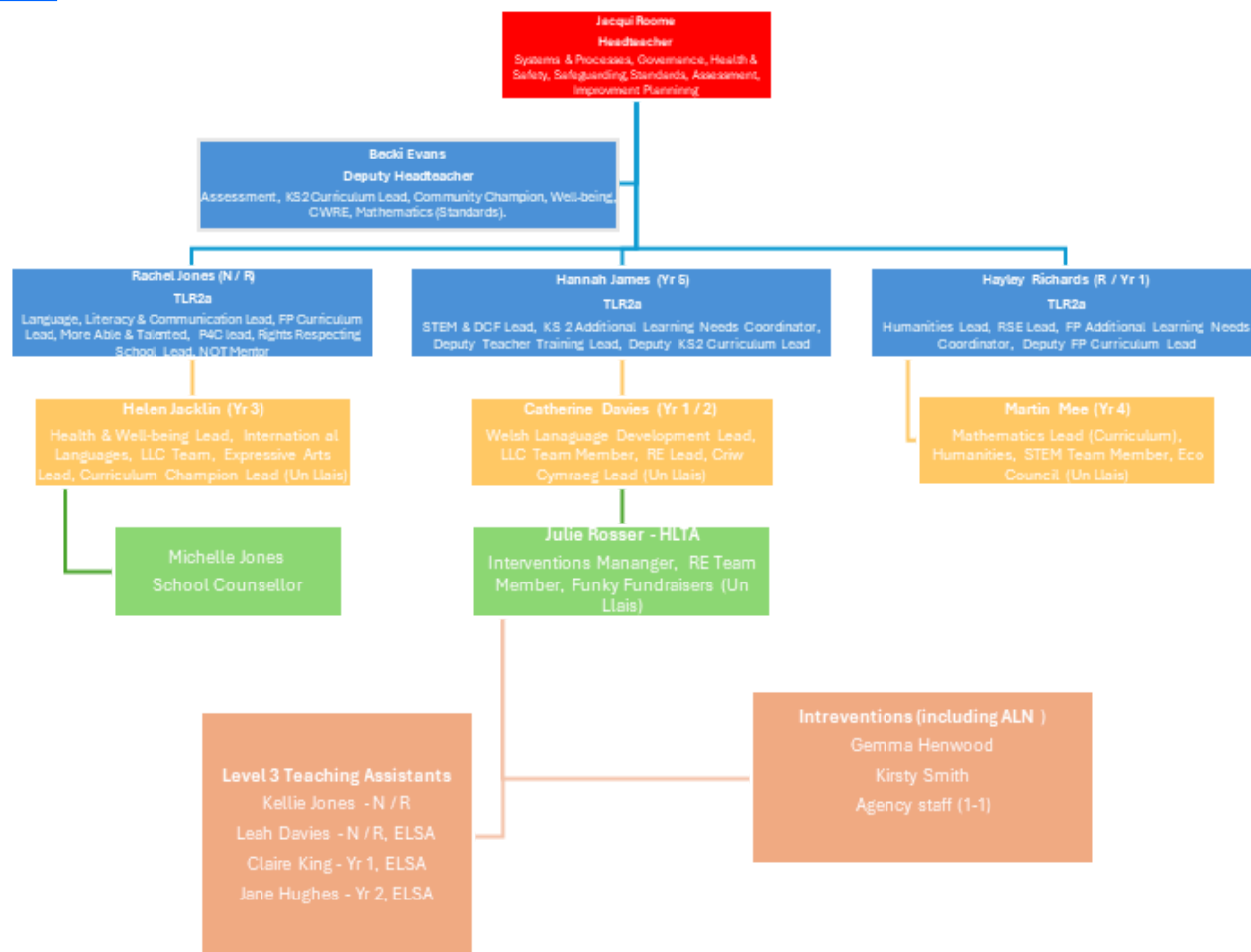
Further counselling support is available through the Early Help Hub (LA), Exchange Counselling services and Stephens & George Charitable Trust.

SHINE (CAMHS) services provide support to pupils and families for part of the academic year.



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Staffing Structure





Grant Finance

School Grants

Each year, in addition to our school's core funding which is given from the Local Authority, the school also receives additional grant money for specific elements of the school's work. These grants help the school to continue providing the best possible education for our pupils, ensuring that all pupils are able to achieve the best standards possible.

There are 3 key grants that the school receives:-

1. School Equity Grant (SEG)

This element consists of funding which supports equity in education policy. Outcomes will support equity policy objectives including:

· Pupil development grant (PDG)

- Care-experienced children – Note CLA Grant is additional
- Attendance
- Minority Ethnic and Gypsy, Roma and Traveller learners
- Home-educated learners
- Community focused schools

2. School Standards Grant (SSG)

School standards funding has been created by merging:

- the Education Improvement Grant (EIG) funding
- the Recruit Recover and Raise Standard (RRRS) funding

3. School Reform Grant (SRG)

This element consists of funding which will support education-reform initiatives. It will support outcomes for:

- Curriculum for Wales
- professional learning and leadership
- additional learning needs (ALN)
- the whole-school approach to mental health and wellbeing



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 TROEDYRHIW COMMUNITY PRIMARY SCHOOL GRANT SPENDING PLAN 2025 - 26					
SCHOOL EQUITY GRANT (PDG, Attendance, CFS, CLA) - ALLOCATION = £57,500					
PRIORITY	KEY ACTIONS	RESPONSIBILITY	TIMINGS	COST	
To support the emotional well-being of pupils, especially those at risk of underachieving / disadvantaged learners - Mentoring support - ELSA - School Counsellor	Employ school counsellor - one day per week Implement and extend mentoring opportunities for identified pupils. ELSA – train additional / new staff	JR (HT) RE (DHT) HJam (Maternity leave) MJ (School Counsellor) JH / JJ (ELSA) LD (Mentoring)	Mentoring – throughout year - KS2 pupils ELSA – FP and KS2 ELSA supervision sessions - termly	Salary costs (including school counsellor) £54,384 Resources: £3120	Evidence / evaluation
				Total: £57,504	
SCHOOL REFORM GRANT (ALN = 5,094; Professional Learning = 4,735; Curriculum Reform = 2,153) - ALLOCATION - £11,982					
PRIORITY	KEY ACTIONS	RESPONSIBILITY	TIMINGS	COST	
To develop staff knowledge and expertise in cross-cutting themes - Diversity & Inclusion Whole School Approach - Empathy Lab	Agree a cluster diversity plan inline with SDP priorities Collaboration with other schools with wider diversity of families Staff training - through DARPL (Diversity and Anti-Racism Professional Learning)	JR (HT) RE (DHT) RJ, HaJ, HR (SLT)	SDP - July 24 (draft), agreed September 24. Network training / DARPL event-	SLT release for curriculum design- £265 supply rate x 6 days = £1590 HJ / HR - 1 day each term - £265 x 6 days = £1590 £300 resources	



TROEDYRHIW COMMUNITY PRIMARY SCHOOL

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	Curriculum design - improve and refine planning to develop pupils' knowledge and awareness of diversity and inclusion.	All staff		DARPL = 8 days @ £265 = £2,120 £6400 - ALN resources / release time for training staff / ALN forums	
				Total : £12,000	
SCHOOL STANDARDS GRANT (Standards = 94,234.47; Match Funding = 2,827) - ALLOCATION - £97,061					
PRIORITY	KEY ACTIONS	RESPONSIBILITY	TIMINGS	COST	
Upskilling practitioners: developing speech and language / PECS / Voice 21 strategies / Maths (Group Guided Maths) Online and physical resources including Nessy. WellComm. Nurture Uk training	Identify pupils disadvantaged and those where there continues to be a gap in age related expectations. Implement strategies to accelerate learning / progress. Strategies to consider are: - WellComm - Nessy - Read, Write Inc. tuition. - Catch-Up - Bespoke interventions/ flip teaching as directed by class-teachers.	JRo JH CK	Baseline – Autumn termly reviews of interventions / in-class support. LG – weekly check-ins and updates with staff to monitor pupil progress	Salaries - £102,111	
				Total: £102,111	
Equity Grant £57,504 (overspend - £4)	Reform £12,000 (over spend - £18)	Standards £102,111 (over spend - £5,050)		Total Grants: £166,543 Total Spend: £171,615 Amount subsidised by school budget: £5,072	

ALN funding not included: Awarded a total amount of **£161,414.28** for Additional Support for 2025/2026 this is broken down as follows:
£153,591.78 - Provisional Delegation (subject to Cabinet approval) – School IDP's and need – this also includes the 8% allowance to manage in year demands
£7,822.50 - Allocation – Authority IDP's including legacy Statemented Hours (summer 2025 only).
Additional enhanced funding applications outstanding



Three Year Overview: a summary of priorities (2025-2028)

2025 - 26	2026-2027	2027-2028
Priority 1: Strengthen the teaching and learning of mathematics (deeper understanding of number, numeracy framework) - Year 1 Priority 2:LLC: Introduce BSL to the school curriculum - Year 1; Embed oracy to develop writing Priority 3: Develop pupils' empathy and emotional literacy (WSA) Priority 4: Improve pupils' digital competencies - Year 1	Priority 1: Embed revised planning for Mathematics and Numeracy (Year 2) Priority 2: Strengthen the teaching and learning of BSL (Year 2) Priority 3: Refine and further develop pupils' awareness and understanding of diversity and inclusion (WSA / Empathy Lab) Priority 4: Strengthen pupils' digital competencies (Year 2)	Priority 1: Strengthen curriculum design to ensure depth and coverage of cross-cutting themes. Priority 2: Improve pupils' progress when developing and using their integral skills. Priority 3: Pedagogy: Enabling learners. Priority 4: Attendance



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Review of progress against previous year's priorities

A brief statement setting out the extent to which the school improvement targets for the previous school year were met and where they were not met fully a brief explanation as to the reasons.

Priority 1	
PRIORITY 1: Improve provision for younger pupils to develop as independent and creative thinkers and learners	
1.1 To improve teacher knowledge and understanding of enabling environments. 1.2 To improve independence and creative thinking and learner in younger learners. 1.3 To develop monitoring and coaching systems across the school to develop enabling environments and support independence and creative thinking.	
Action completed	Impact
- Staff training - Hwb - enabling learners - Review of schemas and how to use to support planning - Regular FP meetings to discuss and share ideas / understanding. - Pedagogy meeting - enquiry based activities to develop and strengthen outdoor learning (enabling environments)	1.1 To improve teacher knowledge and understanding of enabling environments. - All FP staff have completed online module training linked to enabling adults (Hwb) - All staff attended INSET day linked to outdoors learning and use of environments to support curriculum and independent learning - Audit of provision completed and changes made including storage to support access of resources for outdoor lessons, review of continuous provision, role of adults.. - Strengthening teacher and support staff observations to ensure focus is on skills as well as metacognition - pupil resilience, tackling unfamiliar tasks, sustained concentration.
- TASC embedded as a strategy - Redeveloped learning environments - Visits to other settings - effective practice. - SLT learning walks and audit of pupils using areas - SLT learning walks and audit of staff roles as enabling adults	1.2 To improve independence and creative thinking and learner in younger learners. - TASC approach further embedded - Developing environments to ensure resources available for pupils to select and choose independently. - Pupils talk about their learning - chatty boxes monitored by RE are being used effectively by pupils to talk about skills and knowledge they gain through topic work.
- On entry assessments used to support planning on entry assessment tool developed (non-maintained) - Staff trailed 'blogs' as a tool to inform parents of pupil progress	1.3 To develop monitoring and coaching systems across the school to develop enabling environments and support independence and creative thinking. - RJ (FP lead) reviewed on-entry nursery baseline. This is being used and included in the school's revised tracker. - RJ using the revised assessment tool to feedback to parents - blog system that collates information for parents with photographs. This will support end of year reporting. - FP completes weekly sessions with staff to review learning environments, share effective practice and mentor / coach staff. This is having a positive impact as it enables staff to focus on key areas for improvement e.g. the use of blocks in play, the use of writing tools across the curriculum (indoors and outdoors). - RJ attended woodwork and block play training



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	RJ and JH visited Ely Children's Centre - as a result trialling a revised planning format.
Next steps	
- Continue to develop staff understanding of schemas and enabling learning, especially those new to class / school (agency staff providing 1-1 support). - Regular learning walks and FP meetings to sustain progress and make further improvements. - Upskill parent knowledge to support learning at home (including mother and toddler group).	

Priority 2	
PRIORITY 2: Improve the provision for outdoor learning to provide authentic learning experiences for pupils	
Action completed	Impact
- Visited other schools identified as effective practice - INSET training to develop ideas and knowledge for outdoor learning/ - Planning templates implemented - Termly monitoring / learning walks - Zone areas in the playground.	2.1 Strengthen outdoor learning opportunities for pupils to develop their cross-curricular and integral skills - INSET day - outdoor learning focus helped to improve provision. Planning improved to ensure weekly opportunities for KS2 and daily for FP. - SLT visited Llanishen Fach - a few ideas regarding storage and use of outdoor buildings.
Next steps	
- Sustain improvements made in outdoor learning - Develop 'Derek's Garden' to provide enhanced learning opportunities for pupils.	

Priority 3	
PRIORITY 3: Curriculum Design 3.1 To embed diversity and inclusion principles across all areas of the curriculum 3.2 To promote understanding, empathy, and respect for differences among pupils 3.3 To empower pupils to take ownership of celebrating diversity within the school community	
Action completed	Impact
- DARPL training - INSET - Twilights to redesign curriculum - planned coverage of all areas of diversity - Policy development - Monitoring / learning walks - External advisors supporting monitoring and progress.	3.1 To embed diversity and inclusion principles across all areas of the curriculum - Medium term planning reviewed and added section 'Diversity' to ensure planned opportunities throughout the year. - Debating society project in Year 6 linked to exploring diversity. This is ongoing.
- P4C update training - Books to support enquiry based learning - Zones of Regulation introduced (summer 2025)	3.2 To promote understanding, empathy, and respect for differences among pupils



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- Diversity cluster celebration event - Council Chambers - debating project (diversity themed)	3.3 To empower pupils to take ownership of celebrating diversity within the school community
Next steps	
- Continue with debating project – year 6 pupils - JRoome and H Richards to participate in Cohort 5: DARPL - leadership training - Link Diversity development to WSA and Empathy Lab project (SDP 2025-26 priority 2)	

Priority 4	
PRIORITY 4: Improve whole school attendance 4.1 Promote the importance of attendance through curriculum design 4.2 Revise policies and systems for tracking pupil attendance 4.3 Engage with target families regular to reduce the number of persistent absentees https://drive.google.com/drive/folders/18Ff9QWcAYBJM1AYoFTupoAyWyQsmRkse	
Action completed	Impact
- Curriculum Design - Attendance themed week in September - Clerk delegated responsibilities - January 2025 - In To Win launched - weekly awards	4.1 Promote the importance of attendance through curriculum design - Whole school bank received successfully with pupils and appears to be having a positive impact. Current rolling attendance is 94% (increased from 92% last year). - Appointing a clerk and this will help with first call responses (capacity limited currently). - All staff have a targeted list of pupils and help with the promotion of attendance. In To Win weekly reward system demonstrates pupils have positive attitudes to attendance and enjoy the challenge of the game. - Persistent absentees 2023-24 = 25.95% (90% and below); current 24.84% - Attendance 2023-24 = 92.53%, current = 94.48%
- Revised policies - Troed Banc implemented	4.2 Revise policies and systems for tracking pupil attendance No revised policies although initiatives implemented - Troed Banc and In To Win.
- E Jones liaise with Attendance governors S Baner - E Jones / L Williams attended FLO termly meetings (spring and summer 2025) - CFS R Roome supports harder to reach families.	4.3 Engage with target families regular to reduce the number of persistent absentees 2023-24 - persistent absentees - Current rolling - Family 1: 3 pupil 100%, 1 pupil 98.6% 3 families targeted for support with CFS - January 2025
Next steps	
- Continue to embed robust procedures to track, monitor and implement early intervention support for families. - Half-termly reports to parents.	



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School Development Plan 2025 - 26 Overview





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Subsidiary Action Plans





School Development Plan Priorities 2025-26

PRIORITY 1: Strengthen the teaching and learning of mathematics.

1.1 Develop a deeper understanding of pupils' number skills

1.2 Design a coherent, high-quality mathematics curriculum aligned to Curriculum for Wales and White Rose Maths

CONTEXT / RATIONALE:

Development of secure number skills underpins all mathematics learning and is a key "statement of what matters" in the Curriculum for Wales: *"The number system is used to represent and compare relationships between numbers and quantities"* <https://hwb.gov.wales/curriculum-for-wales/mathematics-and-numeracy/>

The Numeracy Framework (LNF) requires pupils to develop procedural fluency alongside reasoning and problem-solving across real-world contexts. All schools are expecting a revised NF in 2025 / 26. This will need consideration and implementation. <https://hwb.gov.wales/curriculum-for-wales/cross-curricular-skills-frameworks/#literacy-and-numeracy-framework>

Estyn's *Unlocking Potential* report found that stronger mathematics teaching features: high expectations, effective use of assessment to adjust pace, deep conceptual teaching rather than procedural shortcuts, skilled questioning, addressing misconceptions intentionally, and linking learning across topics and to real

life <https://estyn.gov.wales/improvement-resources/unlocking-potential-insights-into-improving-teaching-and-leadership-in-mathematics-education/?sfnsn=scwspmo>

White Rose Maths supports progression through small-step, well-structured units that emphasise conceptual understanding, fluency, reasoning and representations

<https://whiteroseeducation.com/resources?subject=primary+maths&year=year+1+%28v3%29#filters>

SUCCESS CRITERIA:

Teachers will:

Use high-quality formative assessments to identify pupils' number misconceptions and gaps (e.g. number bonds, place value, mental calculation)

Review and redesign the Mathematics curriculum to strengthen planning

Employ White Rose resources (where applicable) and small-step units to build fluency and reasoning

Use effective questioning and address misconceptions explicitly as in Estyn-identified effective practice

Pupils will:

Demonstrate improved confidence and fluency in number facts and mental strategies

Apply number skills fluently and accurately in problem-solving tasks and across the curriculum

Leaders will:

Use national assessments and formative assessment to track the progress pupils' make in their number skills (including application across the curriculum).

Review and audit curriculum planning to ensure planned and systematic progression, breadth and depth of curriculum development.

Standards:

All pupils make measurable progress in number strands of the Numeracy Framework; reasoning and fluency scores improve in internal and national assessments

TROEDYRHIW COMMUNITY PRIMARY SCHOOL



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TEAM LEADER	Rebecca Evans (DHT - Assessment) Martin Mee (Maths Curriculum)	TEAM MEMBERS	Gemma Henwood (Maths interventions)	LINK GOVERNOR	Laurence Matuszczyk
CROSS REFERENCE LINKS					
VISION	CfW	ESTYN		UNCRC	
Troedyrhiw CPS: STARS Skilful, knowledgeable and ambitious learners Successful and resilient life-long learners who aspire to be shining stars.	CfW Four Purposes: ambitious, capable learners: - are questioning and enjoy solving problems - can explain the ideas and concepts they are learning about - can use number effectively in different contexts - understand how to interpret data and apply mathematical concepts	IA1: Teaching and Learning - all pupils learn and make progress - all pupils develop their knowledge, skills and understanding - develop positive attitudes to learning IA2: Well-being, care, support and guidance - all pupils receive the guidance and support they require for the next steps in their development. IA3: Leading and Improving - leaders will ensure all pupils learn and make progress (including those at risk of adverse outcomes, poverty, ALN or other barriers). - address national priorities - ensure that professional learning improves the quality of teaching, supports school improvement and equips all staff to carry out their roles?		Article 29 (goals of education)	
NATIONAL	LOCAL (RARS)	GOVERNORS		PUPILS	
SDP Regulations: - Improving pupils' progression by ensuring their learning is supported by a range of knowledge, skills and experience. - Reducing the impact of poverty on pupils' progression and attainment. NAPL: - SCHOOL – In-house training, effective practice in local schools. - NATIONAL – FP network, CSC - access bespoke professional development	RARS (LA): - Developing the education workforce - Improving achievement and progression - Developing the environment for learning	Governors are involved through: - Governors Go Exploring - Curriculum review days - Standards Committee (Standards, progress, Provision) - AOLE Link Governor		Pupils are involved through: - Pupil voice – planning input - Curriculum Champions (Pupil Voice Group – Un Llais)	
ACTION	HOW	OUTCOME		Who? When? Budget?	MER / EVIDENCE
What do we need to do?	How will we do it?	What will success look like?			Strengths? Way Forward?



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1.1 Develop a deeper understanding of pupils' number skills				
1.1.1 Audit pupils' number skills	Use LNF-aligned diagnostic tools and number fact checks; analyse gaps in place value, bonds, mental strategies Teachers use this information to complete CPR1 (identifying groups of learners).	SIMS tracker use dot track pupil progress (personalised assessments) Pupils books will demonstrate progress.	Teachers complete CPR1, 2 & 3. Maths Assessment Lead complete analysis data and pupil progress reports.	Diagnostic data analysis (personalised assessments); gap analysis; next-step plans. Maths baseline report - october 2025 Mid year review - march 2026 Evaluation - July 2026
1.1.2 Provide targeted maths learning based on formative assessments	Use White Rose small-step resources and fluency practice sessions; structured number facts routines	Improved fluency and recall; fewer errors in calculation	Teachers: White Rose subscription £220 for 10 teachers PL support (CSC) Louise Davies Coaching days with each teacher - 0.5 per teacher per term = 4 days x 3 terms = 12 days x £220 = £2640	Coaching review days - termly. Planning review - termly (or sooner if required). Lesson Observation (October - 6th - 10th) Learning Walk (Nur Rec) - October 6th - 14th.
1.1.3 Implement targeted interventions to support pupils who require additional support, catch-up learning.	Use teachers gap analysis to plan small group interventions to support groups of learners and those who will benefit from additional bespoke learning activities.	Improved number skills and fluency. Increased confidence in numbers and positive attitudes towards learning (in Maths).	Gemma Henwood Debbie Callan	ALNCo (H James) - baseline planning meeting - audit planning and provision for Dynamo Maths and interventions 01.10.25, 07.01.26, 18.03.26
1.1.4 Develop teacher CPD in subject knowledge and pedagogy	Internal workshops and external training (CSC) with a focus on number teaching, misconception spotting, effective questioning, responsive teaching.	Teachers and support staff confident teaching number; responsive questioning practices evident	All staff Supported by Louise Davies (CSC) Early Years Cluster Maths project	Lesson Observations - as above Cluster Project: Early Years - 06.10.25 - Troedyrhiw 07.10.25 - Ynysowen 08.10.25 - Greenfields 13.10.25 - Trelewis / Bedlinog 14.10.25 Edwardsville and then meet in a room onsite to discuss and agree next steps.
1.1.5 Strengthen effective teaching approaches (Estyn)	Coaching / Pedagogy meetings to discuss and refine existing practice.	Standards in teaching will strengthen because: High Expectations: Teachers challenge pupils appropriately, ensuring work is at the upper limit of their comfort zone.	All staff	Pedagogy meetings - explore Estyn document and what this means to us at Troedyrhiw How effectively do staff deploy these strategies?



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		• Subject Knowledge: Teachers focus on understanding mathematical concepts rather than procedural shortcuts. • Responsive Teaching: Adjust lessons based on pupils' progress and understanding, using real-time feedback. • Effective Questioning: Use probing questions to deepen understanding and address misconceptions. • Mini Whiteboards: Foster collaboration, assess understanding, and encourage pupils to embrace mistakes. • Variation Theory: Ensure pupils understand concepts by changing one element at a time in practice questions. • Dialogic Techniques: Use conversation and questioning to spark interest, deepen understanding, and encourage reasoning. • Concrete to Abstract Learning: Transition from physical manipulatives to representational and abstract concepts. • Misconception Planning: Anticipate and address common misconceptions through targeted questions and discussions. • Assessment and Feedback: Provide timely, purposeful feedback and integrate assessment seamlessly into lessons. • Classroom Climate: Build positive relationships, celebrate mistakes as learning opportunities, and foster independent learning. • Collaborative Planning: Teachers work together to design lessons, share best practices, and refine teaching strategies. • Use of Resources: Select and use manipulatives and tools purposefully to support learning goals. These approaches will collectively enhance pupil engagement, understanding, and outcomes in mathematics.		
1.2 Design a coherent, high-quality mathematics curriculum aligned to Curriculum for Wales and White Rose Maths				



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1.2.1 Plan curriculum units aligned with Curriculum for Wales and White Rose	Map White Rose units to Curriculum for Wales statements of what matters and proficiencies; collaborative planning across phases Liaise with Louise Davies (Maths Advisor) for support and to review existing plans and improve them.	Coherent progression documents across year groups Staff use revised plans to improve teaching and raise standards.	Maths Lead and Teachers Maths coaching sessions: L Davies (CSC) to support 13.10.25 - Yr 4 10.11.25 - Yr 2 / 1 10.12.25 - Yr 6, 5, 3, N/R 02.03.26: Yr 4, 3, 6, 5 03.03.26: Yr 1, 2, N/R	Curriculum maps; planning files Access to resources
1.2.2 Lesson design emphasises conceptual understanding and reasoning	Teachers embed and strengthen existing concrete–pictorial–abstract approaches (CPA); include contextual problem solving linked to real life / existing Four Number planning.	Pupils using reasoning, explaining thinking, making connections	All teachers	Lesson observations Pupil voice Pupil books Seesaw evidence
1.2.3 Monitor impact through assessment and curriculum review	Use formative assessments to adjust grouping and challenge; track progress through NF strands	Increased value added progress that reduces the gap between age expected outcomes (personalised assessments)	Maths leader Assessment Lead ALNCo	SIMS tracker Termly analysis reports CPR reports National test data analysis / progress reports.
TRAINING / COACHING		WIDER COMMUNITY	SUPPORT FROM OTHERS	
INSET: 02.09.25 - Familiarisation of White Rose / CfW comparison document Coaching: Louise Davies: Dates to be confirmed		Financial education	Multiply - Maths Early Years support.	



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PRIORITY 2 : LLC: Implement BSL to support curriculum development

Embed oracy strategies to improve writing

2.1: Introduce British Sign Language (BSL) as a recognised international language.

2.2 Continue to develop pupils' oracy skills and application of these to improve their writing skills.

CONTEXT / RATIONALE:

BSL:

In 2024-25, older pupils engaged in a cluster project that linked Larry the Songwriter and Deaf Friendly Community to compose a song and sign during a Diversity Celebration Event. The activities leading up to the event and the positive pupil engagement led to a discussion among staff to review existing provision for international languages and consider introducing BSL across the whole school. The barrier is staff skills and confidence. Budget settings and applications for funding have secured funding to employ a teacher for one day per week, term time 92025-26).

British Sign Language (BSL) is the first or preferred language of many Deaf people in the UK. Recognising BSL as a language of equal value is vital for fostering inclusivity, promoting communication equity, and valuing the linguistic identity of the Deaf community. Introducing BSL within the school curriculum will enable all learners to appreciate diversity in communication, understand the Deaf experience, and remove barriers to inclusion.

The Languages, Literacy and Communication Area of Learning and Experience (AoLE) in the Curriculum for Wales promotes multilingualism and intercultural understanding. The framework states that *"languages connect us"* and *"understanding different languages and ways of communicating helps learners to develop empathy and appreciate diverse perspectives"*. BSL fits within this vision by offering learners a non-verbal, visual-gestural language that supports cognitive development and expands communication awareness.

The Curriculum for Wales Cross-cutting Themes call for schools to develop learners who understand and respect diversity, equality and rights. The Equality and Diversity theme encourages schools to *"challenge stereotypes and promote human rights and fairness"*. Teaching BSL directly supports this agenda by acknowledging the rights of Deaf individuals and broadening pupils' understanding of language, identity and equity.

Oracy & Writing:

Troedyrhiw School has been engaged in the Voice 21 programme for three years, with each LLC action plan aligned to the Voice 21 Pathway and contributing to our journey towards becoming a School of Oracy Excellence. Monitoring and staff voice indicate that teachers are confident in using sentence stems and talk tactics within planned oracy sessions; however, evidence also highlights the need to strengthen the consistent application of oracy skills across the wider curriculum to support pupils in articulating ideas and transferring spoken language into high-quality written outcomes.

Assessment information from Comparative Judgement cold writes (Years 1–6) demonstrates that while pupils respond well to rich stimuli, further development is required in spelling, grammar and the organisation of ideas. This aligns with recent professional development and confirms the importance of using structured talk to rehearse language, vocabulary and sentence construction before writing.

Successful interventions, including WellComm, RWI and targeted reading support, have improved pupils' language acquisition and reading fluency, particularly for those previously working below age-related expectations. To build on this strong foundation, pupils now need frequent, purposeful opportunities to apply oral language skills to support composition across subjects.

The continued focus on reading for pleasure, guided reading and high-quality texts has strengthened pupils' exposure to language and ideas. To build on this strong foundation, oracy will be used deliberately to develop pupils' reading skills, with an increased focus on pupil-led approaches including reciprocal reading. Structured talk during reading sessions will support pupils to articulate understanding, explore vocabulary, and engage critically with texts, leading to improved comprehension, fluency and independence as readers.

SUCCESS CRITERIA:

Teachers will:



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Understand the importance of BSL in the context of equality, inclusion and language learning.
 Promote empathy and language awareness through sign language integration in daily routines.
 Complete accredited BSL qualifications (when eligible)
 Planned increased opportunities for pupils to apply talk tactics across the curriculum, including reading sessions, TASC work and extended writing.

A consistent teacher will deliver a progressive BSL programme, designed and overseen by external provider (Deaf Friendly.Co.Uk)

Pupils will:

Understand the value of BSL and use basic signs to communicate.
 Show increased awareness and respect for different ways of communicating.
 Complete accredited BSL qualifications (older pupils and when suitable).
 Develop their confidence when applying their talk tactics for a range of situations, including real-life opportunities such as debates.
 Improve the quality of writing by including a range of sentence structures and varied vocabulary (say it, write it)

Leaders will:

Coordinate strategic implementation of BSL programme.
 Plan provision that is aligned with Curriculum for Wales AoLEs and tracked for impact.
 Work with external providers to monitor quality, consistency and outcomes.
 Plan additional V21 training for those staff that have not yet attended.
 Monitor and review standards with a view to providing mentoring and coaching support.

Standards:

Pupils demonstrate progression in expressive and receptive sign language skills. The school will develop an inclusive communication culture where diversity of language is celebrated. Accredited qualifications will provide pathways for continued learning and achievement.
 Written work across all year groups will show greater coherence and clarity, with ideas sequenced and developed, reflecting the structured talk that precedes writing.

TEAM LEADER	Helen Jacklin - IL Rachel Jones - LLC	TEAM MEMBERS	Rachel Jones, Julie Rosser	LINK GOVERNOR	Trevor Evans
CROSS REFERENCE LINKS					
VISION	CfW	ESTYN		UNCRC	
Responsible, rights respecting learners who co-operate in partnerships locally and in the wider world. Successful and resilient life-long learners who aspire to be shining stars.	ethical, informed citizens who: - Builds understanding of the deaf community - promotes respect and empathy for people with different communication need - raise awareness of inclusion, equality and accessibility - encourage responsible action to reduce communication barriers in society - pupils value diversity and actively support others' participation and belonging.	IA1: Teaching and Learning - all pupils learn and make progress - all pupils develop their knowledge, skills and understanding - develop positive attitudes to learning - inclusive, multilingual curriculum IA2: Well-being, care, support and guidance - are respected and fairly treated? - develop leadership skills and take on responsibility? - all learners feel represented and respected IA3: Leading and Improving - leaders will ensure all pupils learn and make progress (including those at risk of adverse outcomes, poverty, ALN or other barriers).		Article 23 (rights of children with disabilities) Article 29 (goals of education)	



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		• address national priorities - CfW • ensure that professional learning improves the quality of teaching, supports school improvement and equips all staff to carry out their roles? • strategic integration of diversity into practice		
NATIONAL	LOCAL (RARS)	GOVERNORS	PUPILS	
SDP Regulations: • Improving pupils' progression by ensuring their learning is supported by a range of knowledge, skills and experience NAPL: • SCHOOL – Visit schools where effective practice has been identified (SeaView Primary). • NATIONAL - engage with external advisors to audit provision and agree action plans for improvement.	RARS (LA): • Developing the education workforce • Improving achievement and progression • Develop the environment for learning	Governors are involved through: • Governors Go Exploring • Curriculum review sessions • Committee (Standards, progress, provision) • AOLE Link Governor	Pupils are involved through: • Pupil voice – planning input • Well-being Champions, Young Ambassadors (Pupil Voice Group – Un Llais)	
ACTION What do we need to do?	HOW How will we do it?	OUTCOME What will success look like?	Who? When? Budget?	MER / EVIDENCE Strengths? Way Forward?
2. Introduce British Sign Language (BSL) as a recognised international language.				
2.1.1 Raise awareness of BSL and its cultural importance	Staff meeting on BSL and Deaf inclusion Class assemblies to introduce BSL and visual communication	Staff and pupils understand value of BSL and Deaf culture	Teachers	05.09.25 - Class assembly launch



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2.1.2 Employ BSL teacher to deliver sessions weekly	External provider to supply consistent BSL teacher. Programme designed and quality assured by provider	Weekly BSL sessions delivered with consistency and progression	Contract Term: September 2nd, 2025 - July 14th, 2026 Payment Terms: Payment is set at £43 per hour (£11k budget allocation) Full Level 1 exam fee of £108 per person to be paid at point of exam registration. Level 1 101Y for under 16's exam fee £20 per person to be paid at point of registration.	Session observations (10.02.26 - Governor Day)
2.1.3 Deliver differentiated pathways for progression	Progression Step 1 (non-accredited); Full Level 1 exam fee of £108 per person to be paid at point of exam registration. Level 1 101Y for under 16's exam fee £20 per person to be paid at point of registration.	Pupils and staff progress in BSL skills and gain accreditation where appropriate	BSL Teacher Exam fees £20-£108 per pupil	Exam certificate / accreditation
2.1.4 Link BSL programme to Curriculum for Wales AoLE and themes	Map BSL sessions to LLC AoLE outcomes; connect to multilingualism and equality	BSL recognised as language learning within CfW framework	IL Lead;	Planning files; AoLE documentation
2.1.5 Promote inclusive classroom and whole-school communication	Teachers introduce key signs across the curriculum and in routines; create 'sign of the week' initiatives	BSL embedded in daily school life; inclusive communication visible	All staff	Lesson observations Pupil interviews
2.1.6 Monitor impact and learner engagement	Track pupil engagement and outcomes through feedback and assessment; evaluate quality of provision	Clear impact on communication, confidence, and cultural awareness	BSL Provider and IL Lead - Termly reviews	Review reports Pupil Voice Staff feedback
2.2.1 Continue to develop and refine planning to ensure planned progression and application of talk tactics and strategies.	Planned progression sheets to be used to support planning - teaching and learning Align oracy strategies to writing genres and progression of sentence structures	Oracy progression planning charts used to support planning Weekly planning outlines opportunities for pupils to say it and write it approach.	LLC lead and advisory support from V21 Teachers - planning	Document scrutiny including planning samples



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2.2.2 Use V21 talk tactics to embed pupils' oracy skills - focusing on sentence stems and structured discussions (say it, write it approach)	Use explicit oral sentence rehearsal (e.g. 'say it before you write it') in literacy and across the curriculum Use explicit oral sentence rehearsal (e.g. 'say it before you write it') in literacy and across the curriculum	Pupils confidently rehearse sentences orally before writing Increased accuracy and complexity of sentence structures in pupils' writing	Teachers	Book scrutiny shows improved sentence quality across subjects Lesson observations show oral rehearsal embedded routinely Pupil voice demonstrates understanding of how talk supports writing
2.2.3 Develop pupils' vocabulary through planned talk to improve precision and ambition in writing	Explicitly teach and explore vocabulary through discussion prior to writing Model use of ambitious and subject-specific vocabulary through talk Provide opportunities for pupils to explain, define and apply new vocabulary orally Ensure vocabulary is revisited and applied in written outcomes use working walls in lessons and encourage pupils to use these to support independent learning.	Pupils use a wider range of appropriate and ambitious vocabulary in writing, including subject specific to support topic work. Vocabulary choices are increasingly precise and relevant to purpose and genre	Teachers	Cold and hot tasks - identify progression Planning documents Listening to learners
2.2.4 Strengthen consistency of oracy to writing progression across the primary phase	Use existing skills progression documents to align oracy expectations with writing outcomes Ensure expectations for sentence structure and vocabulary build progressively Provide CPD focused on linking talk strategies directly to writing standards Identify staff skills and implement mentoring / coaching where necessary.	Clear progression in pupils' sentence structure and vocabulary Consistent approach to oracy and writing across classes and phases (including use of Working Walls and shared language)	LLC lead - aligning progression oracy / writing Release time for mentoring TBA	Book looks - cold and hot tasks show clear progression Do pupils apply skills increasingly independently or do they rely on teacher input?
TRAINING / COACHING		WIDER COMMUNITY		SUPPORT FROM OTHERS
Weekly training sessions for all staff. Voice 21 - LLC and development days CD / MM to attend V21 training (CPD)		BSL Community Day - February 2026 Governors Go Exploring - BSL Learning Walks. Year 6 - Visit council chambers for debating project. Un Llais and Pupil Voice groups presentations to governors - develop presentation skills		Deaf friendly community Voice 21

PRIORITY 3: Embed empathy and emotional literacy across the school to support wellbeing, emotional development, and a whole-school culture of care

- 3.1 Provide clear strategic leadership for the Empathy Lab initiative
- 3.2 Integrate empathy-based learning across the curriculum
- 3.3 Develop pupil participation, staff development, and an enabling ethos around empathy
- 3.4 Embed a consistent approach to support pupils' emotional regulation



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CONTEXT / RATIONALE:

In line with the Welsh Government's *Whole School Approach to Emotional and Mental Wellbeing*, we aim to develop emotional literacy and empathy across our whole school community. By embedding empathy into our curriculum, ethos, and leadership practices, we support both the emotional and academic development of pupils, while nurturing staff wellbeing. Empathy is a key component of the Health and Wellbeing AoLE, and contributes to the development of confident, caring individuals. Through intentional leadership, curriculum enrichment, pupil participation and professional learning, we will create a sustainable culture of emotional awareness and compassion. This will also support the wider wellbeing agenda, including early intervention, mental health promotion, and pupil voice.

[Framework on embedding a whole-school approach to emotional and mental well-being](https://empathylab.uk)
<https://empathylab.uk>

SUCCESS CRITERIA:

Teachers will:

- Embed empathy-based stories and resources into Literacy and PSHE.
- Create reflective spaces in classrooms for emotional sharing and regulation.
- Include empathy-based reflections in planning, reports and communications.

Pupils:

- Actively participate in discussions and initiatives centred on empathy (applying Voice 21 strategies)
- Develop listening, reflection, and emotional expression skills
- Engage with empathy texts and create cross-curricular outcomes.

Leaders will:

- Designate areas of responsibility to lead on Empathy Lab initiative (LLC Led and RSE Lead).
- Create strategic documents and curriculum planning resources to support implementation
- Liaise with schools across Merthyr to support and review implementation.

TEAM LEADER	Jacqui Roome	TEAM MEMBERS	Rachel Jones (LLC lead), Hayley Richards (RSE Lead)	LINK GOVERNOR	Denise Morgan
CROSS REFERENCE LINKS					
VISION	CfW	ESTYN		UNCRC	



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Active, happy, healthy, caring individuals who are confident in their own self-worth Responsible, rights respecting learners who co-operate in partnerships locally and in the wider world. Successful and resilient life-long learners who aspire to be shining stars.	<i>All pupils develop as ethical, informed citizens of Wales and the world.</i> - understand and exercise rights of the child - respect the needs and rights of others - understand and respect different cultures Healthy, confident individuals: - secure values and establish own ethical beliefs - build mental and emotional well-being by developing confidence, resilience and empathy - for positive relationships based upon trust and mutual respect, value and contribute to physical and mental health and well-being	IA1: Teaching and Learning - all pupils learn and make progress - all pupils develop their knowledge, skills and understanding - pupils make progress in emotional literacy and empathy IA2: Well-being, care, support and guidance - all pupils receive the guidance and support they require for the next steps in their development. - whole-school approach to mental and emotional wellbeing IA3: Leading and Improving - leaders drive a culture of empathy and reflection		Article 28 (right to education) Article 29 (goals of education) Article 31 (leisure, play, and culture)
NATIONAL	LOCAL (RARS)	GOVERNORS		PUPILS
NAPL: - SCHOOL – Visit schools where effective practice has been identified (St Josephs, Roath Park Primary). - NATIONAL - engage with external advisors to audit provision and agree action plans for improvement.	RARS (LA): - Developing the education workforce - Improving achievement and progression - Develop the environment for learning	Governors are involved through: - Governors Go Exploring - - Curriculum review sessions - Committee (Standards, progress, provision) - AOLE Link Governor		Pupils are involved through: - Pupil voice – planning input - Well-being Champions, Young Ambassadors (Pupil Voice Group – Un Llais)
ACTION What do we need to do?	HOW How will we do it?	OUTCOME What will success look like?	Who? When? Budget?	MER / EVIDENCE Strengths? Way Forward?
3.1 Provide clear strategic leadership for the Empathy Lab initiative				
3.1 To provide clear strategic leadership for the Empathy Lab initiative	Appoint a Wellbeing & Empathy Lead (Jacqui Roome). Team members: Rachel Jones, Hayley Richards. Lead Merthyr Schools Empathy Lab initiative Attend training and update action plan (09.10.25)	School-school working - action plan (following training in October) Assign roles and responsibilities within the school team. School-wide visibility and coordination	Team: Jacqui Roome - Lead Rachel Jones and Hayley Richards - members	Minutes from SLT meetings Action plans Governor reports
3.2 Integrate empathy-based learning across the curriculum				
3.2 To integrate empathy-based learning across the curriculum	Empathy Lab team attend training - 09.10.25, 20.11.25 Team train school staff - 21.10.25, 25.11.25 Use Read for Empathy books in Literacy and PSHE Update school timetable	Weekly empathy-based literacy sessions Pupils create and present work Curriculum plans mapped to CfW	Empathy Lab team £1100 - funded by LA (school to school working)	Planning scrutiny Pupil work and displays Review reports (Empathy Lab initiative)



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	Hold an Empathy Day with cross-curricular learning Link empathy to Health and Wellbeing AoLE planning			
3.3 Develop pupil participation, staff development, and an enabling ethos around empathy				
3.3 To develop pupil participation, staff development, and an enabling ethos around empathy	Create a Wellbeing & Empathy Council Use empathy texts in circle time Provide CPD on empathy and emotional literacy Include empathy in new staff induction Display empathy messages across school Create Wellbeing Corner / Empathy Zone in each class Conduct termly staff/pupil wellbeing surveys Include empathy reflections in reports/newsletters	Pupil-led projects and ideas Trained staff using empathy in practice Nurturing environments evident across school Clear evidence of progress		
3.4 Embed a consistent approach to support pupils' emotional regulation				
(In order to strengthen the above targets, as a school we will revisit the work of Paul Dix and engage in cluster practices to strengthen relational approaches. This is to address the increasing challenges relating to pupils' behaviours and emotions. The initiative aims to develop the school culture and role of adults, including parents).				
3.4.1 Embed consistent adult behaviours across school	Whole staff training (CPD) on relational practice, micro-scripts, non-confrontational language Weekly staff briefings to reinforce approaches Coaching / drop-ins for staff Create and display school-wide Behaviour Policy that includes staff agreements on language use / phrases.	All adults model calm, predictable, kind behaviour Staff use consistent scripts Fewer adult-student escalations	SLT leads External trainer (budget: £2,000 CPD)	
3.4.2 Create safe spaces for regulation	- Continue to develop use of Zones of Regulation Create calm spaces / reset areas.	Pupils successfully manage and regulate behaviours Adults successfully support and manage behaviours (including parents)	£500 - community to support families.	
3.4.3 Share relational approach with parents	Host workshops on "When Parents Change" Create leaflets with scripts used in school Open door mornings (Cytle) / co-coaching opportunities Cytle will be the Community Space developed in 2025-26 - likely completion date March 2026	Parents use similar language and strategies Families feel valued Increased motivation from pupils		
TRAINING / COACHING		WIDER COMMUNITY		SUPPORT FROM OTHERS
INSET : 03.11.25		Parent Workshops Monthly Mother and Toddler Group		CFS SWT Team Psychology Servicer



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PRIORITY 4: Strengthen pupils' digital competencies**4.1 Implement a safe, ethical, and effective use of AI tools to enhance teaching, learning, and planning in accordance with Estyn guidance.****4.2 Ensure pupils apply their DCF skills purposefully across the curriculum and can confidently identify and articulate the digital skills they are developing.****CONTEXT / RATIONALE:**

Evaluation of last year's digital provision showed that while there was clear coverage of the DCF across all year groups and evidence of cross-curricular application, the use of digital skills was not consistent across the school. In particular, pupil voice highlighted that many children were unable to confidently articulate which digital skills they were using or understand the purpose behind them. This has identified a need to strengthen the purposeful integration of DCF across the curriculum and to develop pupil awareness of digital skill progression. As a result, this year's focus will be on ensuring pupils apply DCF skills meaningfully in a range of subjects and can clearly identify and explain the digital skills they are developing.

Technology and AI are transforming education. In response to Estyn's updated inspection guidance and the Curriculum for Wales focus on the cross-curricular Digital Competence Framework (DCF), our school recognises the need to:

- Safely and ethically implement AI tools in line with safeguarding and inclusion standards
- Equip learners with critical digital literacy, particularly around AI, gaming, mobile phones, and social media
- Ensure purposeful and consistent application of DCF skills across subjects
- Support staff with targeted training to build confidence in delivering digital teaching
- Engage learners as ethical digital citizens capable of evaluating digital information and tools

This work will ensure our school is future-ready and aligned with national expectations.

Other links: Health & Well-being, Humanities, RVE

SUCCESS CRITERIA:**Teachers will:**

- Plan explicit DCF links in lessons
- Use AI ethically for planning and differentiation
- Confidently model safe digital practice and lead digital citizenship discussions

Pupils will:

- Confidently explain digital skills used across subjects
- Understand risks and impact of gaming, AI, and social media
- Critically evaluate AI-generated content
- Use digital tools ethically, inclusively and purposefully

Leaders will:

- Monitor DCF and AI integration effectively
- Ensure policy, training, and safeguarding compliance
- Facilitate staff and pupil digital development
- Showcase impact through data, voice, and observation

TEAM LEADER Hannah James**TEAM MEMBERS**

Katie Jones

LINK GOVERNOR

Ryan James

CROSS REFERENCE LINKS



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VISION	CfW	ESTYN		UNCRC
Responsible, rights respecting learners who co-operate in partnerships locally and in the wider world. Successful and resilient life-long learners who aspire to be shining stars. <i>We aim to ensure all pupils become digitally literate, ethical, and critical users of technology.</i> <i>Through strategic use of AI and purposeful DCF integration, our pupils will be equipped for a digital world, guided by the values of safety, inclusion, and curiosity.</i> <i>Staff will use technology to enhance pedagogy, personalise learning, and prepare pupils for the future.</i>	- Ethical, informed citizens – understanding AI bias, online risks, and media manipulation - Ambitious, capable learners – using AI tools appropriately and mastering digital skills - Enterprising, creative contributors – applying technology to solve problems and innovate - Healthy, confident individuals – reflecting on the impact of screen time, gaming, and mobile use on wellbeing	IA1: Teaching and Learning - Evidence of purposeful DCF and AI integration; critical digital skills developed in context - Learners develop and articulate digital competence; apply learning meaningfully IA2: Well-being, care, support and guidance - Clear safeguarding around AI and digital tools; digital wellbeing embedded IA3: Leading and Improving - Vision for safe, ethical technology use; policies in place; professional learning enabled	Article 17 – Access to information and media (Pupils taught how to access and evaluate digital and AI-generated content safely) Article 13 – Freedom of expression (Pupils given opportunities to create and communicate responsibly using technology) Article 19 – Protection from harm (Policies ensure AI tools are safe, age-appropriate, and used within safeguarding frameworks) Article 29 – Education must develop every child's personality and talents (Digital skills used to unlock creativity, expression, and innovation)	
NATIONAL	LOCAL (RARS)	GOVERNORS		PUPILS
SDP Regulations: - Improving pupils' progression by ensuring their learning is supported by a range of knowledge, skills and experience. - Reducing the impact of poverty on pupils' progression and attainment. NAPL: - SCHOOL – Attendance monitoring (leadership) - NATIONAL – liaison with LA to support attendance and implement statutory procedures.	RARS (LA): - Supporting learners' health and well-being - Improving achievement and progression	Governors are involved through: - Standards Committee (Standards, progress, Provision) - Attendance link governor		Pupils are involved through: - Learning Walks - Pupil Voice (Curriculum Group and Wellbeing Champions)
ACTION What do we need to do?	HOW How will we do it?	OUTCOME What will success look like?	Who? When? Budget?	MER / EVIDENCE Strengths? Way Forward?
4.1 Implement a safe, ethical, and effective use of AI tools to enhance teaching, learning, and planning in accordance with Estyn guidance.				
4.1.1 Establish a clear AI policy and governance framework, ensuring staff, pupils, and parents understand when AI is used and its purpose.	HJ liaison with the local authority to obtain the finalised Generative AI policy to ensure alignment with regional guidance and best practice. HJ to liaison with J.Roome to create a personalised AI policy for Troedyrhiw Primary School.	The policy will promote transparency and trust with both staff and parents about how AI is being used in school. The policy will promote ethical and responsible use of AI by aligning with local authority guidance and national expectations (e.g., Estyn, Welsh	Use a staff meeting to share policy. Date to be confirmed as awaiting Local Authority to share the finalised policy. Get staff to sign to ensure	Policy completed and understood by all Parent guide for parents distributed



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	HJ to disseminate the Generative AI policy to all staff and develop a parent-friendly summary document outlining how AI is used to support teaching and learning within the school.	Government). Parents have a clear understanding of AI and how it is used throughout the school which will reduce concerns and foster a collaborative approach to digital learning. There is consistency and clarity across the school in how AI is implemented, monitored, and communicated.	they have read the policy. HJ to create and disseminate parent friendly summary documents - date to be confirmed as awaiting steps above to be completed first.	
4.1.2 Audit how AI is used for planning, differentiation, or personalised learning and share good practice amongst staff.	HJ to create a simple digital form (e.g., Google Form or Microsoft Forms) to gather information from teaching staff and LSAs about: Identify staff using AI and for what purpose. Which tools they use (e.g., ChatGPT, Canva AI, text generators). What they use it for (e.g., planning lessons, creating differentiated materials, supporting individual learners). Their confidence level and training needs. Examples of AI use that have worked well. HJ to identify 2–3 strong examples of AI use across different key stages or subject areas. HJ to share during a staff meeting or via whole staff emails. HJ to use the audit findings to inform staff training and CPD if required.	Staff can clearly explain how they are using AI to support planning, differentiation, or personalised learning. More staff are using AI tools regularly and appropriately as confidence levels increase. AI is being used in line with school policy, national guidance, and safeguarding standards. Staff are aware of what tools are approved and how to use them safely and responsibly. Staff feel supported and are more willing to try new tools after seeing successful examples from colleagues. Good practice is visible across year groups and subject areas, not just isolated pockets. Teachers report that AI helps reduce workload (e.g. quicker resource creation or planning support). There is evidence of AI being used to personalise learning (e.g. adapting content for different abilities) with clear impact on pupil engagement or progress.	HJ to create and disseminate digital forms to staff - September 12th. AI staff use training - staff meeting to discuss and raise awareness - 23.09.25 Following training and identifying any bespoke training needs / coaching requirements - dates to be confirmed once need identified.	
4.1.3. Embed critical AI education in teaching by ensuring pupils know when AI assists learning, recognise its limitations, and apply critical thinking when evaluating outputs.	HJ to provide training or briefing sessions to staff on what AI is and how it works (e.g. generative AI, algorithms, bias, age-appropriate ways to explain AI to pupils).	Pupils can explain when and how AI is used in their learning. Pupils understand that AI has limitations and can't always be trusted without question. Staff are planning lessons where AI is not just a	9th December 2025 - document to be completed and shared with staff	



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	HJ to create documents to show progression and identify age-appropriate ways to explain AI to pupils. HJ to identify specific subjects, lessons, or projects where AI use can be discussed critically (e.g. digital literacy in DCF, persuasive writing, science, or PSE). HJa to link with DCF strands (especially Citizenship, Producing, and Evaluating) and the Curriculum for Wales <i>digital responsibility</i> statements.	tool but a topic for discussion and evaluation. Teachers report greater confidence in supporting pupils' digital literacy in relation to AI.		
4.1.4. Integrate AI tools in classrooms only after confirming age-appropriateness, safeguarding compliance, accessibility, and inclusivity per Hwb standards.	Maintain an Approved AI Tools List. Keep an up-to-date list of vetted AI tools that are safe, effective, and aligned with your school's policy. Share this with staff and include clear notes on appropriate use. Risk assessment for each new tool Check compliance with age, accessibility, and Hwb guidelines Regularly update approved tools list	No AI tool is used with pupils without prior vetting for safeguarding and appropriateness. Staff understand the vetting process and know which tools are approved for use. Teachers apply the school's guidance consistently and confidently.	HJa to liaise with Local Authority to seek advice on whether they have already devised a list. HJa to check for staff whether certain tools are vetted. 09.12.25 - Tool List shared with staff	Ongoing review and update of approved AI tools list
4.2 Ensure pupils apply their DCF skills purposefully across the curriculum and can confidently identify and articulate the digital skills they are developing.				
4.2.1 Audit staff competency in delivering all aspects of the DCF and the technology What Matters Statement and use information to plan and deliver necessary training.	Design and Distribute a Staff Self-Evaluation Audit - Use a Google Form to assess staff competency against the DCF and the <i>What Matters</i> statements in the Technology AoLE. Ask staff to rate their confidence and competence in: - Planning and delivering DCF outcomes - Embedding DCF across the curriculum - Using key digital tools/platforms - Teaching computational thinking, digital citizenship, and digital creativity. Use results from the audit to address staff training needs.	Staff self-report improved confidence and demonstrate this in their planning and teaching. DCF skills and the <i>Technology What Matters</i> statement are embedded consistently across all AoLEs. Pupils show secure digital skills, creativity, and critical thinking in line with progression steps. HJa use audit data to inform long-term planning and maintain high standards in digital competence.	HJa to create a form in September 2025 and share with staff. HJa to put in a calendar CPD development day to work with staff. 17.04.26: INSET day - DCF (tracker)	



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4.2.2. Devise a DCF Coverage Tracker for each year group and year AOLE topic.	HJa to create a coverage tracker. Tracker to include progression steps and examples of how this can be covered in the classroom. HJa to meet with staff to explain coverage tracker to ensure staff competency. Use the session as a CPD training session to address any areas that need development.	DCF lead created effective DCF tracker to support planning and tracking of pupils progress. Teachers and support staff use a tracker to support planning and progression of pupils' DCF skills. Pupils make effective progress developing and applying a range of suitable DCF skills across the curriculum.	Completed by March to support INSET day in April (17.04.26)	
4.2.3 Integrate digital literacy themes into curriculum (gaming, mobile phones, social media)	Map opportunities in PSE, Digital Competence and Health & Wellbeing Co-design lessons with learners on digital wellbeing, cyberbullying, media manipulation	Pupils can critically reflect on their digital lives - Enhanced digital citizenship awareness Community / Family Awareness - families invited into school for 45minutes awareness session led by Year 5 / 6 pupils - see themed day dates (2.30pm - 3.20pm)	PSE lead (HR), DCF Lead (H Jam), H&WB lead (HJ) plan themed activities to address areas of concern including gaming, social media and mobile phones. Autumn theme day: Mobile Phones and Social Media - 20.10.25 10.02.26 - Safer Internet Day Summer term - online gaming and identity theft - 18.05.26	
4.2.4. Monitoring to be carried out to ensure consistent cross-curricular application of digital skills.	HJa to conduct learning walks, digital evidence scrutiny and L2L once a term to ensure consistent cross-curricular application of digital skills (across all areas of learning). HJa to audit planning to identify planned opportunities for cross curricular application of digital skills.	Teachers plan a range of suitable learning opportunities for pupils to apply their skills for a range of purposes, across all areas of learning. Pupils apply their digital skills independently and progressively. Digital portfolios showcase cross-curricular skills (DCF)	Learning Walk day includes L2L with digital evidence - autumn (17.11.25); spring (09.03.26); summer (08.06.26)	
TRAINING / COACHING		WIDER COMMUNITY		SUPPORT FROM OTHERS
Recap meeting with staff regarding Citizenship and Computational thinking strand. INSET: 17.04.26 Please note COACHING: Where we have opportunities in school to support each other we should COACH.		Parent friendly guides on AI Community Information sharing events: Mobile Phones and Social Media - 20.10.25 Safer Internet Day - 10.02.26 - Online gaming and identity theft - 18.05.26		PCSO - updating parents CSC - Professional Learning Support MTCBC - LA network support



SDP Checklist

SDP requirement	✓	Comments
Does a clear vision set the context for the SDP? In order for the school to make sustained improvements and move forward, it needs to have a clear purpose that is shared and understood by all. In setting its vision, a school should consider the context in which it operates and agree a vision that is both motivational and achievable, and is underpinned by solid practical strategies.	✓	Vision statement can be found at the start of the document. Bold statement regarding the whole-school approach to well-being is also included in SDP. AOLE visions also linked where relevant.
In drawing up the SDP, has school performance information been considered? (A SDP will be informed by the regular self-evaluation a school undertakes of its own performance and contextual data.)	✓	The rationale for each priority explains what has been considered. For each AOLE there is an action plan and annual plan. The annual plan outlines the SE that has been carried out as well as those that will be carried out.
National priorities in regulations are: (a) raising the standards of education in relation to literacy and numeracy; and (b) reducing the impact of poverty on educational attainment;	✓	Each priority allows school leaders to link it to national priorities such as CfW and SLOs. There are also dedicated priorities for reducing the impact of poverty and implementing a whole-school approach to well-being.
Is there evidence of monitoring, review and revision of the SDP? Is it a live document? How are revisions reported?	✓	Each term reports are completed. These include AOLE development, SDP progress and pupil progress review meetings. This information supports SE processes.
Consultation In preparing or revising a school development plan the governing body must consult— (a) the head teacher of the school (if that person is not a member of the governing body); (b) registered pupils at the school; (c) parents of registered pupils; (d) school staff; and (e) such other persons as the governing body considers appropriate.	✓	Given in the 'context of the plan' section.
Professional development strategy Details of the governing body's strategy for the current school year as to how it will further the professional development of staff at the school in order to meet the school improvement targets. Does it include all staff and leadership development? It will provide a context for the performance management process for all staff. How does the school use the professional standards?	✓	Each priority lists professional learning required to achieve priority. There is an ongoing school training plan that is updated and reviewed alongside the SDP and ongoing SE. Training evolves and adjusts to ensure targets are met. Training also informs future coaching and mentoring.



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Working with the community Details of how the governing body will seek to meet the school improvement targets for the current school year by working with parents/carers of learners at the school, local residents, other schools, agencies and businesses, in seeking to achieve the school improvement priorities.	✓	Each priority considers how the community can contribute to its realisation.
School staff and school resources Details of how the governing body will make best use of the— (a) current school staff and school resources (including its financial resources) to meet the school improvement targets for the current school year; and (b) school staff and school resources (including financial resources) the governing body anticipates will be available to it to meet the school improvement targets for the next 2 school years immediately proceeding the current school year.	✓	Staff roles and responsibilities are clearly indicated along with costs of staff activity and resources.
Previous targets A brief statement setting out the extent to which the school improvement targets for previous school year were met and where they were not met fully a brief explanation as to the reasons for that failure. Schools should evaluate the effectiveness of targets that have been achieved, in terms of raising standards and improving outcomes for all learners.	✓	A review of the previous priorities is included. Data information can be accessed via termly RAG and impact reports.
Clearly sets out actions the school will take in order to achieve its targets.	✓	Each priority lists actions and offers an opportunity for the school to signpost evidence that informed the inclusion of said actions.
Clearly sets out expected outcomes as a result of achieving those targets. Outcomes should focus on the core purpose of school development planning, raising standards and improving outcomes for all learners.	✓	Success criteria is highlighted at the beginning of each target.
Clear success criteria and milestones against which intended improvements can be evaluated.	✓	Success criteria (see above). Milestones included in actions.
The plan covers a rolling three-year period with year 1 containing detailed priorities and years 2 and 3 capturing high-level priorities and targets.	✓	High-level priorities for years 2 & 3 are articulated within the plan.