

Confidentiality and other introductory paperwork

APPENDIX PETA

 Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

PLACEMENT PROVIDER AGREEMENT

PLACEMENT PROVIDER CONTACT INFORMATION

Name of organisation:	Ysgol Carreg Hirfaen
Placement Site Address(es):	LWMANN, LAMPETER, CARMIS, SA48 8ES
Workplace Supervisor Name (or other provider contact):	ALED JONES EVANS.
Workplace Supervisor (or contact) Position:	HEADTEACHER
Telephone:	01570 422391
E-mail:	Jone-EvansA@Hwbrcymru.net

UNIVERSITY PLACEMENT COORDINATOR CONTACT INFORMATION

Name of Placement Coordinator:	Lindsey Roberts
Address:	
Telephone:	07970 950 848
E-mail:	Lindsey.Roberts@Gumtbd.ac.uk

STUDENT AND PLACEMENT DETAILS

Name of student(s):	Melantha Snow		
Start Date:	24/2/2020	End date:	6/2/2020
Duration of Placement:	2 weeks	Normal Working Hours:	10.30 - 3.30 pm
Outline of Placement Activity/Duties (Please attach a job/role outline if available, otherwise please summarise the key duties to be undertaken here):	Assisting in Y1/6 and wherever else needed. Helping w/1-1 entry in English B13-6.		

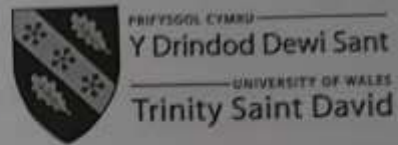
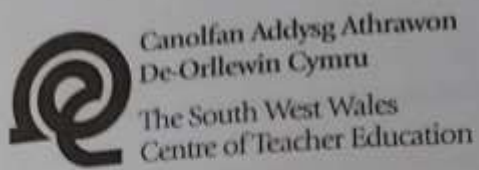
September 2018

Placement Coordinator

PLACEMENT PROVIDER AGREEMENT

I confirm that I accept the responsibilities as detailed above and am authorised to do so on behalf of the placement provider.

Signed:	Mr Douglas
Name in block capitals:	MR DOUGLAS
Position:	MENTOR
Date:	24/2/20



Safeguarding Form

I, Melantha Snow (name), have read and understood the safeguarding policy of Ysgol Cargy Hirfaen (school name).

I also understand the South West Wales Centre of Teacher Education safeguarding procedures.

Signature: [Signature]

Date: 24/2/2020

FREE SCHOOL MEALS are only available to children whose parents / guardian receives one of the following benefits:-

- Income Support
- Job Seekers Allowance (Income Based)
- Support under part VI of the Immigration and Asylum Act (1999)
- Guaranteed element of State Pension Credit, Child Tax Credit, but DO NOT receive any Working Tax Credit, and their annual income (as assessed by the Internal Revenue) does not exceed £16,190 (April 2014)
- Income-related Employment and Support Allowance
- Universal Credit

WHAT PROOF DO I NEED? The type of proof that we need is listed below:-

A photocopy of the decision letter from the benefits office showing your entitlement to Income Support, Job Seekers Allowance – Income Based, Universal Credit or

A photocopy of your Internal Revenue Tax Credit Award / Pension Credit or

Your application form stamped and dated by the benefits office indicating which benefit you are entitled to, or

The proof needed for Asylum Seekers to receive free school meals for their children in their IND Letter or IND Card, Social Services Letter or their N.A.S.S Letter

HOW DO I APPLY FOR FREE SCHOOL MEALS?

The EASIEST AND QUICKEST way is online via our website:
www.carmarthenshire.gov.uk

Telephone 01267 246521 and a form will be sent to you, or

You can e-mail FreeSchoolMeals@carmarthenshire.gov.uk with your name and address and a form will be sent to you, or

You can collect a form from your child's school.

National Identity and Ethnic Background Research Form

This form seeks the following data on the pupil named above:

- The pupil's national identity;
- The pupil's ethnic background.

Explanatory Note

Our National Identity relates to which of the national identity groups below we most identify with. Our ethnic background describes how we think of ourselves. This may be based on many things, including, for example, our skin colour, language, culture, ancestry or family history. Neither national identity nor ethnic background are equivalent to nationality or country of birth.

The Information Commissioner (formerly the Data Protection Registrar) recommends that young people aged over 11 years old should have the opportunity to decide their own ethnic and national identity. Parents or those with parental responsibility are asked to support or advise those children aged over 11 in making this decision, wherever necessary. Pupils aged 16 or over can make this decision for themselves.

Please study the two sections of the form overleaf and tick one box only in each section to indicate the national identity and ethnic background of the pupil named above. Please also tick whether the form was filled in by a parent or by the pupil.

Please return the form to the school within four weeks, either by post, or by bringing it into the school office.

Free Processing Notice: What the School, Local Education Authority and Government does with Information it Holds on Pupils 	- the provision of welfare, pastoral care and health services; - the giving of support and guidance to pupils, their parents and legal guardians; - the organisation of educational events and trips; - the organisation of educational visits; - the planning and management of the school; - the planning and management of the school.	Other Information The National Assembly for Wales, LEA and school will try to ensure that information is accurate and secure. Personal information will not be sent outside the United Kingdom. Your rights under the Data Protection Act The Data Protection Act 1998 gives individuals certain rights in respect of personal information held on them by any organisation. These rights include: - the right to ask for and receive copies of the personal information held on you, although some information can sometimes be legitimately withheld; - the right, in some circumstances, to prevent the processing of personal information if doing so will cause damage or distress; - the right to ask for wrong information to be put right; - the right to seek compensation if an organisation does not comply with the Data Protection Act 1998 and you in person suffer damage; - in some circumstances a pupil's parent or legal guardian may have a right to receive a copy of personal data held about a pupil in their legal care. Such cases will be considered on an individual basis where the individual is deemed to have insufficient understanding of their rights under the Act.
The collection of personal information The school collects information about pupils and their parents or carers when they go to a new school. They also collect information at other times during the school year. Information is also collected from other schools where pupils transfer. The school, LEA and National Assembly for Wales will receive information about pupils from the school, usually as part of what is called the 'Pupil Level Annual Schools Census' which takes place in January and June. The school, LEA and National Assembly for Wales receive information about some not all of the information held by the school.	Organisations who may share personal information Information held by the School, LEA and the National Assembly for Wales on pupils, their parents or legal guardians may be shared with other organisations when the law allows, for example with: - other education and training bodies, including schools, when pupils are applying for courses, training, school transfer or seeking guidance on opportunities; - bodies doing research for the National Assembly for Wales, LEA and schools, so long as steps are taken to keep the information secure; - schools and local government for the planning and provision of educational services; - social services and other health and welfare organisations where there is a need to share information to protect and support individual pupils; - various regulatory bodies, such as ombudsmen and inspection authorities, where the law requires that information be passed on so that they can do their work.	Seeking further information For further information about the personal information collected and for use, if you have concerns about the accuracy of personal information, or wish to exercise your rights under the Data Protection Act 1998, you should contact: - the school; - the LEA, on 01267 224545 - the National Assembly's data protection officer at, The National Assembly for Wales, Cathays Park, Cardiff, CF10 3NQ; - the Information Commissioner's office help line can be contacted on 01625 545 745; - information is also available from www.informationcommissioner.gov.uk
The use made of this personal information The National Assembly for Wales uses the information collected to monitor, primarily to inform educational policy changes and funding. The research is done in a way that ensures individual pupils are not identified. Examples of the use of statistics produced can be viewed at www.na.gov.uk or www.lea.gov.uk or www.scholarship.gov.uk The LEA also uses the personal information collected to do research, to monitor the results of the research to make decisions on policy and the performance of schools and to help them to set targets. The research is done in a way that ensures individual pupils cannot be identified. The school uses the information it collects to: - monitor the progress of individual pupils; - the provision of educational services to individual pupils; - monitoring and reporting on pupils' educational progress.	Personal information held The sort of personal information that will be held includes: - personal details such as name, address, date of birth, and contact details for parents and guardians; - information on performance in internal and national assessments and examinations; - information on the ethnic origin and national identity of pupils (this is used only to prepare summary statistical analysis); - details about pupils' immigration status (this is used only to prepare summary statistical analysis); - medical information needed to keep pupils safe while in the care of the school; - information on attendance and any disciplinary action taken; - information about the involvement of social services with individual pupils where that is needed for the care of the pupil.	Other Information The National Assembly for Wales, LEA and school will try to ensure that information is accurate and secure. Personal information will not be sent outside the United Kingdom. Your rights under the Data Protection Act The Data Protection Act 1998 gives individuals certain rights in respect of personal information held on them by any organisation. These rights include: - the right to ask for and receive copies of the personal information held on you, although some information can sometimes be legitimately withheld; - the right, in some circumstances, to prevent the processing of personal information if doing so will cause damage or distress; - the right to ask for wrong information to be put right; - the right to seek compensation if an organisation does not comply with the Data Protection Act 1998 and you in person suffer damage; - in some circumstances a pupil's parent or legal guardian may have a right to receive a copy of personal data held about a pupil in their legal care. Such cases will be considered on an individual basis where the individual is deemed to have insufficient understanding of their rights under the Act.

Dyfed-Powys Police

Online safety

Parents

Keep your children safe online

As you would protect your child in the real world, you will want to make sure that they are safe in the "virtual" online world of the internet.

Like learning to cross the road, online safety skills are skills for life. If your child understands the risks and can make sensible and informed choices, they can get the most from the internet and stay safe while using it - particularly from people who might seek to harm them.

You can make sure your child is safe online by using technical parental controls and creating your own rules. These should cover which websites they can visit and how long they can spend online. You should also stress the importance of keeping personal information safe.

Do:

- make sure you can see what your child is looking at - keep internet access in family rooms
- be on the line when your child uses social net work sites
- take time to go on line with your child - ask them to show you what they look at
- make sure each child has a user account - that way you can control what they have access to
- encourage your children to tell you if they feel uncomfortable, upset or threatened by anything they see online
- set the time your children can spend on line
- install security products that allow you to block certain sites

Don't:

- set personal details such as your child's name, age and location appear on view to the general public
- let your children use the internet in their room with the door closed

Warnings:

Warnings are a primary mode for offenders to groom children and encourage them to do things they would never normally do.

Once images are given by email or webcam they remain on the internet and cannot be removed.

Make sure you know when and why your child is using a webcam.

Children

To stay safe follow these simple rules:

Don't ever:

- give your name, address, school name or telephone numbers in a public message such as a chat room or a message board
- agree to meet someone you are in contact with over the internet unless your parent or guardian or an adult friend is with you
- send pictures of yourself or your friends and family without first checking with your parent or guardian
- share passwords
- respond to messages or bulletin board items if they are rude, hateful or threatening

Always:

- remember that people in chat rooms or on message boards are not always who they say they are
- tell your parents or guardian about rude, hateful or threatening messages or items straight away or if you find something that makes you feel uncomfortable or worried
- keep away from one-to-one chat rooms - use public ones where more people take part
- tell your parents or guardian when someone offers you something for nothing, such as gifts and money
- tell your parents or guardian about any offers that involve your coming to a meeting, or having someone visit your house
- follow the rules your parent or guardian have set for you using the internet

For further information visit:
www.ceop.gov.uk
www.thinkuknow.co.uk

Heddlu
DYFED-POWYS

HEDDLU DYFED-POWYS • DYFED-POWYS POLICE

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YSGOL GYNRADD CARREG HIRFAEN
HOME-SCHOOL AGREEMENT

As teachers at the school we will do our best to:

- meet the aims of the school
- care for your child's safety and happiness in a congenial Welsh atmosphere
- achieve high standards of work through classwork and homework and achieve high standards of behaviour
- provide a balanced curriculum to meet the needs of your child
- develop your child's talents and abilities as fully as possible
- keep you informed about your child's progress in particular and school matters in general through parents' meetings, newsletters and reports
- deal sensitively with any concerns or complaints
- help your child to leave school well equipped to continue further education in the secondary sector

Signed.....Headmaster

As a parent/guardian I will do my best to:

- ensure that my child attends school regularly, on time, properly equipped and wearing appropriate clothing
- notify the school immediately of any unavoidable absence
- support the authority, discipline and Welsh ethos of the school
- take an active and supportive interest in my child's work and progress, including homework
- attend Parent's Evenings and other discussions about my child's progress
- encourage my child to take advantage of any opportunity offered
- let the school know of any concerns or problems that might affect my child's behaviour or work
- familiarise myself with my child's school life

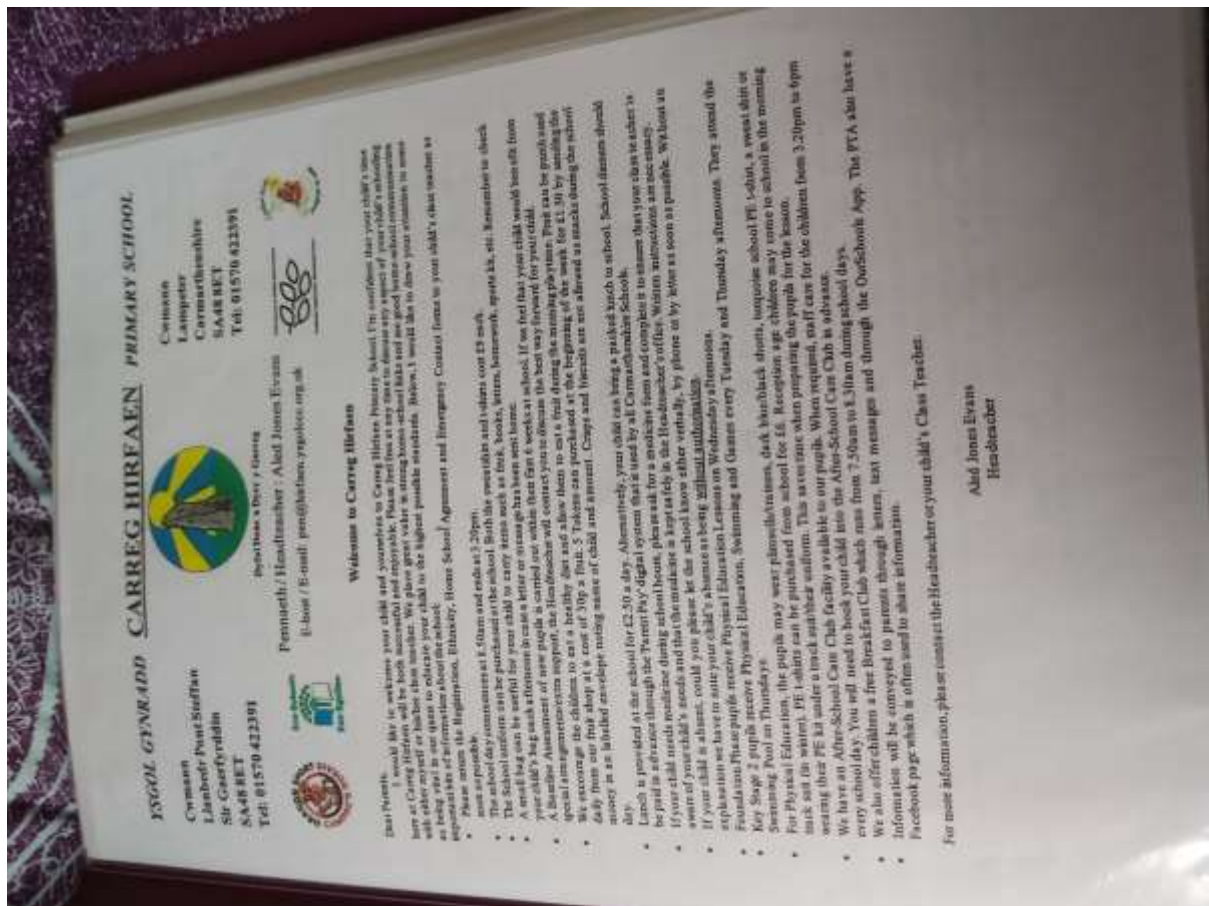
Signed.....Parent

As a pupil of the school I will do my best to:

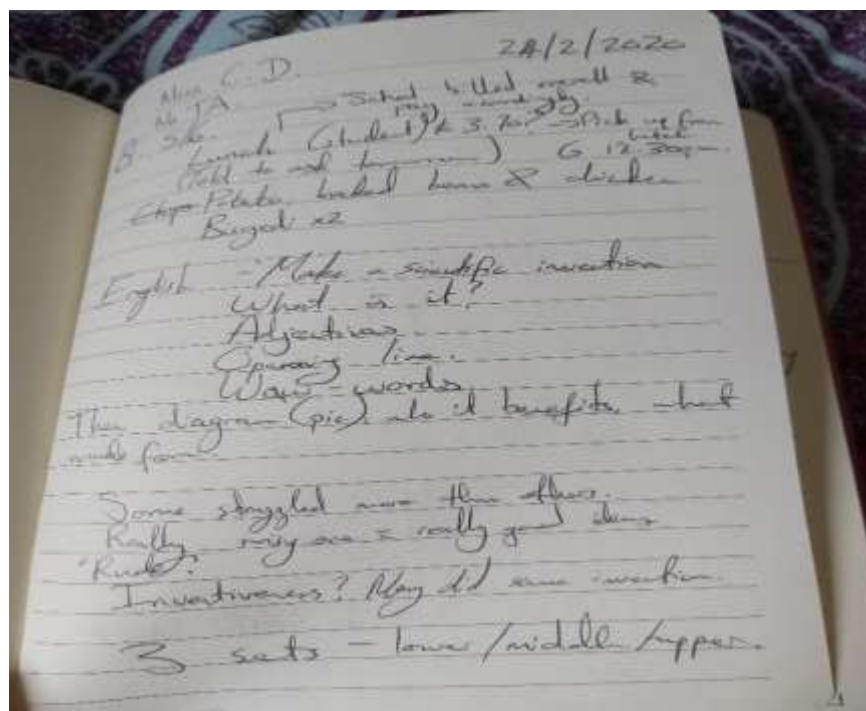
- attend regularly and on time
- be respectful, polite and helpful to other pupils and the members of staff
- maintain the Welsh traditions of the school at all times
- bring all the necessary equipment and kit
- complete all my class schoolwork and homework to the best of my ability
- take advantage of the opportunities offered
- take good care of the school environment
- aim to achieve high standards of conduct and behaviour when representing the school in any academic, religious, cultural or sporting activity

Signed.....Pupil

[illegible]



Photographs of the hard copy journal which was on-hand during my placement observation



Healthy eating problem in school
 ↳ How do you regulate packed lunches
 Set in w/ class about during lunch break
 can buy using - Libby's for no sugar
 but still low fat.

All staff w/ packed lunches
 (easy)
 Beans & veg, chicken, rice, hot dog, ~~potatoes~~ ~~thunder~~
 Biggie's a bit hot & dry.

All home lunch every day of school to lunch
 early. Ask if next week can choose lunch
 hall.

Sir for data. (FSM & Attendance)
 ↳ Will let me know tomorrow

one/mission note
 (ing) better books & questions for Abi E. (ad)
 math (higher group)

Thames this ~~is~~ - jobs & area
 Missions done ~~by~~ ~~the~~ ~~school~~

Statistical group = FSM who go down
 w/ 55 = 61% = 8.11
 (area = year 6-6)

Chris Taylor (2018) p. 29-31 Vol 66.1
 The reliability of FSM as a measure
 of Socio-Economic Disadvantage:
 Evidence from the Williams Cohort Study
 = Wales

The National School Categorisation System
 means (years) includes FSM children
 attendance as a key factor in measuring school
 performance. p. 21

Additional £1k to close attainment gap per
 FSM child & looked after child. p. 30

180 Ed. act made it a statutory duty for
 LA's to supply FSM to those entitled. p. 31

Some evidence that FSM's help w/ attainment
 & increased attainment. p. 31

Not all pupils of children = FSM due to p. 32
 ↳ Some don't know about the eligibility
 ↳ Some don't know how to apply

- 18% Welsh pupils of FSM p. 33
 ↳ 31% is equivalent poverty

- Hobbs & Vignoles (2010) argued that between
 50-75% of FSM children were LBT from lowest
 income households. p. 33

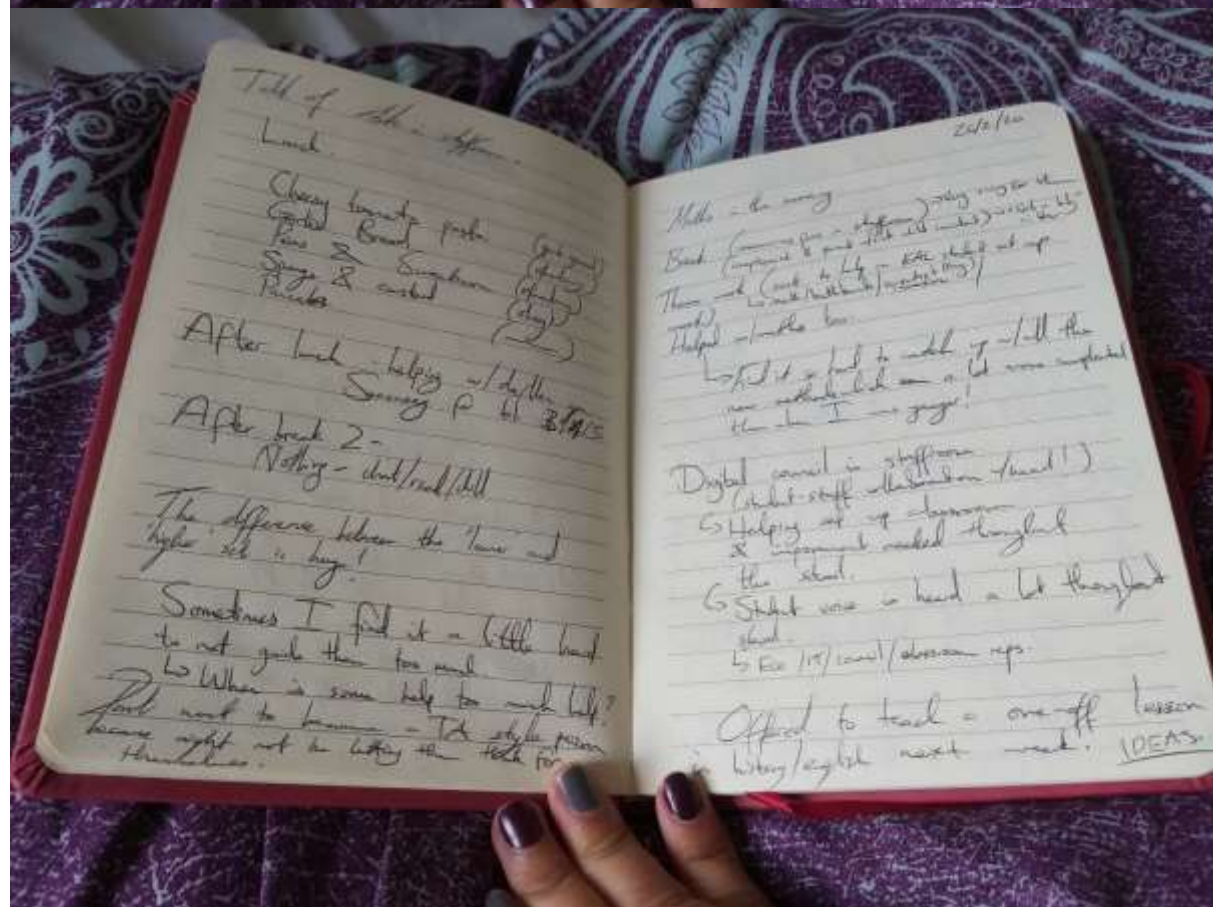
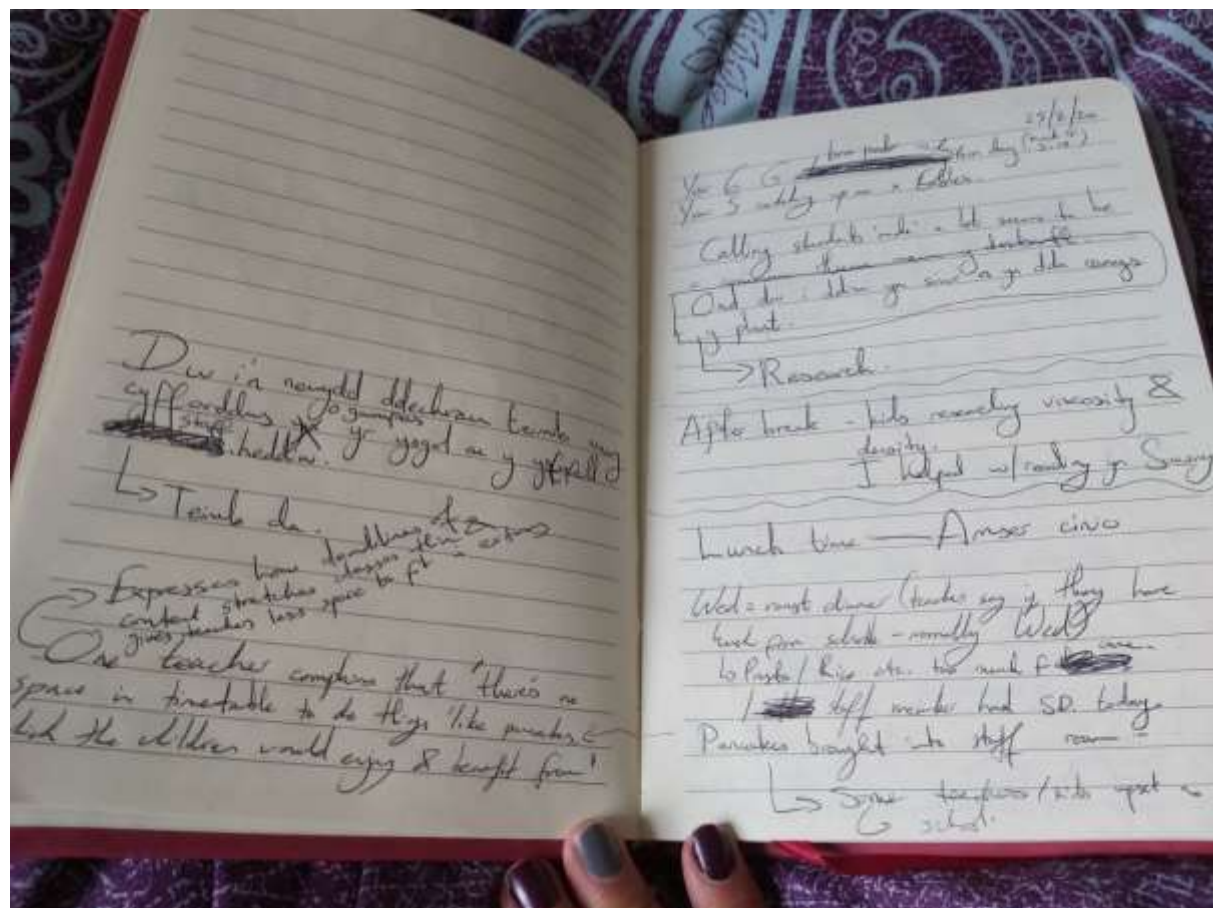
- NSC birth cohort of children born between 2000-1
 9m. 3y. 5y. 7y. 11y. 15y
 2718 families = 1590 Welsh children. p. 35

Grading for using Deprivation Grant
 WAG. (2016)

Around 1 in 5 primary school child is
 = FSM.

At end of KS2, 76% will achieve
 expected levels vs 88% of children for
 better off families
 By 16, more FSM children are 2 more
 likely to achieve 5 good GCSEs.

School Development Plan (SDP) are
 made by schools to outline student needs
 what funding is required to meet those.



I had a chat with the lady!
 Lullaby lady
 to her land in Uganda
 to be taught in old school
 school (25 years old)
 to say teaching her because less of
 community. And then because less of
 more more school teachers
 more stuff children
 too much noise
 now she better for all reasons
 but her history & culture
 School used to have 56 students
 expresses nostalgia for smaller class sizes,
 remembering all the names.
 Says how smaller sizes make teachers better
 & more attentive - now time & budget
 into it.
 She's very sweet, talked of husband her
 spouse in the world, time.
 *Came for stuff on Friday but not able
 because too expensive for it. (???)

[illegible]

A couple of the kids in the class like a very big one. One of the girls said we ought to have a contest and the one with the most votes would win. I could have had some more votes.

Anger Cino

Fish fingers (—)

Beans (green) (—)
Chickpeas (yellow)

Chips (chips)
Flour (flour)

Flapjack (thin, you flip)
(very sweet)

After (we

Not all afternoon

Pairing Huckleberries

Wm. & Co. - 100 lbs
42 - 100 lbs
End 3 - 100 lbs

In the afternoon I went to a lecture
for 6.15. I was late for the first time.

to the fact that we are not chosen here
either large. I've heard that the ball
them off and then to just leave it."

"You had to find it always over-
too that happen to be involved, and then
you notice that it generally is -
because that is the all of
the time."

Estimated no. among 76/2/1200

Glady to see him the packing has all
packed off.

As time went on children found it harder to sit still.

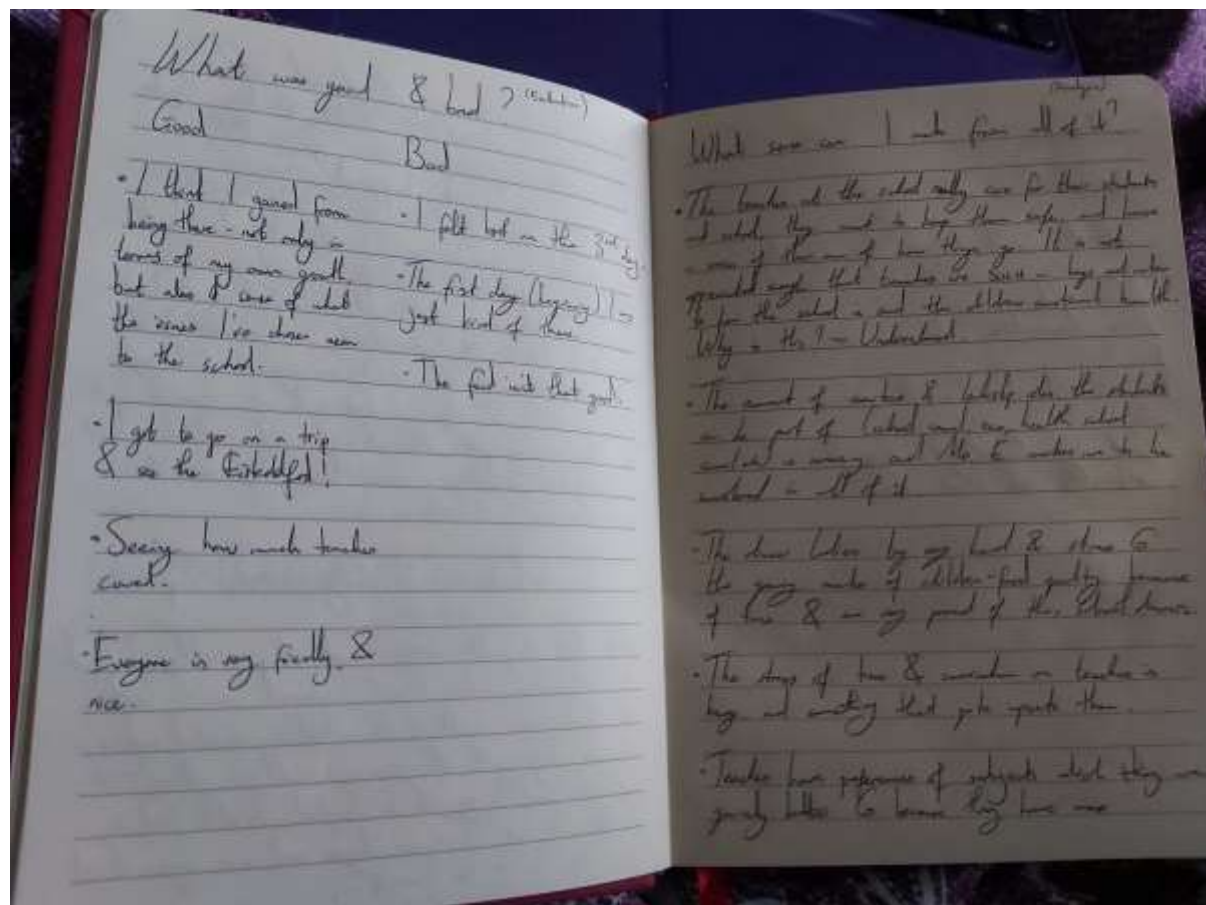
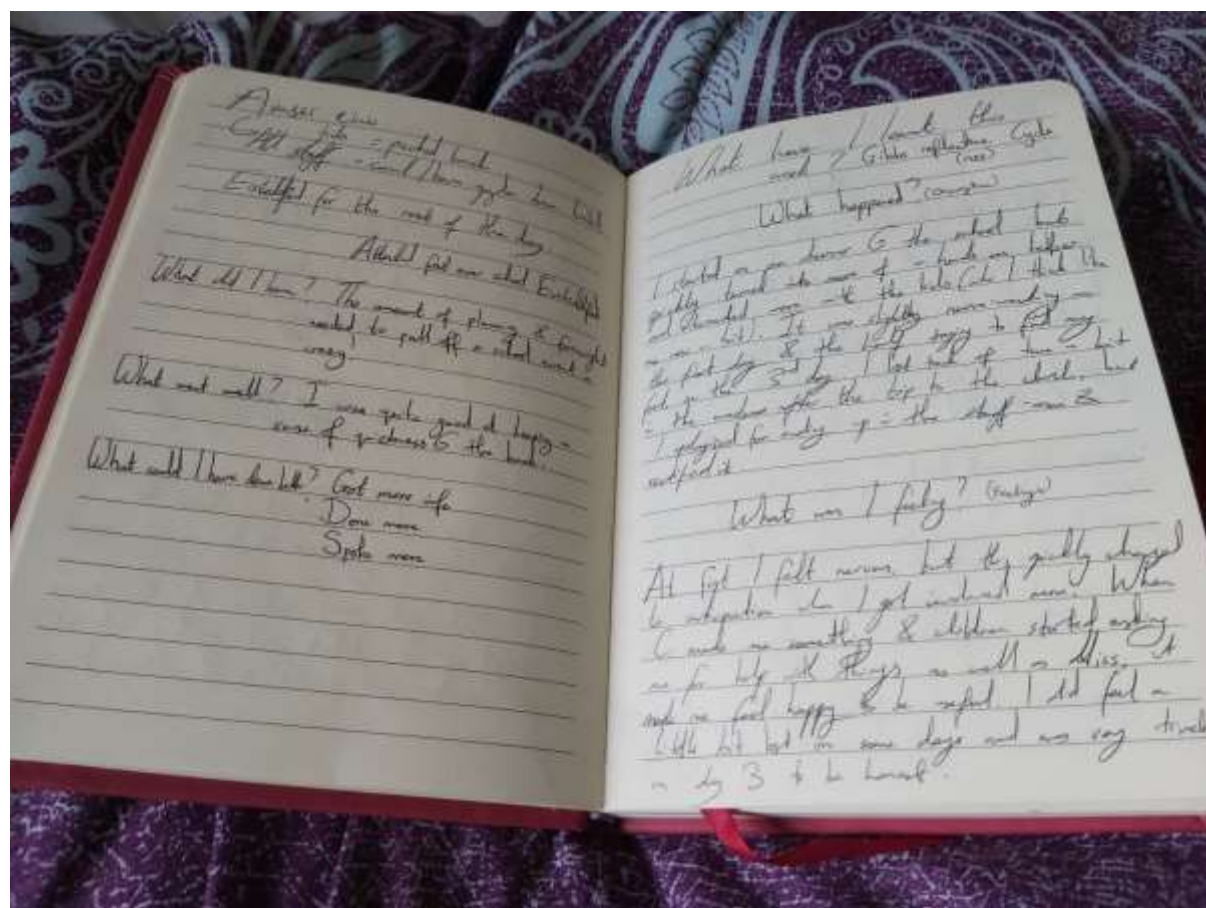
→ More confining - high porosity
→ flinty grey limestones

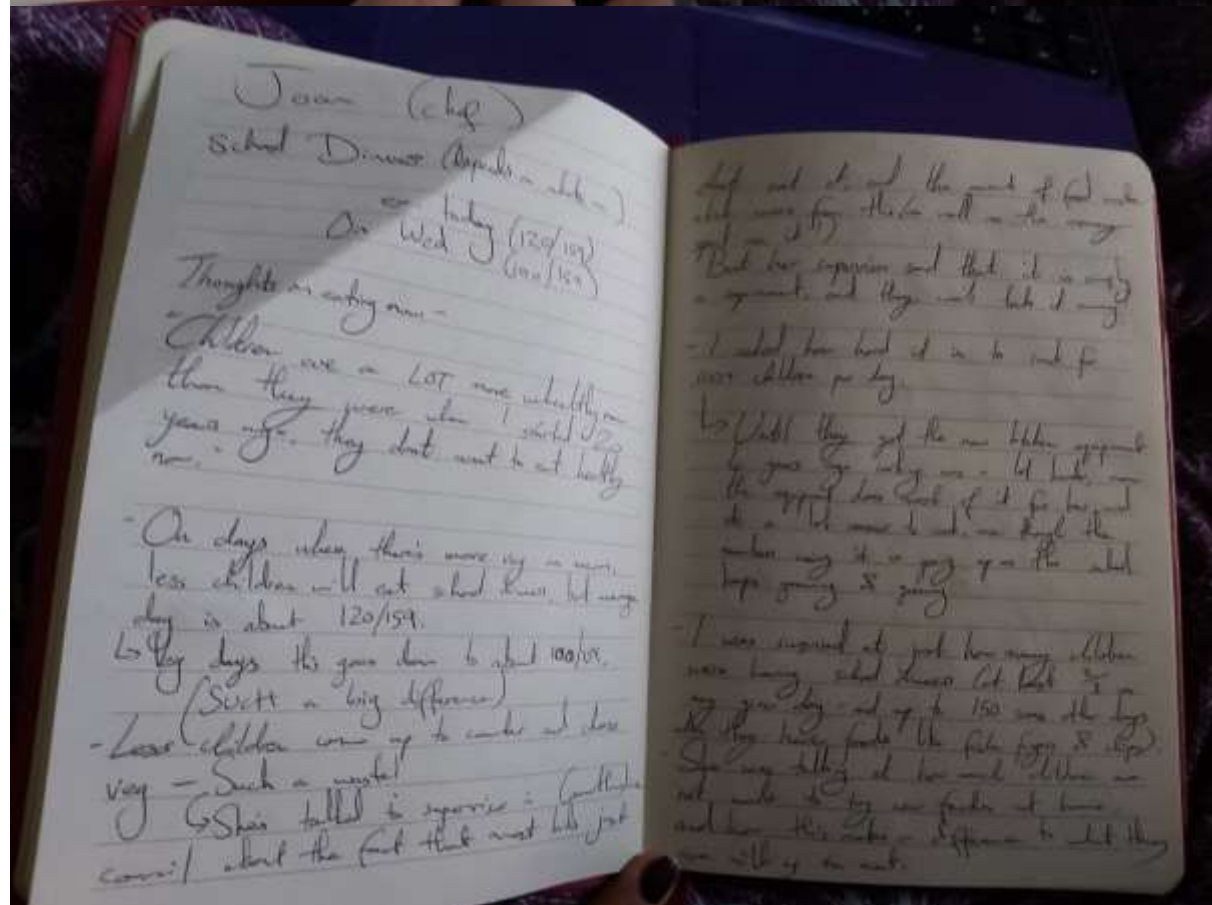
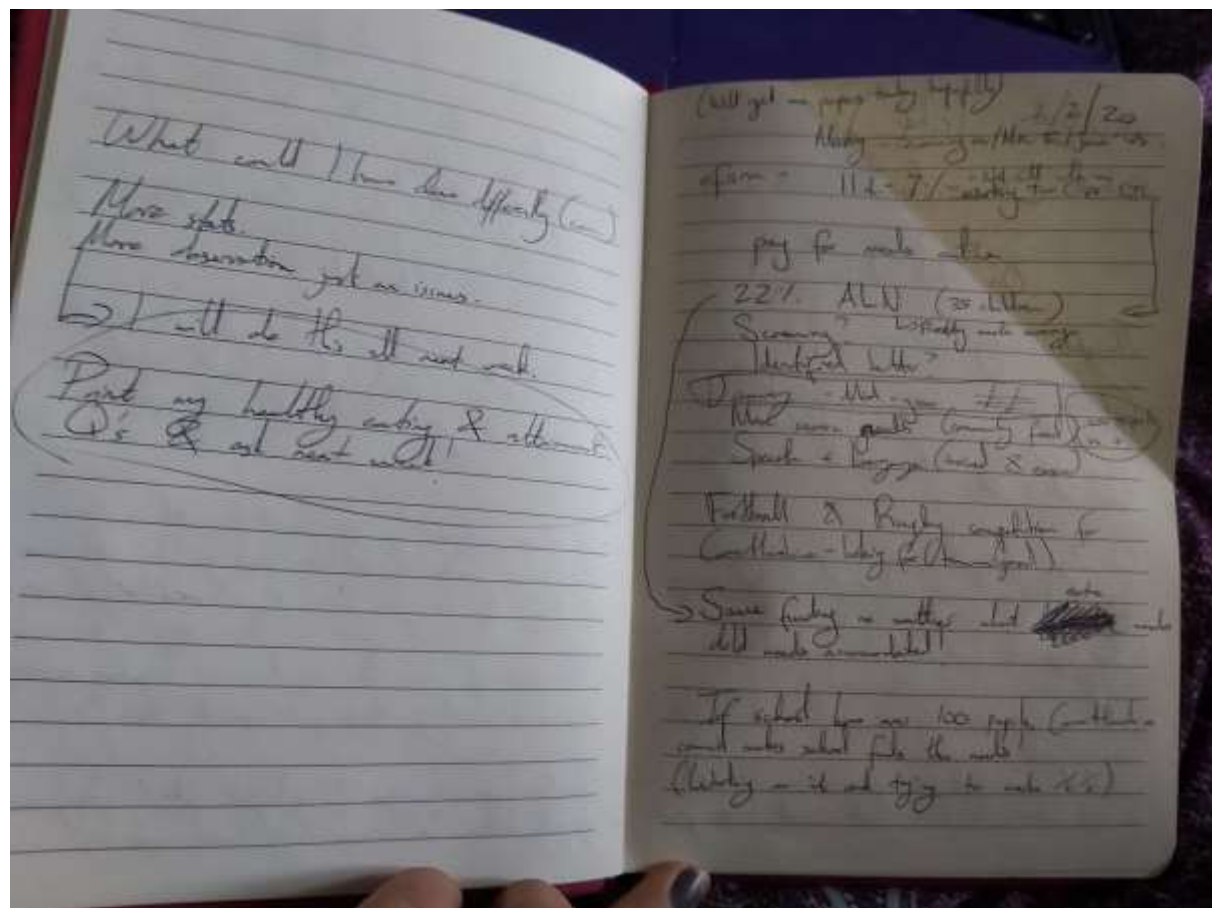
→ On much you are ~~also~~^{entirely} based
fundamental had a different paragraph
considered

→ See how much the teachers have to regulate when using waste.

→ child got very stressed & some
copped up & didn't get anything out of
it (teacher had to do it for them)

- Established new morning 76/2/200.
- Ready to see how the packing has allayed off.
- As there were no children for it had to be set still.
- (At 11-1 sent out after they were there)
- More comforting - high firing
- Find you progress.
- On much you are ^{entirely} ~~now~~ better
- practice about land - different paragraph crossed out.
- See how much the teaching have to regulate when using words.
- child got very stressed & some slipped up & didn't get anything out of it all (teacher had to do it for them)





Lunch ^{-7 stuff}
 Corn ^{in gals.}
 Round Pork
 Gravy
 Cabbage/beans
 Yorkshire puddings
 Potatoes
 Mash
 Biscuits

All go to see
 not really
 get the idea

After lunch-
 There were 3 differences between groups
 things - but nothing

A few of the students that I'm a
 bit of a easy target & will give them
 all the answers. I've noticed this & keep
 just giving them the material to get the
 answers.

One student told me a bit of her home
 situation which sounded a little unpleasant, but
 nothing abusive or anything dangerous.
 I think she could open up a bit to me.
 Little bit better.

Then back to rows & ^{reading}
 Fairly quiet -/0.

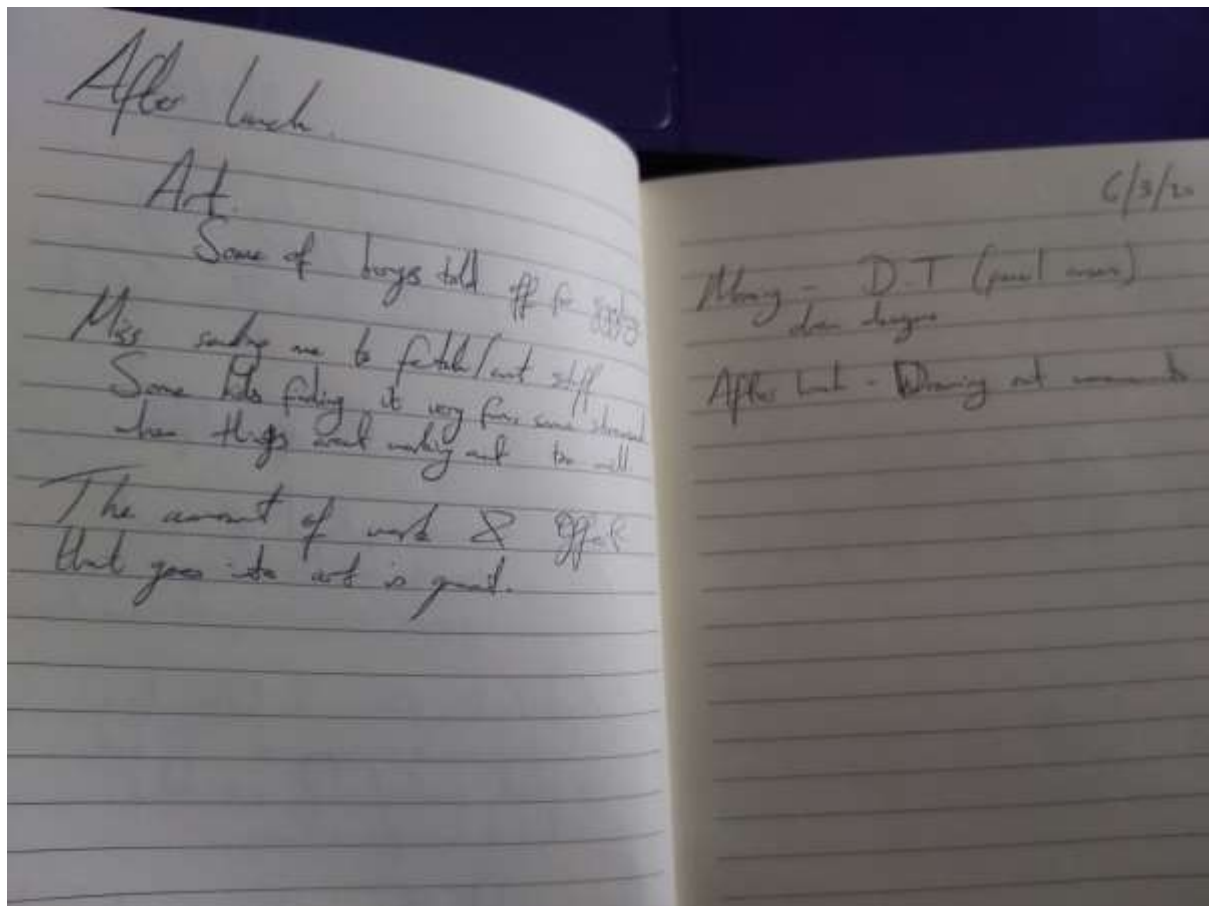
5/3/20
 Monday - World book day stuff.
 Love how good all the teachers are
 in the class about this, outfit to
 & books.

After Break. Pic of outfits.

English - words instead of said
 intro of x table language
 (game & idem) - anglo-ness shown.

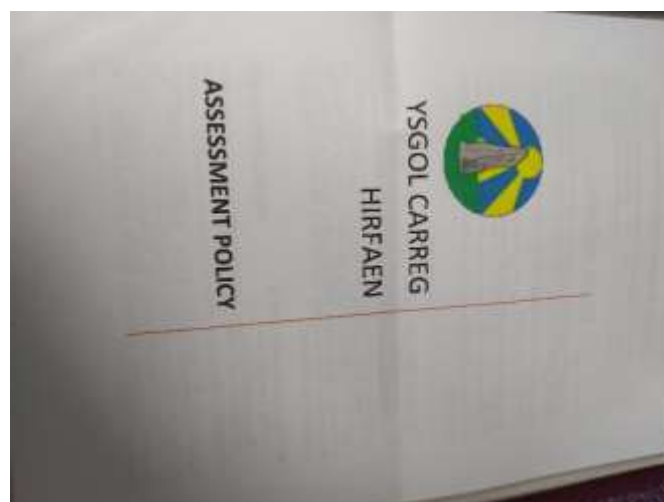
Worksheet & 3 Speeches
 ↳ Confusion over copy or 3rd feed.
 ↳ Mark finished but was delat.
 5/5 & a couple others

Lunch - Chicken & the pair 3 Olay to make bread &
 Sweetcorn 3 black.
 Wedges 3 black.
 Spring/Cashew 3 nice.



Paperwork on Assessment and Attainment issues

Disclaimer: This issue does contain some confidential documents but the headteacher stated that using this within my university coursework is acceptable as long as it does not become circulated or used outside of this context.



Ysgol Gynradd Carreg Hirfaen

ASSESSMENT POLICY

Why do we assess?

We assess children in order to judge how well they are working on a particular skill and in order to decide on what they should do next.

We assess in order to evaluate our teaching in terms of programmes, methods and approaches.

We assess in order to set targets for the development of the whole school.

We assess in order to secure public confidence in the accountability of our school.

There are two main types of assessment

1. Formative Assessment – Assessment for Learning

This is based on the proposition that teaching and learning are interactive. We need to know about our pupil's progress and difficulties in order to adopt our work to meet their needs. The child is involved throughout as an active learner, with the role of the teacher shifting from controller to co-ordinator.

We judge children's attainment by:

1. Sharing learning goals.
2. Effective questioning.
3. Self and peer evaluation.
4. Effective feedback.

Formative assessments are used to inform future teaching in the long and short term. There is a significant body of evidence which shows that formative assessment greatly improves the attainment of pupils overall, especially low attainers, thereby reducing the spread of attainment and the need for differentiation.

Summative Assessment – Assessment of Learning

These assessments are undertaken to report to parents and to produce **end-of-year reports**. They are **also a statutory requirement** at the end of each key stage and provide information on pupils at the end of a phase of learning.

The roles of both forms of assessment are different, but complimentary. The information that we gather for formative purposes, with selection and reinterpretation makes a strong contribution to a fair summative report for each pupil. Similarly, summative assessments by one teacher will be used formatively to inform the planning of the next teacher.

To ensure continuity and progression, and to produce a common philosophy for the school, it is essential to have records of achievement which are easily understood and can be transferred from class to class. These records are referenced to agreed criteria, with **skills being the main focus**.

Planning

Long and Medium Term Planning

During our staff meetings/discussions it has been agreed that the subjects are **best taught through a cross-curricular topic based approach**, with the emphasis being placed upon children understanding the context of their learning. However, certain subjects are also delivered discreetly in order to further to consolidate skills. Collaborative planning is undertaken to ensure consistency and continuity.

Detailed weekly planning

This is covered by our planning pro-forma, which plans for the week ahead.

This planning enables the teacher to **identify the learning objectives** - 'what the children should learn', the **success criteria** - 'Can the child.....?' **and an evaluation** - suggestions for moving children forwards e.g. by providing additional support, by scaffolding written work repeating task in a different context, breaking it down into more manageable pieces, changing the classroom organisation etc. (See appendix 1)

Organisation within the classroom

It is the policy of the school to place children into registration groups according to their age. In the classroom itself, teachers group children according to their preferred way, e.g. ability, friendship. These groups can change according to different circumstances e.g. activity or assessment. The flexibility and autonomy enables the classroom teacher to group and move children at will, depending on academic and social outcomes.

The actual teaching that takes place in the classroom can take the form of individual, paired, group or class teaching. There is room for all four methods of teaching and a reasonable balance between these types is considered acceptable.

There is generally a balance between activities that allow for pupils to work individually on a specific task and activities geared towards working together in their thinking groups. Children need practise at corporate decision making and group work lends itself to this skill. The qualities of flexibility and tolerance can be practised in this way.

When assessing a group at any level, the teacher's time is precious. Therefore, other groups must realise that they are not to disturb the teacher at these times. This must be made clear at a very early age and then becomes part of the pupil's understanding of the working environment.

When do we assess?

1. Daily

The evaluation columns provided on the weekly planning pro-forma can be completed at the end of a lesson or at the end of the day. During this time, teachers may reflect and clarify their ideas by listing one or two items that seem significant. Even if no action is taken immediately, an insight will have been captured for future use. If an idea is written down, it is likely to become reality.

Also a variety of assessment for learning strategies are used throughout the lesson to identify the child's understanding.

2. When an individual pupil makes significant progress

Detailed records are kept on INCERTS for each individual pupil. When pupils show a sudden improvement in understanding or appear to be experiencing difficulties with a particular concept, then the teacher will upload comments, photos, videos or audio into INCERTS through an APP called SNAP. The teachers' comments are collated at the end of

each term and **these will be used to inform parents** at parent evenings and the end of school report. (Appendix 5)

3. Weekly and fortnightly tests

Regular testing is carried out in every class from Year 3 to year 6. Pupils are tested in spelling weekly or fortnightly and in multiplication and mental arithmetic weekly.

4. End of Key Stage Assessment

Predicted grades are submitted to the LEA for each pupil at the end of Year 1 and Year 5. End of Key Stage assessments are undertaken and submitted to WAG in May, after Year two and year six teachers have assessed their pupils at the end of each Key Stage.

Each pupil is awarded a teacher assessment level in the core subjects. These levels are also recorded on their annual report.

Information on each pupil is input into our Pupil Progress Tracking System – INCERTS. This enables each pupil's attainment to be tracked and analysed in order that future targets can be set. The data from previous years is available on INCERTS and this data is analysed carefully and used to inform future planning and set the school's priorities within the SDP.

5. Termly assessments of the Core areas and the Foundation subjects

Written samples of pupil's work in Mathematics and Language are collected each term and the language assessment is annotated with National Curriculum levels. These are uploaded to INCERTS via SNAP. The foundation phase has foundation phase objectives to be completed each term. Writing will be assessed half termly, so that by the end of the year, teachers will have an example of persuasion writing, recount, information text, instructional, explanation, discussion and story writing.

Moderating of Pupils' Work

The school meets as a whole, and as a family cluster (Bro Emlyn and Bro Pedr Clusters) to moderate and standardise pupils work and examples collected in a portfolio. This portfolio is used by staff for standardisation of pupils' work.

Pupils will be assessed each term on the skills they have been working on.

6. Assessments at the beginning and end of the academic year

Standardised assessments are used in Mathematics, English, Welsh, Group Reading, Spelling and Non-Verbal Reasoning throughout the year. A timetable is issued in the Autumn Term.

This form of testing is felt to be worthwhile because we can :

- identify pupils for SEN
- bring about school improvement

- track progress of the whole school year on year
- back up teachers own assessments
- inform future planning e.g. by identifying areas of weakness
- help individual teachers to evaluate their teaching.

An analysis of the Progress in Maths and Progress in Language will be collated by the Assessment co-ordinator.

7. Marking work and providing feedback

Our feedback in oral and written work concentrates on specific problems with their work, and gives them both a clear understanding of what are wrong and achievable targets for putting it right. Pupils can accept and work with such messages, provided that they are not clouded with overtones about ability, competition and comparison with others. Feedback is given in the following ways:

- By marking work with an individual
- By writing targets for improvement at the end of pieces of work.
- By writing their targets on their known target sheets
- By selecting the work of one child and discussing how it may be improved with a group or the whole class. Suggestions from pupils themselves will often provide the way forward.

It is important to ensure that pupils are aware of the objectives of a task and the success criteria, so that they feel they are afforded a full opportunity of demonstrating their skills. The issue of feeding back to pupils is covered in further detail under 'Assessment of Writing'. Many of the ideas are equally relevant to all subjects and not just to writing. Assessments for learning strategies have been implemented from Reception to year 6.

Recording of Achievements

The range of assessments used requires a variety of recording methods. However, it is essential that the form of record keeping is consistent throughout the school in order to ensure the efficient transfer of information from one teacher to the next. It is also essential that the data collected is summarised so that it can be analysed for trends throughout groups, classes and whole school. This analysis is the responsibility of the Assessment co-ordinator and monitoring co-ordinator. Incerts is the record system currently used by the school:

Writing

One sample of the child's writing will be assessed, annotated and levelled each half term. By the end of an academic year, a sample of persuasion writing, recount, information text, instructional, explanation, discussion and story writing will have been assessed and levelled from the Reception class right through to year 6. A selection of annotation sheets covering all levels of writing along with all of the level descriptions for language will be available. (see appendix 4).

Reading and Oracy

Pupils' attainment in oracy and reading will be recorded on INCERTS. Weekly reading records will be kept in separate reading files.

Standard Assessment File

Test papers and results for whole year groups will be stored in portfolios kept by each teacher.

Cumulative Record/Report

Class tracking data will be collected and collated via Incerts, so that the results can be analysed and individual pupil progress can be tracked throughout their time at Ysgol Carreg Hirfaen.

Information for the cumulative record on Incerts will be updated at the end of each term and will be used to inform the end of term school report which will be given to parents. This is used for gathering information on the range/ skills across the curriculum. This is to ensure that progress through the levels will be apparent.

Reading Records

The reading scheme provides a structured reading programme so that pupils can read systematically from one level through to the next. As they move through the infant and junior classes, time should also be given to reading aloud in groups, to the teacher or silently. The recording of reading achievement and fluency is done, in the first instance, by marking off on the reading booklet.

The child's attainment in fluency, accuracy, information and understanding can be assessed by reference to the levels set down in the National Curriculum.

Language

Assessing Oracy

Every opportunity must be given for groups to discuss an activity and for individual children to talk to you. Class discussions on certain issues are opportunities for each child to have his / her voice heard. Big questions stimulate children to think for themselves and to express themselves more freely.

As with all assessments any comments must be referred to skills ladder for speaking and listening in the National Curriculum.

Assessing Reading

Much of what needs to be said is included under 'Recording Assessments'. In summary, the methods available to us are:

- reading record
- running records
- pupil profiles
- Skills ladder on INCERTS
- National Reading Tests
- NFER standardised reading and comprehension tests
- Ein Hysgol Ni standardised reading and comprehension tests

Many of the approaches listed above involve working with individual pupils to assess their level of competence against set criteria. However, opportunities for informal assessment arise when pupils are reading aloud individually or in groups.

Assessing Writing

Pupil's ability to form letters and to write in simple sentences will be noted and recorded informally using the pupil's books as a focus of feedback and cumulative records to note such achievements at an appropriate phase in their development. As children progress from one year to the next, then first and second draft work takes more prominence.

By working with children on improving the first draft, and producing the second draft, the dual purpose of assessing, while also giving immediate feedback to set them on the right path to improve the standard of their work, is achieved.

Redrafting provides opportunities to focus on spelling, imagination, construction and grammar, with the correct version in the second draft.

It is important to remember that children will find it difficult to focus on all aspects, so it is better to focus on one or two particular skills at a time. As children focus on one skill, they may temporarily lose competence in another very familiar skill. For example, when a child is absorbed in getting ideas onto paper, the quality of handwriting may deteriorate.

The following methods of feeding back to pupils are available. Marking symbols made by the teacher on a child's written work.

Modelled writing - The teacher writes an example but explains what she is doing and how she is thinking.

Shared writing - The whole class are involved in producing text as the teacher scribes. Ideas are constantly evaluated and given feedback by the teacher and other pupils.

Guided writing - The teacher works with a group and develops their writing.

Sharing with an audience - A sample of work is discussed during the plenary session of a lesson. It may be made into an overhead for this purpose. Alternatively, the work may be shared with another class, the head teacher or a visitor to the school. (E.g. a visiting poet or author).

Other assessment opportunities

- Give time to respond.
- Allow pupils to discuss thinking in talking partners /thinking groups so that the respondent is then speaking on behalf of the others.
This carries less responsibility for the wrong answer.
- Give pupils a choice between possible answers and ask them to vote on the options.

Mathematical Assessment

- National Numeracy Tests
- NFER standardised reading and comprehension tests

Assessment may take the form of observation of practical activities where groups are given problems to solve, or can use more of an academic exercise concentrating on pencil and paper methods of computation. A fair balance should be kept between the two.

When observing groups doing practical activities, it is important to **listen carefully to what the children are saying** to each other as this oral communication will **show the children's level of understanding**. Also look carefully at what they do, as this will illustrate whether the concept that you have introduced has been fully understood.

When assessing computational skills we try to achieve two things - accuracy in working out the answer and the structure and neatness of the actual recording. Both are important because they contribute to the successful solving of mathematical problems.

It is therefore essential to give children opportunities to solve **mathematical problems within their level of conceptual competence**, and also to show them an acceptable way to present their findings and results.

Positive comments as well as an opportunity to correct their work prepare the way for an enthusiastic acceptance of Mathematics.

Assessments in Maths will be referenced to the National Curriculum and Key Objectives.

Science Assessment

Assessment of Science takes place in the following ways:-

- At least three investigations are assessed each year in years 3,4,5,6 and at least two in year 2 and one in year 1.

All results of the assessment materials are handed into the Key Skills Co-ordinator for evaluation and review. In this way standards of achievement in science are monitored and form the basis for future planning.

Sharing Good Practice

Where teachers develop examples of good practice, it is important to use their expertise for the development of others and to guide the evaluation and implementation of the policy. Support from outside agencies, including local advisors will always be sought in order to improve current practice.

Confidential

Carreg Hirfaen

Cofnod Monitro

ADRODDIAD CRYNODOL BYR DATA ANALYSIS

Maes Dysgu nes Blync Dyddiad (cyflwyno/yn cael ei gwblhau) Aelod staff a chyfrifoldeb Aelod llywodraethwyr a chyfrifoldeb Dyddiad adborth i'r staff ac UDRH Dyddiad adborth i'r Corff Llywodraethol(i) bwyllgor y Corff	Data Analysis 28/06/19 - 17/09/19 A Jones Evans (F Davies a EW Jones)
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Argymhellion blaenorol a chynnydd yn eu herbyn	PRIF ARGYMHELLION BLAENOROL - DYDDIAD
Argymhellion (blaenorol o'r pwnc: Estyn)	Sylwadau (neu Argymhellion)

Pa sail tystiolaeth a ddefnyddiwyd i gyrraedd y farn? (Os yn risg isel: 3 elfen)										
Arsylwi Gwersi	Craffu llyfrau	Taith Ddyddu	Llais y Disgyl	Cynllunio	Data a thargedau	Adnoddau	Amgylchedd Dysgu (Weiydd)	Ardaloedd Dysgu	polisi	Asesu

Evidence Source 1 - Tystiolaeth 1: Data Analysis

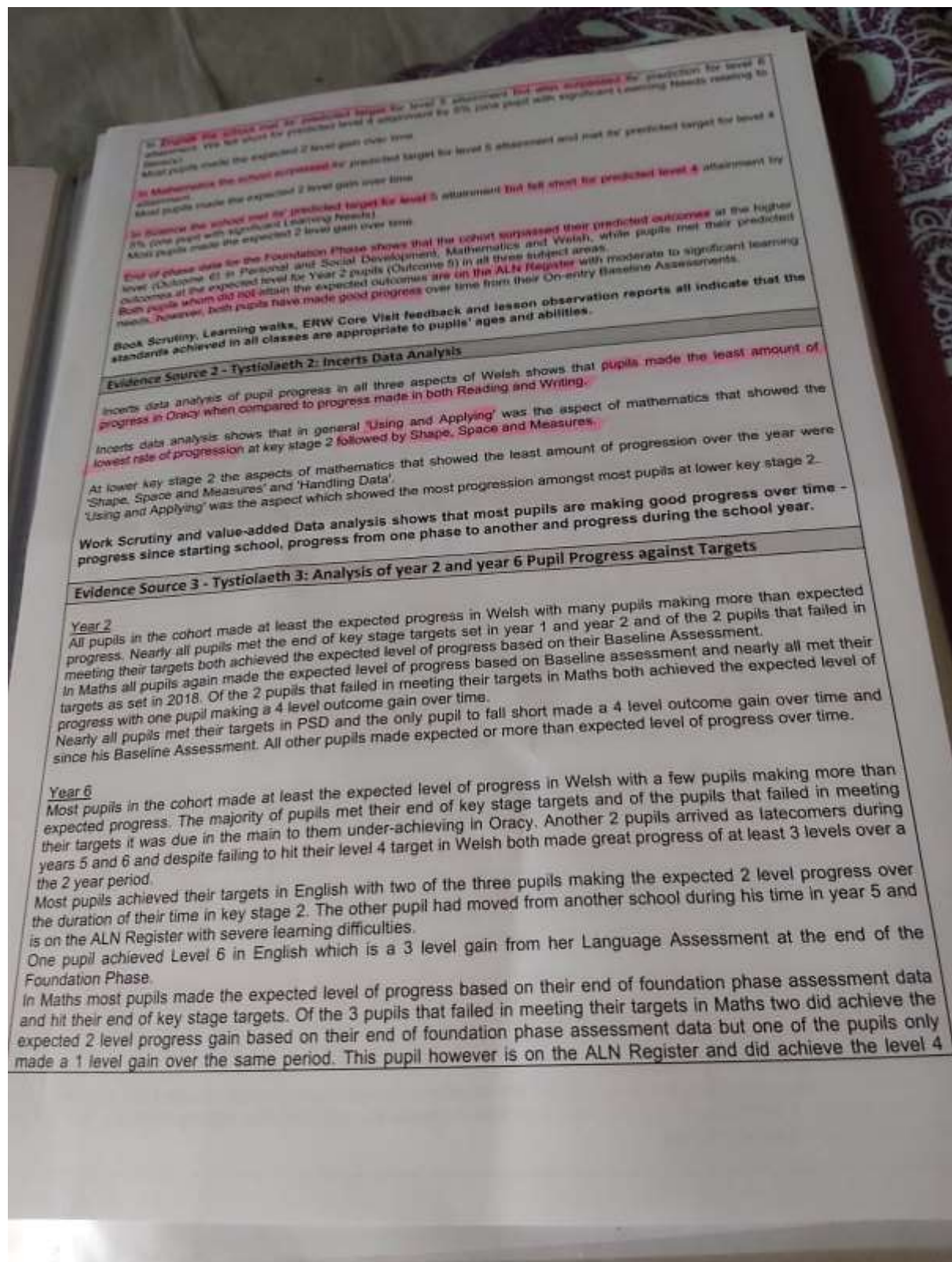
An analysis of the 2018/19 end of key stage data illustrates that, of the 40 matched pupils, most pupils make the expected progress (2 levels/3 outcomes) over time, a few make higher than expected progress (3 levels/outcomes) and a very few pupils make less than expected progress (less than 2 levels/3 outcomes).

Attainment for most pupils compares extremely well to predictions from Incerts and other analyses and most pupils have succeeded in achieving their predicted end of key stage targets with one pupil achieving Level 6 in English and showing a 3 level progression over the duration of her time in KS2.

Two key stage 2 pupils (boys) did not attain to the expected level in all 4 subject areas. However, one of these pupils succeeded in making a 2 level gain over his time in key stage 2 in all subject areas while the other pupil made the expected 2 level gain in all subjects apart from Welsh. Of the key stage 2 cohort only one pupil failed to make the expected 2 level gain over time - in Mathematics. For this pupil the aspect of mathematics that did not show the same rate of development as the other aspects was 'Using and Applying'.

For 2019, end of phase data for key stage 2 highlights Welsh as being the weakest performing subject area at expected level and at above expected level. However, it is noteworthy that in this year's cohort 2 pupils are latecomers, one having joined the school in September 2018 and the other a year previously. One made more than expected level of progress in Welsh over time - one making a 3 level gain over 2 years and the other a 2 level gain since last September.

Other 2 pupils are both on the ALN register - one of whom with significant learning difficulties who transferred from her school 18 months ago, and the other pupil with moderate learning difficulties relating to literacy. Both are also non-Welsh speaking homes.



outcome expected of a year 6 pupil. All but two of our pupils made excellent progress in Science and met their targets in full. The pupils that fell short of achieving their targets did so due to their inability to carry out aspects of an investigation independently. Both are on the ALN Register with moderate and severe learning difficulties.

SUMMARY - CRYNODEB O'R PRIF GANFYDDIADAU

STRENGTHS - Cryfderau

1. Analysis of the 2018/19 end of key stage data illustrates that, of the 40 matched pupils, most pupils make the expected progress (2 levels/3 outcomes) over time, a few make higher than expected progress (3 levels / outcomes) and a very few pupils make less than expected progress (less than 2 levels/3 outcomes).
2. Attainment for most pupils compares extremely well to predictions from Incerts and other analyses and most pupils have succeeded in achieving their predicted end of key stage targets with one pupil achieving Level 6 in English and showing a 3 level progression over the duration of her time in KS2.
3. End of phase data for the Foundation Phase shows that the cohort surpassed their predicted outcomes at the higher level (Outcome 6) in Personal and Social Development, Mathematics and Welsh, while cohort pupils met their predicted outcomes at the expected level for Year 2 pupils (Outcome 5) in all three subject areas.
4. One pupil achieved Level 6 in English which is a 3 level gain from her Language Assessment at the end of the Foundation Phase.
5. Work Scrutiny and value-added Data analysis shows that most pupils are making good progress over time in all areas of learning - progress since starting school, progress from one phase to another and progress during the school year.
6. Book Scrutiny, Learning walks, ERW Core Visit feedback and lesson observation reports all indicate that the standards achieved in all classes are appropriate to pupils' ages and abilities.

AREAS FOR DEVELOPMENT - Meysydd Gwella

1. For 2019, end of phase data for key stage 2 highlights Welsh as being the weakest performing subject area at expected level and at above expected level.
2. Incerts data analysis of pupil progress in all three aspects of Welsh shows that pupils made the least amount of progress in Oracy when compared to progress made in both Reading and Writing.
3. Incerts data analysis shows that in general 'Using and Applying' was the aspect of mathematics that showed the lowest rate of progression at key stage 2 followed by Shape, Space and Measures.
4. At lower key stage 2 the aspects of mathematics that showed the least amount of progression over the year were 'Shape, Space and Measures' and 'Handling Data'.

Arfarniad

Argymhellion i'w cynnwys yn y Cynllun Datblygu Ysgol – mewn trefn blaenoriaeth

We need to look at how Oracy skills are presented and developed formally throughout the school in both Welsh and English. It is believed that weak oracy skills translate across and influence the quality, accuracy and standards of pupils' extended writing.

Investigate how we can improve the rate of progression relating to the mathematical aspects of 'Using and Applying', 'Shape, Space and Measures' and 'Handling Data' at key stage 2.

Healthy Eating Questionnaires and Paper

MF

Healthy Eating Q's

- Do you think healthy eating is an issue in school aged children?
To some extent, yes, but I think it's getting better.
- Do you think what a child eats affects their behaviour in schools and their capacity to learn?
Not really, not least not as much as they say.
- How well do you think school meals contribute to a healthy diet?
Quite well, they could be further but then it would cost more and children might not eat them.
- Where and how do you think YCH needs to improve providing healthy meals to children?
We follow the guidelines and do the best we can.
- Do you think that packed lunches are in general better or worse than school dinners in doing this?
School dinners are probably better, they're also warmer.
- Would you rather bring your own lunch in to school or have a packed lunch?
SD.
- Why?
They are convenient.
- What do you think about the progress of healthy eating at school since you've been working in Ysgol Carreg Hirfaen?
Since Jamie Oliver helped, they've got better.
- Do you know of any school initiatives which help encourage healthy eating in and outside of school? (e.g. cooking classes/veg gardens/in lesson)
That's not my area of expertise but I don't think there is anything.
- How do you try to implement ideas around a healthy diet within your classroom/lessons?
n/a
- Do you think that parents encourage healthy eating in the home?
I think that most do.
- How do you think parents could help encourage their children to eat healthily?
Dad be a soft on them.
If finances are a problem, by frozen or tinned fruit and veg, it's better than nothing.

MD

Healthy Eating Q's

1. Do you think healthy eating is an issue in school aged children?

Yes.

2. Do you think what a child eats affects their behaviour in schools and their capacity to learn?

Definitely. you can't exactly push the kids when they are hungry. I have noticed that the children who eat well, they are generally more happy.

3. How well do you think school meals contribute to a healthy diet?

A lot, some children will only have food at school. Breakfast, lunch, and home their parents may not be able to afford much.

4. Where and how do you think YCH needs to improve providing healthy meals to children?

We are currently working on policies regarding snacks/packed lunches because this is an issue at the school. As for school dinners, we do well and follow the menu.

5. Do you think that packed lunches are in general better or worse than school dinners in doing this?

Generally in YCH, worse. But this is a personal choice, some do very well at providing healthy meals.

6. Would you rather bring your own lunch in to school or have a packed lunch?

It depends on what food there is during the day. Often I work through lunch.

7. Why?

So packed lunches can be more practical. However on certain days I would prefer a school meal.

8. What do you think about the progress of healthy eating at school since you've been working in Ysgol Carreg Hirfaen?

I've been here around 15 years ago, school meals have definitely improved. Healthier and education around healthy diets are definitely more wide-spread.

9. Do you know of any school initiatives which help encourage healthy eating in and outside of school? (e.g. cooking classes/veg gardens/in lesson)

Not really, but I know that we do a lot in lessons. Perhaps in the future we could think about it as a class initiative but I think we do have policy for that.

10. How do you try to implement ideas around a healthy diet within your classroom/lessons?

-/n

11. Do you think that parents encourage healthy eating in the home?

Some do, some don't.

12. How do you think parents could help encourage their children to eat healthily?

Always have a fruit bowl accessible.

Make sure there are vegetables/salads with each dinner.

No sugar-filled snacks go for healthier options.

Less snacks.

Be in control.

MS

Healthy Eating Q's

1. Do you think healthy eating is an issue in school aged children?

Yes definitely.

2. Do you think what a child eats affects their behaviour in schools and their capacity to learn? / in not sure about capacity to learn, but probably behaviour.

3. How well do you think school meals contribute to a healthy diet?

Quite well, could be better.

4. Where and how do you think YCH needs to improve providing healthy meals to children?

More veg & less potatoes/buttered meats & fish.

5. Do you think that packed lunches are in general better or worse than school dinners in doing this?

Generally worse, they usually consist of something like a sandwich (with), cakes, crisps, cheese strings and ~~MAKES~~ a fruit or yogurt.

6. Would you rather bring your own lunch in to school or have a ~~packed lunch~~?

I often get SD but sometimes prefer a PL.

7. Why?

Because I like my own cooking more than some of the options.

8. What do you think about the progress of healthy eating at school since you've been working in Ysgol Carreg Hirfaen?

I've been working here 20 yrs. Schools definitely provide more but children are pickier and the menu represents this.

9. Do you know of any school initiatives which help encourage healthy eating in and outside of school? (e.g. cooking classes/veg gardens/in lesson)

No, mostly in lesson but none outside of school hours.

10. How do you try to implement ideas around a healthy diet within your classroom/lessons?

Since I work with little ones this is quite important, we do it through stories, planting seeds every week and then as well as through play.

11. Do you think that parents encourage healthy eating in the home?

Not really, parents are letting children what allows them.

12. How do you think parents could help encourage their children to eat healthily?

Make them stay at the table until they're at least mostly done, just as our parents did.

By always meat and fruit always available.

Don't give them the option to drink, eat what you get. Offer. Teach them - value for food and not to waste.

MC

Healthy Eating Q's

1. Do you think healthy eating is an issue in school aged children?

Yes, most children are picky nowadays.

2. Do you think what a child eats affects their behaviour in schools and their capacity to learn?

I know that it's supposed to, but I don't think it truly does as much as it is said to.

3. How well do you think school meals contribute to a healthy diet?

As far as I know, the school meals do help contribute to a healthy diet, probably far more than most packed lunches.

4. Where and how do you think YCH needs to improve providing healthy meals to children?

YCH generally follows Carmarthenshire LEA menus, has special days ~~as~~ so I think it must be doing quite well. However, you also need to remember that a lot of children won't eat everything on their plates.

5. Do you think that packed lunches are in general better or worse than school dinners in doing this?

This is completely parent dependent, some are probably healthier than school dinners, but generally they have a lot more snacks than fruit or veg so... I'd say it depends.

6. Would you rather bring your own lunch in to school or have a packed lunch?

Personally I always bring in a packed lunch except on rough or cold days.

7. Why?

Because I'm watching my own weight & can do that better when I pack my own.

8. What do you think about the progress of healthy eating at school since you've been working in Ysgol Carreg Hirfaen?

Since I've just returned from Maternity leave, I don't know how good/school I am to assess this one.

9. Do you know of any school initiatives which help encourage healthy eating in and outside of school? (e.g. cooking classes/veg gardens/in lesson)

Most of the in-school stuff happens in the younger years. Every now & then we go out to do it in the school but that's pretty much it. We do more outdoor-based things than food.

10. How do you try to implement ideas around a healthy diet within your classroom/lessons?

When relevant, such as biology, food or religious classes, we can do more things with food. The problem is that there's not enough time and we need to do the necessary subjects first.

11. Do you think that parents encourage healthy eating in the home?

Some parents are very good at this, but generally not really.

12. How do you think parents could help encourage their children to eat healthily?

By feeding them healthier and not making 2-3 meals per household.

Giving the children too much choice and not making them eat fruit or veg is an issue.

YSGOL	YSGOL CARRIG HIRFAEN	YSGOL
Objective 1: Use learning app to target learning and increase outcomes for all FSM pupils with regards to Literacy and Numeracy. Activity: Purchase 12 manual 'Sumdog' Exercise - Reading, Spelling, Maths. Purchase 12 equipment for FSM pupils to use and develop and improve their (1) Numeracy Skills. The eFSM pupils will be using the iPad mini's to access the 'Sumdog' app to improve their English reading, spelling and mental maths. Target: Improve Maths Reasoning outcomes by 10% in the FSM group Improve English spelling by 10% in the FSM group Total: £250 Objective 2: To improve standards of Welsh GRACY amongst FSM group. (30%) School to identify groups of pupils that are underachieving and employ member of staff with specific responsibility for delivering support programmes and interventions. Activity: Undertake CHATT, RWL, Llythrennau a Synnau small group and individual intervention to improve standards of Literacy (Gracy in particular) within FSM group. Target: All pupils accessing the curriculum at the expected level following the intensive support programme. 2020 - Target 100% of FSM group to achieve expected progress or above in both Welsh and English Gracy. Total: £4,800 (60 days @ £80) Objective 3: To improve pupils' emotional behaviour by implementing Positive Play. Activity: Employ member of staff to undertake Emotional Literacy screening and to follow this up with Positive Play remedial sessions with identified Target group. Target: Improved emotional Literacy for target group pupils. Total: Supply Cover - £1,500 (1/2 day PER WEEK) Objective 4: To ensure that all pupils are given equal access to the curriculum. Activity: To subsidise the cost of Residential and Educational Visits for all eFSM pupils To subsidise the cost of Visitors, Theatre Groups and Educational Visits for all eFSM pupils allowing all pupils equal access to the curriculum. Target: All pupils having full and equal access to the curriculum and the enrichment activities available. Total: £600		£2,800

Papers/Pictures from placement





