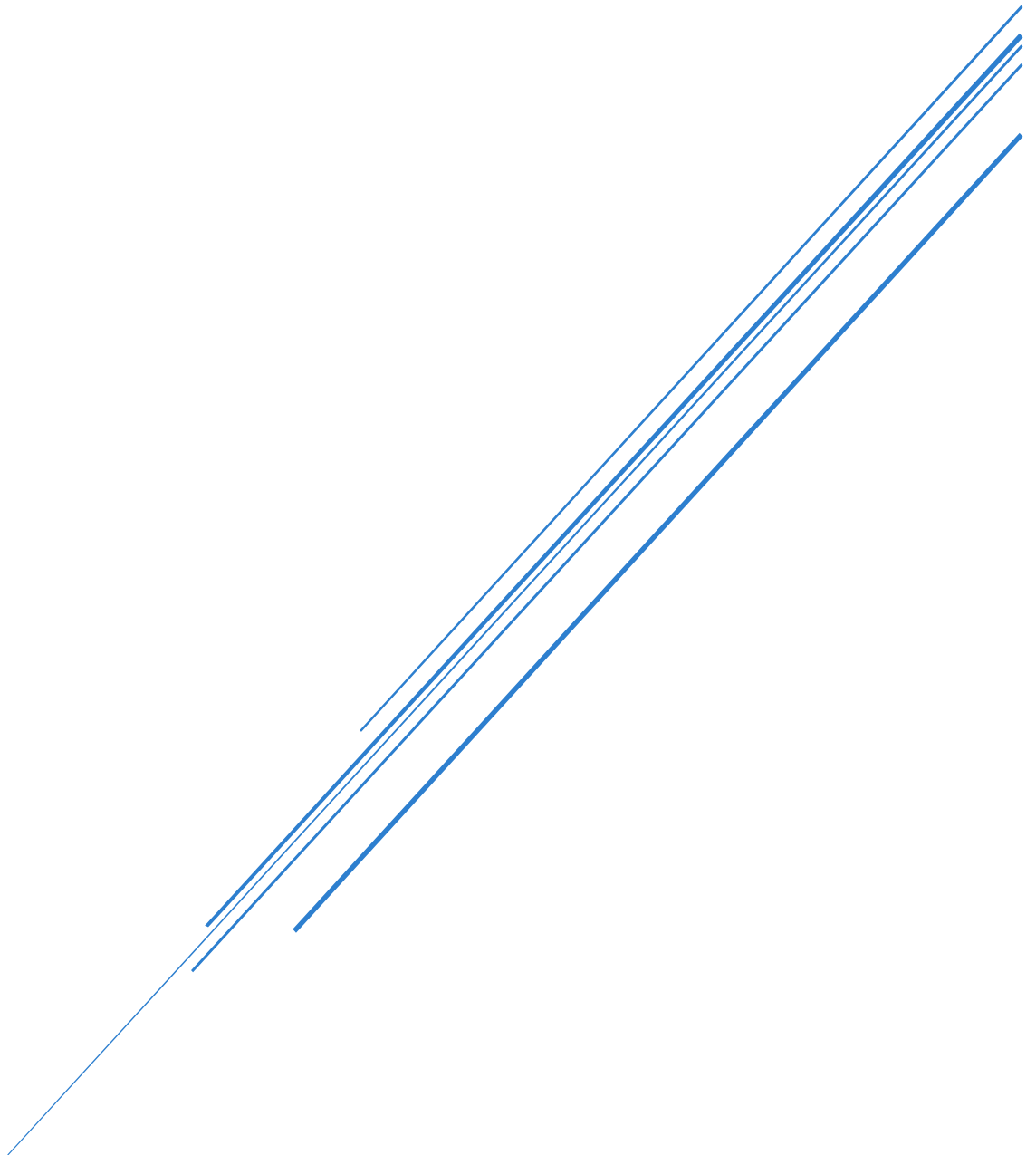


ECAD6009

Part B



Student No. 2000495
Word Count: 2505

	Targed/target	Yr hyn yr wyf wedi'i wneud yn yr aseiniad hwn What I have done in this assignment...
Targed/Target 1	Plan your work thoroughly before you start writing so that you only include relevant material so that you develop a clear argument.	I developed mind maps for each section and listed what I needed to include in each section and evaluated their relevance and how the information supports my discussion.
Targed/Target 2	Seek help from student support services to help you with your use of English, especially written English.	Due to personal issues, I have not found an opportunity to contact study skills before completing this assignment. However, I have taken feedback on board and I hope to have improved my writing skills in this assignment.
Targed/Target 3	Revise how to write citations. Come to me so that I can explain how to do it. You are almost there!	I met with marker for support on writing citations and had the information thoroughly explained to me.

How a school develops one aspect of its SDP: a report that critically reflects on the actions, impact and evidence base.

Introduction

The literature discussed, aims to demonstrate a schools development plan (SDP) and its process in developing the plan to adhere to the expectations of the Welsh Government.

Within discussion of the SDP, the school who has published the School Development Plan, will be referred to as 'school x'. Focus will be primarily on the priorities school x have chosen, the action plans the school have chosen to achieve the selected priorities, and the support implemented to achieve the best outcomes. The chosen

aspect that will be explored in the literature is, '*to improve opportunities for pupils to write more extensively and independently, with a focus on SPaGH*'. SPaGH means Spelling, Punctuation and Grammar Handwriting. School x chose this priority as it was recommended from the recent Estyn inspection at the end of 2022 (Estyn, 2022). This priority coincides with the Cross-curricular importance of Literacy, Mathematics and Digital Competency outlined by the Welsh Government, 2022b, therefore, using the areas of learning and experiences, (AoLE's), implemented into schools in Wales by the Welsh Government, 2020.

School context

School X is based in Wales, in a small village, in Llanelli and has been the centre of the community since 1913, educating two hundred and twenty-seven fulltime students from nursery to year six this year, the majority of the pupils are of White-British ethnicity. As September 2023, ten children have been identified as EAL learners and fifty-four children have been identified as ALN learners, no children in this school have identified Welsh as a first language.

Literature Review

Leask and Terrel, 2013, outlines an SDP is a document senior management team and board of governors are responsible for. They are required to develop a strategic plan to ensure the school is equipped to provide a positive quality of education for all pupils present and future. All teachers are involved in the creation, development and implementation and have been placed as core leaders for the school development plan.

To be able to achieve the highest standards and aspirations, Carr, Duke and Sterrett, 2013, express the concern of time management. '*There is always more to do than time available to do it*'. The writer suggests that with '*focus*' it is impossible to ensure the most important things get done. Planning is known to provide opportunities to determine the most important things and prioritise, developing means to ensure the priorities are addressed.

Welsh Government, 2022d, addresses that the school improvement plan is implemented in order to give positive outcomes and experiences for learners, whilst providing an inclusive and diverse environment for all to achieve the highest standards

and aspirations. An essential part of providing this experience is ensuring the use of the four purposes of the curriculum, the use of the designed curriculum by school x, (Welsh Government 2022a) and understanding the curriculum for Wales (Welsh Government 2020). School x provides statistics within their school development plan to represent the progress and attainment of the whole school, free school meals (FSM) pupils, addition learning needs (ALN) pupils and English as an additional language (EAL) pupils.

Welsh Government 2022c, reveals how the school development plan should include parents/guardians in their child's education. Welsh Government 2022c, says that parents/guardians will now be able to become more up to date with detailed and informative information regarding the school's priorities and development plan. Allowing parents and guardians to become more involved and engaged in their child's learning and be more aware of the school developing with a whole school approach.

Priorities can be attributable to a number of factors. According to Welsh Government, 2014, the purpose of priorities is raising the standard of education regarding Literacy and Numeracy and '*reducing the impact of poverty on educational attainment*'. School x placed the priorities due to recommendations from their Estyn report and the national testing scores.

A priority from the SDP provided by school x is, '*to improve opportunities for pupils to write more extensively and independently, with a focus on SPaGH*'. This feedback was provided by Estyn, 2022, after the inspection in 2022. School x, considered the feedback provided and to benefit the setting, decided to focus on the feedback and incorporate it into the priorities. Therefore, school x had responded to the guidance provided by Welsh Government, 2014.

The school development plan, provided by School X, self-evaluated the progress and attainment of the pupils in regards to Literacy, Language and Communication (LLC). The SDP states; '*Many pupils across the school make expected progress in Languages, Literacy and Communication. The progress is comparable for both boys and girls. Many pupils make expected progress across the school when Writing and Reading. For attainment in LLC, over half of pupils work at the expected level. Pupils achieve slightly better in Writing than in Reading, however this quantifier is still comparable. In Progression Step 1, many pupils make progress in LLC, with over half*

reaching the level of attainment expected. In this phase, girls do perform better than boys. In Progression Step 2, many pupils make progress in LLC, with around half reaching the level of attainment expected. In this phase, boys do perform better than the girls. In Writing, many make progress, compared to most in Reading. Although over half meet the expected attainment in Writing, only a minority meet the same level in Reading. In Progression Step 3, many pupils make progress in LLC, with over half reaching the level of attainment expected. In this phase, boys and girls are comparable. In Writing, a majority make progress, compared to many in Reading. Over half meet the expected attainment in both Writing and Reading.'

Welsh Government, 2024, demonstrates how Literacy, Language and Communication should be implemented into the curriculum. Literacy is and should always be, at the heart of all statements of what matters. Literacy skills should allow learners to freely express themselves, to articulate meaning and to understand and interpret spoken and written language. All educational settings should plan to apply and develop learner's literacy skills across every progression step. Welsh Government, 2024, also stated, within the language, literacy and communication area, educational settings, *'should provide opportunities to experiment with and use languages creatively in order to give learners the confidence to take risks, to express opinions and to generate ideas across languages that can lead to innovative outcomes.'* Estyn, 2022, found that school x was not meeting the standard in which the Welsh Government had provided. Therefore, recommended this as something for school x to develop and improve when Estyn, 2022 stated, *'to improve opportunities for pupils to write more extensively and independently, with a focus on SPaGH'*. Welsh Government, 2019, states that, Literacy, Numeracy and digital competency are mandatory cross-curricular skills expected to be implemented across schools in Wales. All educators have a responsibility to ensure opportunities to develop these skills.

Developing an action point

In order to monitor the learning, progress and attainment figures are collected for the school to analyse the data and distinguish whether the actions implemented are improving the learning for the pupils.

Following data collection and analysis, this then allows the school to be able to evaluate their action plan and change what is not working. Welsh Government, 2021,

tells us that, *'Effective self-evaluation will be complemented by professional dialogue between schools, local authorities, diocesan authorities where relevant, and regional consortia, to agree on schools' improvement priorities and support. Informed by this, all schools will have a single, School Development Plan they are working towards. Underpinning the arrangements will be a broad range of high quality information about schools, and other parts of the system, which will need to be used in a timely, intelligent and supportive way.'* To evaluate the implementations, school x has a routine in place to ensure effectiveness. Weekly meetings occur to monitor the progress of the pupils in all progression steps, the teachers bring work completed after the previous meeting and talk about what went well and also what could be improved and this also helps to improve planning for the pupils to positively improve the pupils learning.

In order to achieve the priority, School x have implemented Free Write Friday. During a meeting the staff have decided to deliver this lesson the same to every class years one to six with differentiation. The children are split into groups and a picture is provided in their books; with some instruction the children are encouraged to write about they see in the picture. Using their imagination to write creatively and as the children make their way up to year six, their writing becomes more extensive. Yearly School X collate information and plan an action plan for all staff to refer to when planning and delivering education, during the meetings about the year ahead, termly topics are assigned to keep the learners enthused and engaged. Termly, the teachers observe each other's lessons to be able to see how teachers are delivering their lessons and then the observer will provide feedback to allow them to improve. Spelling lists are sent out weekly for progression step two and three, to practice at home. Reading books are sent out weekly and parents are encouraged to read with the child at home, they are provided opportunities to read in school also. A subscription to Reading Eggs is used by the school; it is used every morning by year one and has seen it make literacy and language more accessible for ALN children.

In 2018 the Welsh Government published Additional learning needs (ALN) transformation programme, in the hopes that this document will guide educators in to transforming the expectations, experiences and outcomes for children with ALN. The plan ensures that:

- *‘Ensure that all learners with ALN are supported to overcome barriers to learning and achieve their full potential*
- *Improve the planning and delivery of support for learners from 0 to 25 with ALN, placing learners’ needs, views, wishes and feelings at the heart of the process*
- *Focus on the importance of identifying needs early and putting in place timely and effective interventions which are monitored and adapted to ensure they deliver the desired outcomes.’*

The stakeholders involved are primarily the parent/guardians and the governors. The parent/guardian is actively invited to read the school development plan to be provided with the opportunity to be a part of the child’s learning experience and to understand what their children are learning whilst at school. Parents/ guardians are encouraged to read at home with their children and assist them in learning to spell with spelling lists provided by the school. Reece, 2023, says that Governors have a role to address when a school is writing, implementing and abiding by the school development plan. The Governor is responsible for ensuring that the school development plan has a clear vision and has set goals for long term practice. The Governor will review the school development plan, then, approve or deny it.

Funding is allocated to schools by the local government. Due to the funding cuts that have been happening throughout the years, resources are stretched in schools in Wales. According to the school development plan, school x has £22,500 to spend on supplies, services, computer material, educational visits and staff educational courses. School X also has a grant of £13,850 allocated to employ teachers to support children with their literacy, numeracy, well-being and digital competency. This coincides with the Welsh Government assignment Literacy, Numeracy and digital competency to be mandatory in primary schools in Wales. Referring back to Welsh Government, 2019. This funding is for the year so School X has to be able to allocate the funding where it is needed most, this has affected how the staff plan and how the education is delivered.

Reflection and evaluation

From research, School X have implemented adequate resources and planning in order to attended to the priorities listed in the SDP.

School X have approached the chosen priority, *'to improve opportunities for pupils to write more extensively and independently, with a focus on SPaGH'*, careful planning and great impact. From October 2023 to January 2024, observed in person, year one has progressed incredibly with creative writing and have excelled in detailed descriptive writing skills. The 'Free Write Friday' School X has implemented has seen to be positively influences the learners across the school, improving their literacy skills.

Due to lack of funding, the planning and delivery of lessons can be seen to be affected and for future practice it would helpful to see more funding being applied to LLC. Staff is spread thinly and the pupils from year three – six can be seen to be negatively impact with the support from educators. Due to funding, teaching assistants were released from their career at School X, therefore, resulting in two teaching assistants assisting 4 classrooms. In the future, it would be beneficial to employ more staff to support the pupils with their learning and offer more assistance to the pupils.

In January, 2023, according to the Welsh Government, 2023, the census revealed the pupil teacher ratio was the highest in Wales. The pupil: teacher ratio stood at 20.9:1 in Primary Schools. However, in Comprehensive schools, the pupil: teacher ratio stood at 16.6: 1. The suspected cause for this was due to the Welsh Government funding that was provided to school to attain more staff for pupil support during the coronavirus pandemic.

Currently in School X, according to the SDP, key stage two (KS2) ratios stand at 6 teaching staff, (four teachers and one support staff), to 112 pupils. That is 22.4: 1, pupil: staff ratio. The year previous, School X had 8 teaching staff, (4 teachers and 4 support staff), and estimated 125 pupils. That is 15.6: 1, pupil: staff ratio. Showing a decrease in staff ratio since last academic year in KS2. In foundation phase, the staff ratio has remained the same.

Conclusion

Throughout this assignment, the importance of Literacy, Language and Communication (LLC) in the Curriculum for Wales has been identified. It has been discussed how School X has implemented actions in order to improve LLC skills despite barriers and challenges due to funding and staff ratios.

It is positive to see that School X have recognised the recommendations provided by Estyn and have worked hard to make changes as a school. Working in collaboration with Governors, Senior Leadership and teaching staff to achieve the best outcomes for the pupils. From the determination from the teaching staff, it is evident that the pupils are benefitting from the planning implemented.

Providing resources for the children with ALN to improve their literacy skills is also encouraged by the Welsh Government and School X can be seen to be plan inclusively and differentiating the work planned and delivered for the pupils.

From observations and research, this has influenced my teaching methods and planning and has allowed me to consider the learning of the pupil's literacy skills with more knowledge and different perspectives. I aim to take all the knowledge and information from this task and apply it to my teaching role in the near future.

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