

ECAD5009-C

S4

Ble ydw i'n addysgu?

Where am I teaching?



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Sut mae cynllunio a gwerthuso prosiect?

How is a project planned and evaluated?

www.athrofa.cymru

Sut mae cynllunio, gwerthuso a mireinio prosiect ysgol gymunedol? How is a school community project planned, evaluated and refined?



Yn y sesiynau hyn, bydd gennych gyfle i archwilio'r camau sydd ynghlwm â chynllunio, gwerthuso a mireinio prosiect ysgol gymunedol a'u cymhwyso i'ch cynnig prosiect chi.

In this session, you will have the opportunity to explore the steps that are involved in planning, evaluating and refining a school community project and apply them to your own project proposal.



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Transforming Learning Together

Amcan y sesiwn

Session's aim



- Paratoi darpar-athrawon i allu cyfrannu at systemau ysgol a dyluniad cwricwlwm sy'n diwallu anghenion yr ysgol a'i chymuned.
- To prepare student-teachers to be able to contribute to school systems and curriculum design that meets the needs of the school and its community.



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I'n hatgoffa'n hunain...

To remind ourselves...

-
- Beth yw nodweddion gwaith ysgol-gymuned yn ôl Llywodraeth Cymru?
 - What, according to Welsh Government, are the characteristics of school-community working?



Cyd-destun Context

- Ar gyfer y sesiwn hon, byddwn yn defnyddio **prosiect 'Working Whispers' Ysgol Gynradd Pontarddulais fel ein cyd-destun (edrychwch nôl ar S2).**
- Estynnwn ein diolch i Ysgol Gynradd Pontarddulais am roi eu caniatad i ni gael defnyddio'u prosiect ysgol gymunedol ardderchog fel astudiaeth achos.
- For this session, we will be using **Pontarddulais Primary School's 'Working Whispers' project as our context (look back at S2).**
- Our thanks is extended to Pontarddulais Primary School for allowing us to use their fantastic school community project as a case study.



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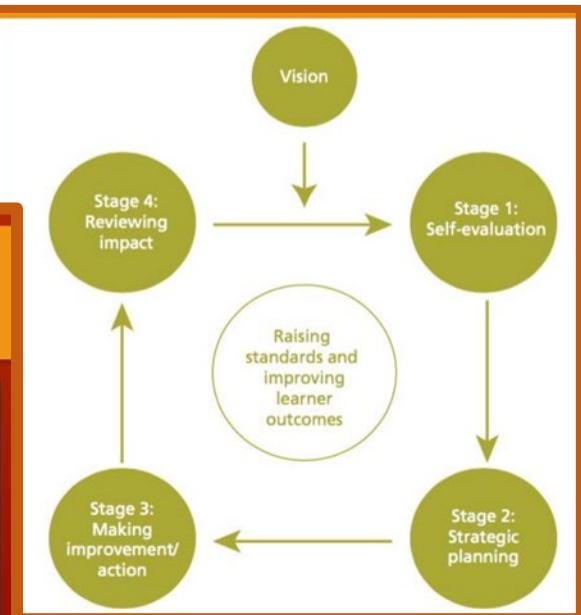
Cyn penderfynu ar ffocws i'r prosiect...

Before deciding on a focus for the project...

Vision...

School Development Plan (SDP)...

- The school development plan (SDP) is the school's strategic plan for improvement. It sets out the actions a school will take to improve learner outcomes. A SDP will be informed by the regular self-evaluation a school undertakes of its own performance and contextual data, and will contain the school's improvement priorities together with short- and longer-term targets.



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Cam 1:Penderfynnu ar ffocws i'r prosiect

Step 1:Deciding on a focus for the project

Self Evaluation: Four Purposes Audit

Four Purposes Audit: <i>Ambitious, capable learners who are ready to learn throughout their lives</i>			
Area	Rating 1 to 5 (1 is not developed at all, 5 is fully embedded)	Evidence	Next Steps / Way Forward
Students set themselves high standards and seek and enjoy challenges.			
Students are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts.			
Students are questioning and enjoy solving problems.			
Students can communicate effectively in different forms and settings, using both Welsh and English.			
Students can explain the ideas and concepts that they are learning about.			
Students can use number effectively in different contexts.			
Students understand how to interpret data and apply mathematical concepts.			
Students use digital technologies creatively to communicate, find and analyse information.			
Students undertake research to evaluate critically what they find.			

Four Purposes Audit: <i>Enterprising, creative contributors and are ready to play a full part in life and work</i>			
Area	Rating 1 to 5 (1 is not developed at all, 5 is fully embedded)	Evidence	Next Steps / Way Forward
Students connect and apply their knowledge and skills to create ideas and products.			
Students think creatively to reframe and solve problems.			
Students identify and grasp opportunities.			
Students take measured risks.			
Students lead and play different roles in teams effectively and responsibly.			
Students express ideas and emotions through different media.			
Students give of their energy and skills so that other people will benefit.			

Four Purposes Audit: <i>Ethical, informed Citizens who are ready to be citizens of Wales and the World.</i>			
Area	Rating 1 to 5 (1 is not developed at all, 5 is fully embedded)	Evidence	Next Steps / Way Forward
Students find, evaluate and use evidence in forming views.			
Students engage with contemporary issues based upon their knowledge and values.			
Students understand and exercise their human and democratic responsibilities and rights.			
Students understand and consider the impact of their actions when making choices and setting.			
Students are knowledgeable about their culture, community, society and the world, now and in the past.			
Students respect the needs and rights of others, as a member of a diverse society.			
Students show their commitment to the sustainability of the planet.			
Students use digital technologies creatively to communicate, find and analyse information.			
Students undertake research to evaluate critically what they find.			

Four Purposes Audit: <i>Healthy, confident individuals who are ready to lead fulfilling lives as valued members of society.</i>			
Area	Rating 1 to 5 (1 is not developed at all, 5 is fully embedded)	Evidence	Next Steps / Way Forward
Students have secure values and are establishing their spiritual and ethical beliefs.			
Students are building their mental and emotional wellbeing by developing confidence, resilience and empathy.			
Students apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives.			
Students know how to find the information and support to keep safe and well.			
Students take part in physical activity.			
Students take measured decisions about lifestyle and manage risk.			
Students have the confidence to participate in performance.			
Students form positive relationships based upon trust and mutual respect.			
Students face and overcome challenge.			
Students have the skills and knowledge to manage everyday life as independently as they can.			



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Findings...

Enterprising, creative contributors and are ready to play a full part in life and work.

Students connect and apply their knowledge and skills to create ideas and products.

Students think creatively to reframe and solve problems

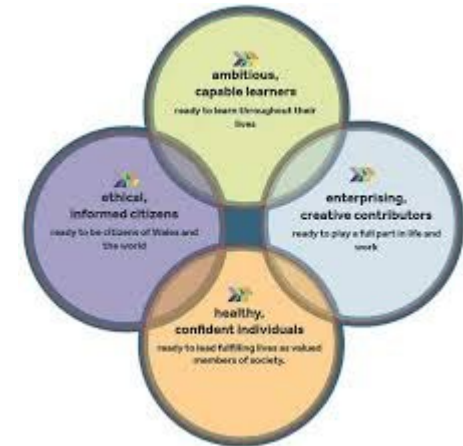
Students identify and grasp opportunities.

Students take measured risks.

Students lead and play different roles in teams effectively and responsibly.

Students express ideas and emotions through different media.

Students give of their energy and skills so that other people will benefit.



Ethical, Informed Citizens who are ready to be citizens of Wales and the World.

Students are knowledgeable about their culture, community, society and the world, now and in the past.

Students respect the needs and rights of others, as a member of a diverse society.

Students use digital technologies creatively to communicate, find and analyse information.



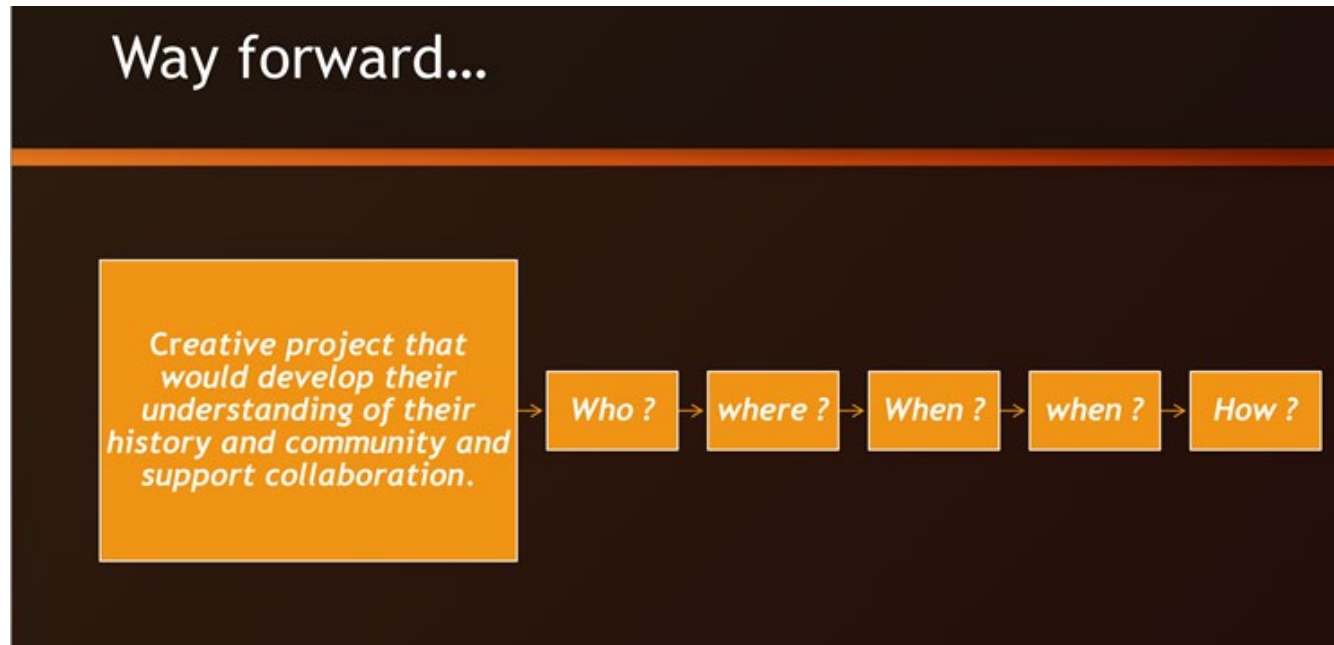
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Cam 2: Penderfynu ar amcanion a gweithgareddau

Step 2: Deciding on the project's aims and activities



Foci: A Curriculum for Wales A Curriculum for Life 2022

Teaching & Learning: To review Teaching and Learning in accordance with curriculum reform, enabling pupils to take responsibility for their own learning. Further develop Pedagogical Principles to ensure that pupils become independent learners through a blend of approaches and develop links with the community.

Pedagogical Principles to ensure that pupils become independent learners through a blend of approaches and develop links with the Community.						
Links:	SER	CIF/ESTYN	UNCR	Nat. / local priorities	Governors	Pupil Group(s)
	Priority 1	1, 2, 3 & 4	Article 3: Everyone who works with children should always do what is best for each child. Article 28: To be the best that they can be.	Curriculum Reform – A Curriculum for Wales A Curriculum for Life 2022 Pioneer School – HWB Network WAG	Mrs C Appleby	School Council Rights Respecting AoLE Teams (Develop 2019 - 2020)

Improve provision, engagement and independence in learning, focusing

Very good progress	Strong progress	Satisfactory progress	Limited progress
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Actions / Milestones/ Success Criteria	Who? (named)	When? (actual dates)	Intended outcomes	Type of monitoring & reporting mechanism	Who? (named)	When? (actual dates)	Cost	RAYG rating of progress
								Aut. Spr. Su.

Review progress to date and identify the way forward

- Evaluate progress:
- Four Purposes
- Areas of Learning
- Twelve Pedagogical Principles

Pioneer Research Cycles and Implications:

- Restructuring of Responsibilities
- Cross Curricular Responsibilities
- Areas of Learning Experience Teams & Leaders
- Four Purposes

Reporting to Governors & Parents – New Curriculum

Training

- Access training on 'Developing Independence' in Key Stage 2.
- Partner Key Stage 2 teachers with Foundation Phase Teachers to view good practice in:
- Foundation Phase Teaching
- Classroom organisation
- Enhanced & Continuous Provision
- Planning
- RAP (Reflect & Plan – Pupil Voice)

- All staff fully aware of the progress made and to continue to embed good practice.
- All staff aware of the priorities for the year and identify how the journey continues. (Change Management)
- All staff fully aware of their responsibilities and the responsibilities of others.
- A new staffing structure to support the implementation of the new curriculum.
- Governors are aware of the changes to the curriculum

- Collective and consistent approach to developing independent in Key Stage 2.
- Teachers view good practice at developing Blended Teaching and Independence in Learning.
- Teachers feel supported and involved in professional dialogue with colleagues.
- Planning for Enhanced & Continuous Provision is understood by all and ready to be utilized within the Key Stage 2 classrooms.
- Reflect & Plan is used consistently in all classrooms ensuring that pupils

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Areas of Learning & Experience

Teachers to identify the way forward:

- Zones
- Planning
- Challenge cards / Mission Statements
- RAP
- Timetable – Independent Learning

Key Stage 2 classrooms to develop Areas of Learning within classroom. (non-negotiable)

- Literacy Zone
- Numeracy Zone
- Creative Zone
- Investigative Zone

Planning:

- Incorporate Areas / Zones into the planning document building on the success of the format in the Foundation Phase.

Pupil Independence in evidencing their work:

- Develop the use of Seesaw within the school to evidence learning in Areas of Learning & Experience.
- View good practice in using Seesaw
- Pupils use intuitive tools to capture and demonstrate learning in a portfolio
- Seesaw to be set up under Areas of Learning & Experience to monitor teaching, learning & pedagogy across all AoLE's.

Pupil Voice

- All pupils to be involved in RAP (Reflect & Plan)
- Areas of Learning & Experience Groups to be developed to ensure pupils voice

CJ Teachers

October 2019

- Pupils develop their independent learning by applying their skills to challenges in Areas of Learning.
- Classrooms have clearly defined Areas of Learning supported by resources and displays to support independent learning.
- Pupils develop Literacy, numeracy, creative, investigative and other skills independently.
- Pupils experience a variety of pedagogical approaches when learning

Learning Walk to view learning in the areas of learning

CJ & GD

February 2020

EW CJ

October 2019

- Staff plan explicitly for challenges
- Monitoring of challenges and the application of skills
- Clear link between the teaching of skills and application

Monitoring of planning.

Teachers

CJ LM NW

January 2020

- Students use intuitive tools to capture and demonstrate learning in a portfolio
- Teachers get valuable insights into what students understand without extra work
- Families see their child's work and leave comments and encouragement
- Ensure consistency and coverage across all Areas of Learning & Experience

Termly monitoring of Seesaw evidence

AoLE Leads

Implementation: 01/20

Learning Walk: 02/20

Monitoring: 03/20

Monitoring: 06/20

RD/RAD

Oct 2019

- Pupils involved in the planning of their learning in a consistent manner
- Pupil led planning
- Pupils have a voice in the development of all Areas of

Learning Walk

RD/RAD CJ & GD

Learning Walk

Community:

- Further develop and improve links with the community.
- **Arts Council Wales project Working Whispers** in collaboration with St Joseph's Catholic School to develop the Expressive Arts.
- **Web Page:** incorporate information on the web page on:
 - The Four Purposes
 - Pedagogical Principles

CJ

Sep 2019

- Develop the Expressive Arts skills of pupils based on the heritage and culture of their home in collaboration with another school in preparation for building a New Curriculum.
- Develop relationships, communication and collaboration with others.
- Working with a variety of talented artists to inspire creativity.
- Develop the creative skills of staff.
- Share the development of the New Curriculum with the community through the Web Page.
- Develop a community page on the web page

CF

To July 2020

CJ

Sep 2019

EW

To July 2020

SC

CF

Report – Arts Council of Wales

Pupil Feedback

Measure Progress – Spider Diagram

Views on the Web Page



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Cam 3: Mesur effaith y prosiect

Step 3: Measuring the project's impact

Evidence...

- Learning walk
- Presentation from the pupils
- Viewing information on the school website
- Viewing details of a community project that has contributed to school, learner and community development.
- Pupil assessment through 'Creative Web' and self reflection



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Cam 4: Gwerthuso'r prosiect

Step 4: Evaluating the project

IMPACT...

- Through accessing the curriculum creatively pupils are better equipped and more confident at linking learning to unfamiliar and more abstract situations, collaboration is improved and pupils are more open and willing to trying new approaches and techniques when learning across the curriculum. We believe the creative collaboration funding will have a direct impact on attainment across the entire curriculum as pupils see themselves as imaginative, disciplined, collaborative learners who embrace challenge and are not afraid to make mistakes.
- Pupils will consider how society is emergent, dynamic and ever changing and realise the part they play in ever-changing, dynamic communities. If successful we believe that the funding will help to change the curriculum of both schools, through shared practices
- co-learning opportunities so that in both schools children can develop important skills, both those specific to the expressive arts and those which are very transferable. We hold a shared belief that for all pupils this will be life-changing.

Training and/or CPD opportunities included in the project for teachers and artists:

- Developing teaching and learning through an expressive arts approach-
- Workshop for staff at Pontarddulais Primary, St. Joseph's Primary
- Initial Teacher Training students workshops at both St. Joseph's and Pontarddulais- to introduce and showcase why teaching through an expressive arts approach is so beneficial. Delivery by artists , teachers and pupils- a cohesive approach to delivery of this concept.
- Development of a CPD programme for teachers in various expressive art practices - facilitated by Swansea School of Art.
- Employability opportunities- the project will engage with local artists to provide professional development opportunities of working with artists specialising in other

LEGACY: *'Working Whispers' An Exploration of Industrial Heritage.*
Developing community cohesion through a greater understanding of community and industrial change and how it affects communities.

- Dance and Music to convey and interpretation of what industrial heritage and community means
- Sculpture pieces produced by individual schools and jointly in collaboration- for members of the school community/public to engage with.
- Reportage-style docurama - to be viewed at dissemination events. Members of the community will be asked to respond to the film and add to the project by leaving comments and reflections.



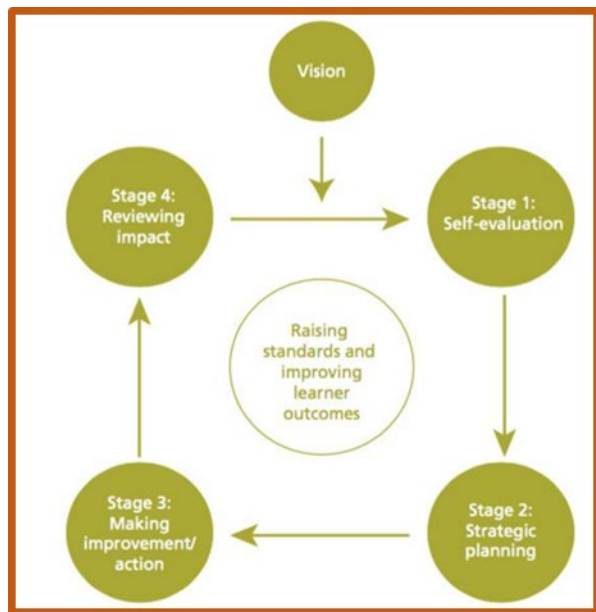
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Cam 5: Mireino'r prosiect

Step 5: Refining the project



Future Plans...

- Link work from this initiative with charitable organisation Swansea City of Sanctuary in order for St. Joseph's and Pontarddulais Primary to establish themselves as Schools of Sanctuary.
- <https://swansea.cityofsanctuary.org/>
- Develop work with other partner schools -Look at how the initiative can be an outreach to other members of our school and community and build a more cohesive, accepting and embracing communities through an understanding of where our communities have originated.
- Develop partnerships with organisations such as Volcano Theatre, Mission Gallery and Swansea College of Art.
- Develop enterprise projects in collaboration with these partnerships.



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Tasg Gyfeiriol 3

Directed Task 3

Dadansoddiad SWOT: Canllaw a thempled

	HELPGAR	NIWEIDIOL
MEWNOL (o fewn yr ysgol)	Cryfderau	Gwendidau
ALLANOL (tu allan i'r ysgol)	Cyfleoedd	Bygythiadau



Amcan y sesiwn - Adfyfyrio

Session's aim - Reflection

- Paratoi darpar-athrawon i allu cyfrannu at systemau ysgol a dyluniad cwricwlwm sy'n diwallu anghenion yr ysgol a'i chymuned.
- To prepare student-teachers to be able to contribute to school systems and curriculum design that meets the needs of the school and its community.



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Pa gwestiynau sydd gennych?

What questions do you have?



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