



CYNNYDD DISGYBL



PUPIL PROGRESS

Yn Ysgol yr Hendy mae gennym ystod o **fesurau cadarn** ar waith i sicrhau bod cynnydd plant **ar draws y cwricwlwm** yn cael ei fonitro

Er mwyn sicrhau bod pob plentyn yn gwneud cymaint o gynnydd â phosibl, ar eu lefel nhw, rydym yn sicrhau ein bod yn:

- **Aseswch** gynnydd plant ym mhynciau'r cwricwlwm **yn rheolaidd** trwy ddefnyddio Taith360, gan ganiatáu inni nodi bylchau yn nysgu plant
- Cynnal **cyfarfodydd cynnydd disgyblion yn dymhorol** gyda phob athro dosbarth, ynghyd â'r Tîm Asesu a'r Cydlynnydd ADY i fonitro cynnydd pob plentyn.
- Monitro data cynnydd yr holl blant mewn **categorïau gwahanol** (eFSM, ADY, carfannau).
- Defnyddio **ystod o offer asesu** i nodi cyrhaeddiad plant ac unrhyw feysydd gwan
- Darparu ymyriadau priodol i blant pan fo oedi mewn sgiliau wedi'i nodi
- Monitro cynnydd plant trwy **ymyriadau a bwydo hyn** yn ôl i rieni mewn nosweithiau rhieni
- Cynnwys **asiantaethau allanol** i ddarparu cymorth ar gyfer anghenion penodol plant

MONITRO CYNNYDD Y DYSGWYR

At Hendy Primary we have a range of *robust measures* in place to ensure that children's progress across the curriculum is monitored.

To ensure all children make as much progress as possible, at their level, we ensure we:

- *Regularly assess* children's progress in curriculum subjects by using Taith360, allowing us to identify gaps in children's learning.
- Hold *termly pupil progress meetings* with each class teacher, along with the Assessment Team and the ALNco to monitor the progress of every child.
- Monitor the progress data of all children in *different categories* (eFSM, ALN, cohorts).
- Use a *range of assessment tools* to identify children's attainment and any areas of weakness.
- Provide children with *appropriate interventions* where a delay in skills has been identified.
- Monitor children's progress through interventions and feed this back to parents at parent's evenings.
- Involve *outside agencies* to provide support for children's specific needs.

MONITORING PUPIL PROGRESS

ANGHENION DYSGU YCHWANEGOL (ADY)

Mae Ysgol Gynradd yr Hendy yn cydnabod bod gan bob plentyn anghenion gwahanol, gan fod pob plentyn yn **unigryw**, ond yn credu mai **cydweithio** rhwng rhieni, athrawon a phlant yw'r allwedd i sicrhau bod pob plentyn yn cael yr addysg orau bosibl.

Bydd plant sy'n bodloni'r **meini prawf ar gyfer ADY** yn cael eu cefnogi ga bob aelod o'r staff addysgu a bugeiliol mewn amgylchedd sydd wedi'i drefnu i'w galluogi i fanteisio ar bob cyfle dysgu.

Nodau ADY yr Ysgol:

- Darparu amgylchedd dysgu **cynhwysol a theg** i bob plentyn
- Diwallu anghenion pob disgybl trwy **addysgu o ansawdd uchel, trefniadaeth ystafell ddosbarth a gwahaniaethu.**
- Bod â lefel gadarn o **Ddarpariaeth Gyffredinol** sy'n datblygu'n barhaus, sy'n bodloni anghenion pob dysgwr
- Cael ystod eang o **Ddarpariaeth Dysgu Ychwanegol** effeithiol sy'n seiliedig ar **ymchwil addysgol.**
- Sicrhau bod pob disgybl yn gallu cael mynediad i **Gwricwlwm Eang a Chytbwys**
- Sicrhau bod anghenion disgybl yn cael eu **hadnabod yn gynnar** a bod **ymyriadau priodol** yn cael eu rhoi ar waith
- Sicrhau bod disgyblion ADY yn cymryd rhan mor llawn a phosibl yn **holl weithgareddau'r ysgol**
- Defnyddio **Arferion sy'n Canolbwyntio ar yr Unigolyn** lle mae'r disgybl, rhieni, staff yr ysgol ac asiantaethau cymorth allanol yn ymwneud o'r dechrau â chynllunio camau gweithredu a ffyrdd ymlaen i gefnogi disgyblion ag ADY
- Sicrhau bod rhieni'n cael **cyfleoedd rheolaidd** i gael gwybod am gynnydd eu plentyn
- Sicrhau bod disgyblion ADY yn cael eu cynnwys, lle bo hynny'n ymarferol, mewn **penderfyniadau** sy'n effeithio ar eu darpariaeth ADY yn y dyfodol a bod pob penderfyniad **er lles gorau'r plentyn.**
- Gweithio mewn **partneriaeth** â rhieni, disgyblion ac asiantaethau eraill e.e. Seicolegydd Addysg, Therapyddion Lleferydd, Gweithwyr Cymdeithasol, Nyrs Ysgol ac ati

ADDITIONAL LEARNING NEEDS (ALN)

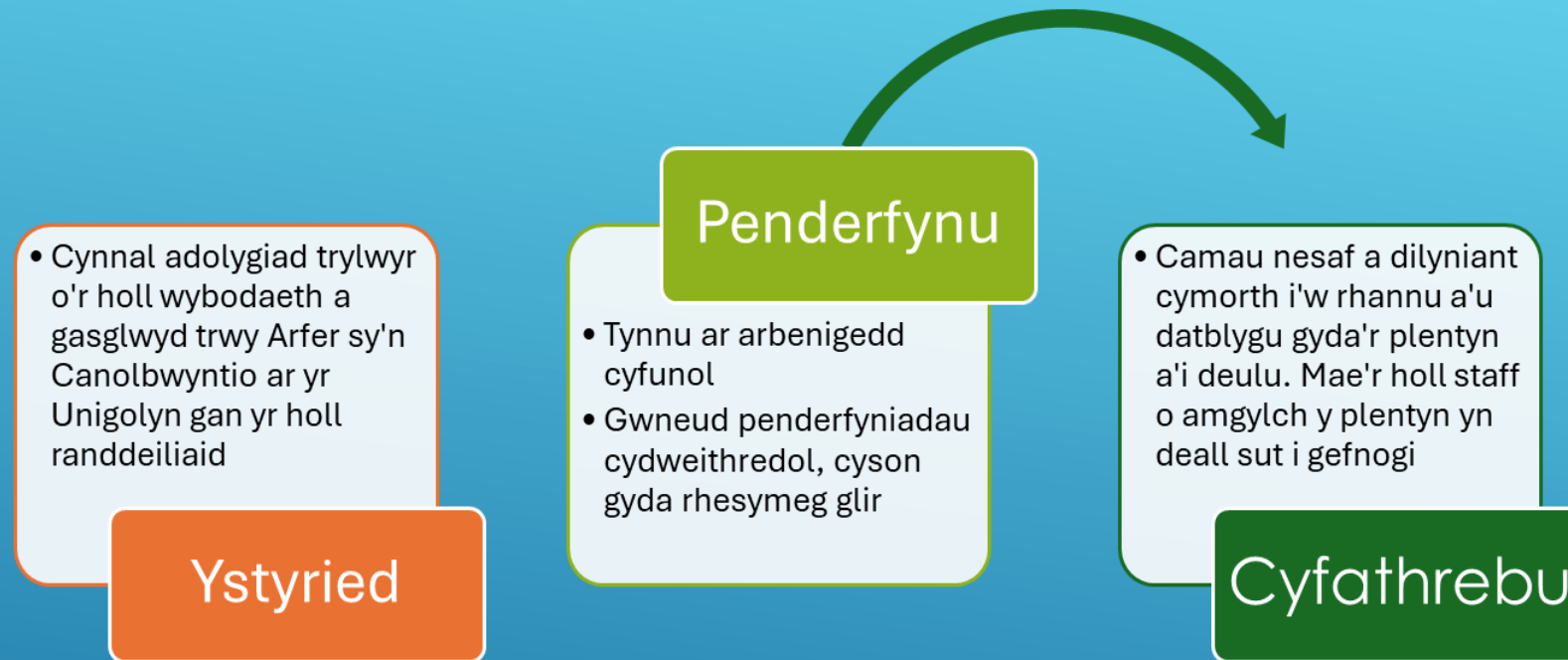
Hendy Primary recognises that all children have different needs, as all children are **unique**, but believe that **collaborative** working between parents, teachers and children is the key to ensuring all children have the best possible education.

Children who meet the **criteria for having ALN** will be supported by all members of teaching and pastoral staff in an environment that is arranged to enable them to access every learning opportunity.

The ALN aims of the school:

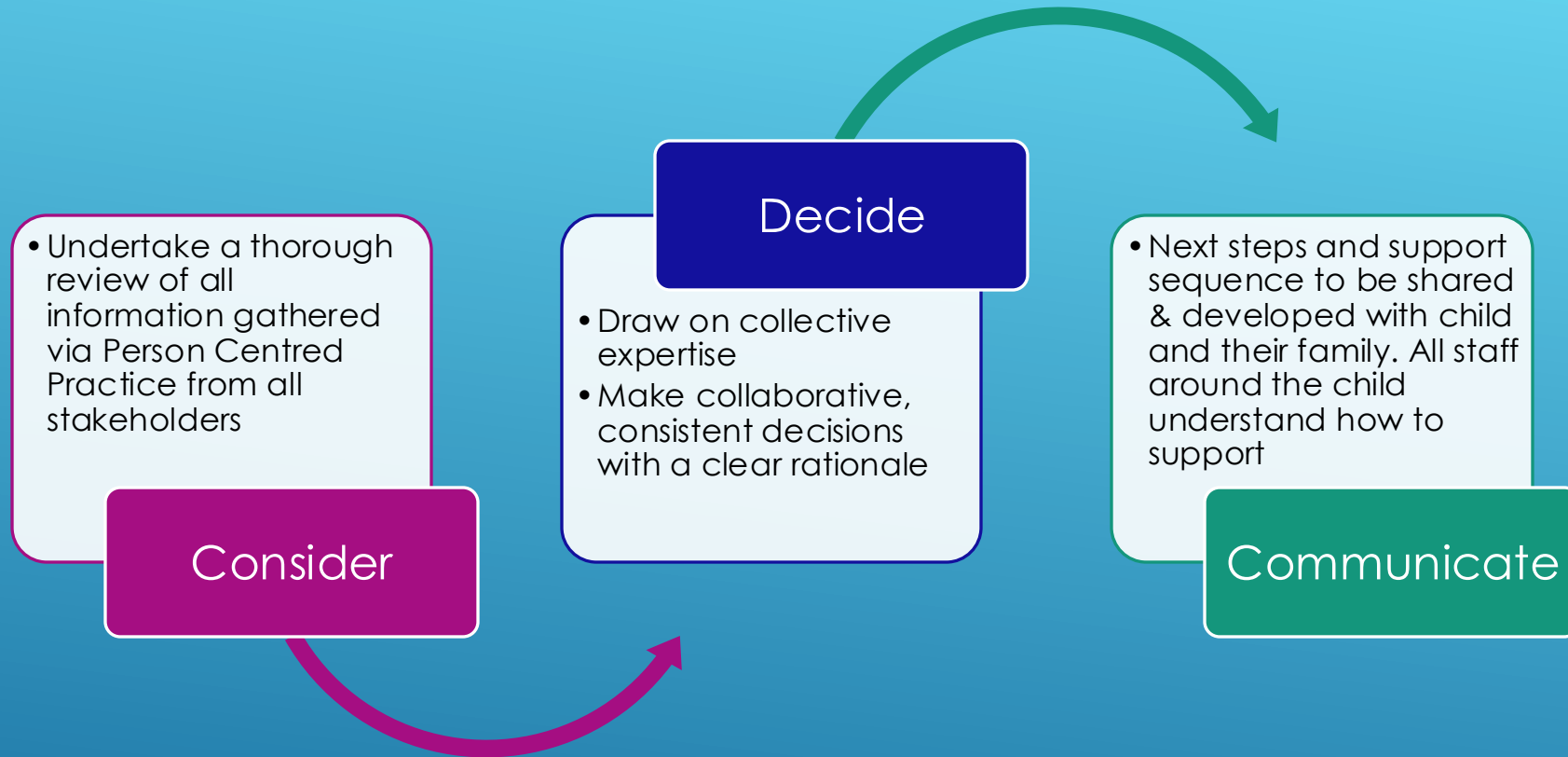
- ▶ To provide an **inclusive, equitable** learning environment for all children.
- ▶ To meet the needs of all pupils through **high quality teaching, classroom organisation and differentiation**.
- ▶ To have a robust and continually developing level of **Universal Provision**, which meets the needs of all learners.
- ▶ To have a wide range of effective **Additional Learning Provision** that is based on **educational research**.
- ▶ To ensure that all pupils can access to a **broad and balanced curriculum**.
- ▶ To ensure that **early identification** of a pupil's needs is made and **appropriate interventions** are put in place.
- ▶ To ensure that ALN pupils take as full a part as possible in **all school activities**.
- ▶ To use **Person Centred Practices** where the pupil, parents, school staff and outside support agencies are involved from the beginning in planning actions and ways forward to support pupils with ALN.
- ▶ To ensure that parents are given **regular opportunities** to be informed of their child's progress.
- ▶ To ensure that ALN pupils are involved, where practical, in **decisions** affecting their future ALN provision and that all decisions are in the **best interests of the child**.
- ▶ To work in **partnership** with parents, pupils and other agencies e.g. Educational Psychologist, Speech Therapists, Social Workers, School Nurse etc.

Fe fydd y panel ADY yn:



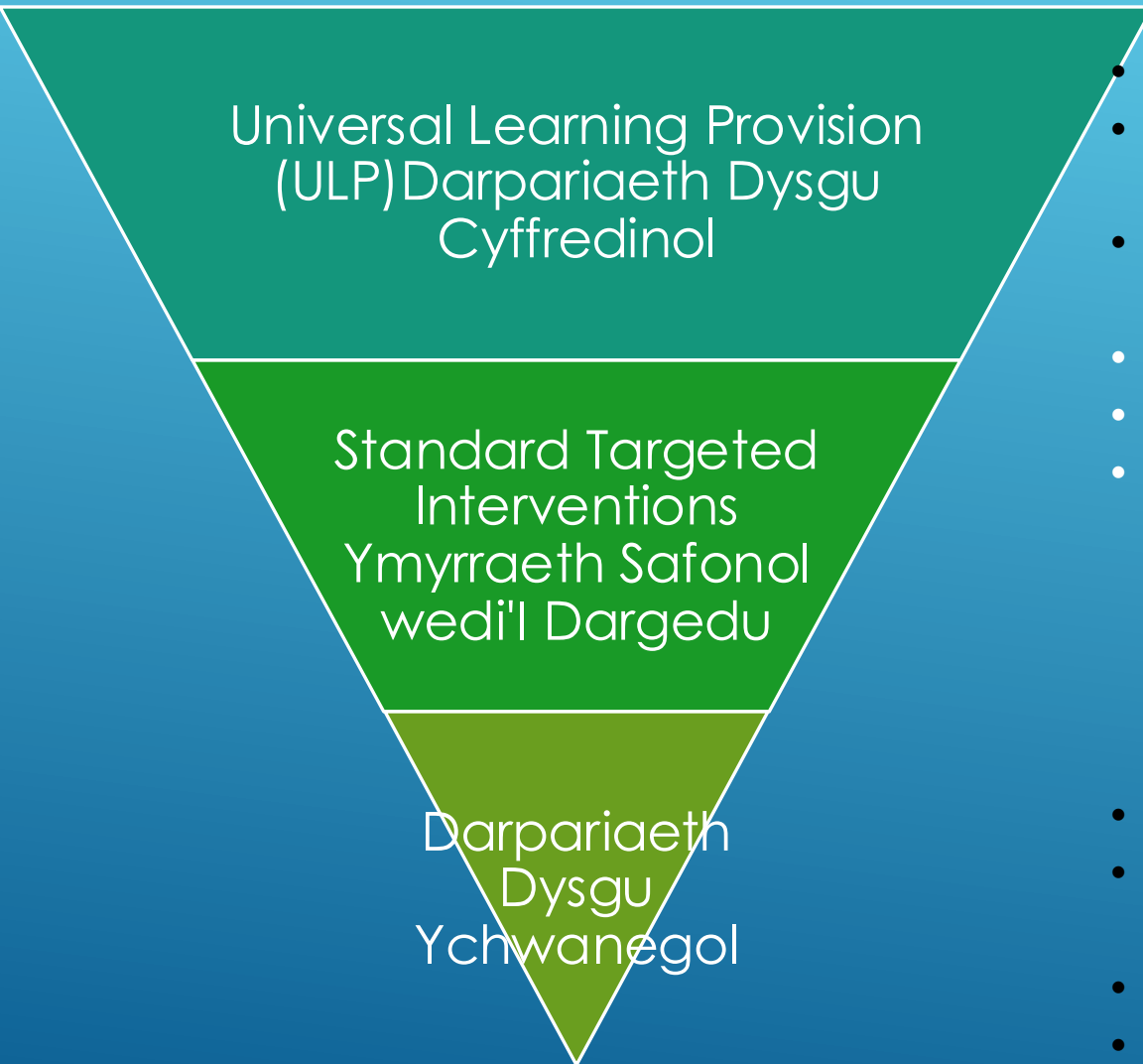
Pan godir ymholiad ynghylch cymorth ychwanegol i ddisgybl, bydd ein panel ADY yn adolygu'r holl ddata a'r wybodaeth a gasglwyd ac yn penderfynu ar y cyd ar y camau nesaf ar gyfer y plentyn hwnnw, gan ddefnyddio eu hystod eang o arbenigedd. Bydd y penderfyniad ynghylch a oes gan ddisgybl angen dysgu ychwanegol ai peidio yn cael ei gyfleu'n glir a gofynnir am gymorth pellach gan yr Awdurdod Lleol os bydd angen. Bydd cynllunio'r ffordd ymlaen yn cynnwys y disgybl a'r holl oedolion o amgylch y plentyn i sicrhau bod cefnogaeth gyson yn ei le

Our ALN Panel will:



When a query is raised regarding additional support for a pupil, our ALN panel will review all of the data and information gathered and collectively decide on the next steps for that child, using their broad range of expertise. The decision on whether or not a pupil has an additional learning need will be clearly communicated and further support sought from the Local Authority if necessary. Planning the way forward will include the pupil and all adults around the child to ensure consistent support is in place.

Darpariaeth Ddysgu yn Ysgol Yr Hendy



ULP – ar gael i bob disgybl ac yn cynnwys:

- Profiadau addysgu a dysgu o ansawdd uchel ar draws cwricwlwm eang, cytbwys a pherthnasol
- Amgylchedd sy'n ysgogi ac yn gyfeillgar i gyfathrebu
- Gwahaniaethu er mwyn sicrhau mynediad i bawb ar lefel briodol
- Amcanion dysgu clir a disgwyliadau

Ymyriadau Safonol wedi'u Targedu – rhan o'r ULP:

- Yn cefnogi datblygiad sgiliau penodol lle nodir angen
- Fel arfer grwpiau bach
- Gallai gynnwys Ffoneg, Read Write Inc, Tric a Chlic, ChAt, Reading Eggs, Doodle Maths, llawysgrifen, ELSA, Lego Therapy a llawer o rai eraill yn dibynnu ar anghenion y disgyblion.

DDdY – yn cael ei gynnig i nifer fach o ddisgyblion lle nad yw cynnydd nodweddiadol yn cael ei wneud

- Dwys a hynod strwythuredig
- Fel arfer yn cael ei hysbysu gan gyngor gan asiantaethau eraill
- Unigol neu grŵp bach iawn
- Fel arfer yn cael ei gysylltiedig a nod CDU

Learning Provision at Ysgol yr Hendy

Universal Learning Provision
(ULP) Darpariaeth Dysgu
Cyffredinol

Standard Targeted
Interventions
Ymyrraeth Safonol
wedi'i Dargeddu

Darpariaeth
Dysgu
Ychwanegol

ULP – available to all pupils and includes:

- High quality teaching and learning experiences across a broad, balanced, relevant curriculum
- Environment that stimulates and is communication friendly
- Differentiation to ensure access for all at an appropriate level
- Clear learning objectives and expectations

Standard Targeted Interventions – part of ULP:

- Supports development of specific skills where a need is identified
- Usually small groups
- Could include Phonics, Read Write Inc, Tric a Chlic, ChAt, Reading Eggs, Doodle Maths, handwriting, ELSA, Lego Therapy and many others depending on needs of the pupils

ALP – offered to a small number of pupils where typical progress is not being made

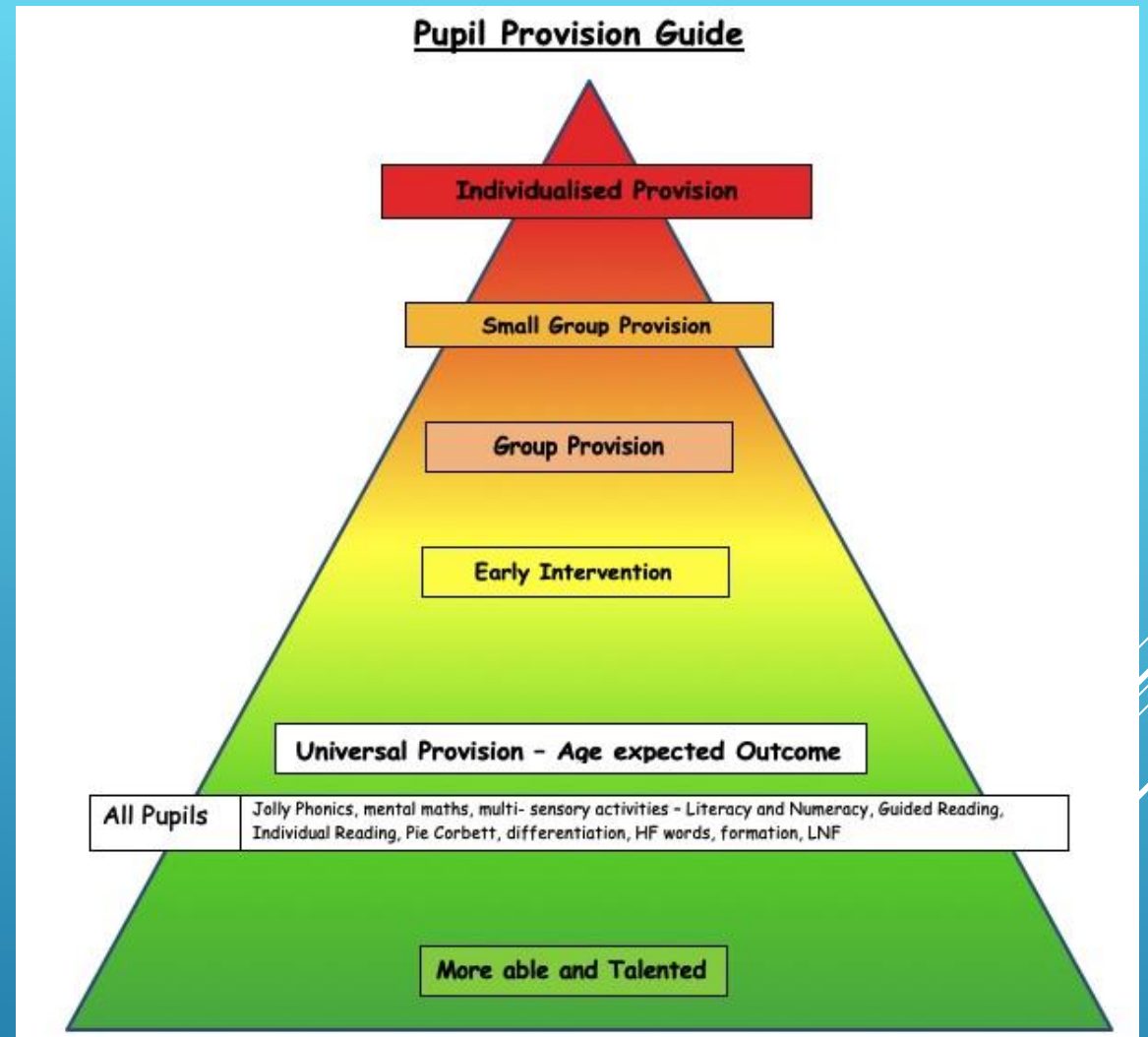
- Intensive and highly structured
- Usually informed by advice from other agencies
- Individualised or very small group
- Usually linked to an IDP outcome

Er mwyn sicrhau bod holl anghenion plant yn cael eu diwallu, rydym yn mapio'r ddarpariaeth sydd ei hangen ar bob dosbarth trwy gwblhau Pyramidiau Darpariaeth.

Trwy graffu ar ddata cynnydd plant gan ddefnyddio canllaw cynnydd, rydym yn nodi plant nad ydynt yn cyrraedd eu lefelau/canlyniadau disgwyledig yn ôl oedran. Yna edrychwn ar sut y gallwn eu cefnogi i gau'r bwlch cyrhaeddiad drwy ddarparu ymyriad priodol iddynt.

Mae'r ddarpariaeth hon yn cael ei diweddarau bob tymor, fel rhan o'r Cyfarfodydd Cynnydd Disgyblion, i sicrhau bod pob plentyn bob amser yn cael mynediad at y lefel briodol o ymyrraeth.

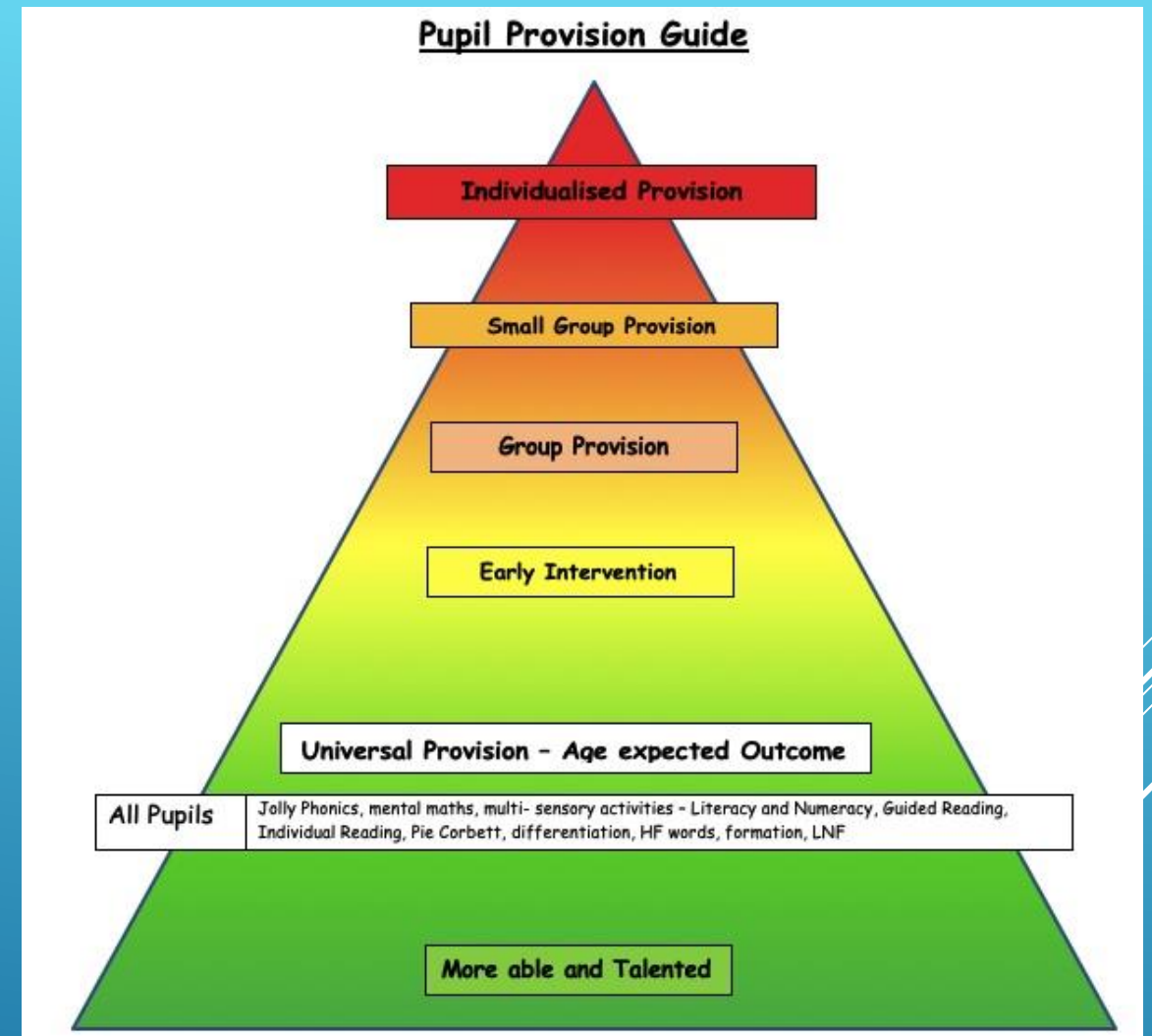
MAPIO'R DDARPARIAETH



To ensure that all children's needs are met, we map the provision that every class needs by completing Provision Pyramids.

By scrutinising children's progress data using a progress guide, we identify children that are not meeting their age-expected levels/outcomes. We then look at how we can support them to close the attainment gap by providing them with an appropriate intervention.

This provision is updated termly, as part of the Pupil Progress Meetings, to ensure that all children always have access to the appropriate level of intervention.



MAPPING PROVISION

Our curriculum is designed to prepare our pupils with the skills needed to live successful and fulfilling lives. It provides pupils with opportunities to gain knowledge and skills in different areas of the curriculum, refine these skills developing their understanding and finally applying this knowledge and skills in different situations. As we have always strived to do as a school, every opportunity is used to develop the **whole learner** within **real life contexts** whether it be inside or outside the classroom.

The world our pupils are growing up in is becoming ever more digitalised. It is essential therefore that our curriculum gives them the opportunity to develop a broad understanding of how to succeed in an increasingly digital world. We follow a **digital competence framework (DCF)** developing digital skills across the curriculum, whilst preparing them for the opportunities and risks that an online world presents.

Teachers ensure that individual learners are planned for appropriately. Firstly, teachers plan to develop awareness of new skills, then they consolidate on these skills, supporting the needs of each child. Teachers then ensure that the pupils are secure in their understanding. The final step is to assess whether they have mastered these skills by applying them to different contexts. This process is completed within a **progression step** relevant to their need and may take up to three years to travel through the different stages from awareness to mastery.

Each AoLE has a number of **What Matters** statements, which ensure breadth. These are further broken down into **descriptions for learning ('I Can')** statements which sets out coverage of the fundamental key concepts of The Curriculum for Wales. within each area of learning.

As a guide to planning, the school has mapped out expectations of where we would expect children of differing abilities to be at the end of each year group. This will help teachers to plan for the individual needs of each child.

Fel canllaw i gynllunio, mae'r ysgol wedi mapio'r disgwyliadau o ran ble y byddem yn disgwyl i blant o alluoedd gwahanol fod ar ddiwedd pob grŵp blwyddyn. Bydd hyn yn helpu athrawon i gynllunio ar gyfer anghenion unigol pob plentyn.

PS4	Emerging	Developing	Secure	Mastered	PS4	Emerging	Developing	Secure	Mastered	PS4	Emerging	Developing	Secure	Mastered	PS4	Emerging	Developing
Nursery	Yellow	White	Green	Green	Nursery	Green	Green	Green	Green	Nursery	Green	Green	Green	Green	Nursery	Green	Green
Reception	Red	Yellow	White	Green	Reception	Green	Green	Green	Green	Reception	Green	Green	Green	Green	Reception	Green	Green
Year 1	Red	Red	Red	Yellow	Year 1	White	White	Green	Green	Year 1	Green	Green	Green	Green	Year 1	Green	Green
Year 2	Red	Red	Red	Red	Year 2	Yellow	White	Green	Green	Year 2	Green	Green	Green	Green	Year 2	Green	Green
Year 3	Red	Red	Red	Red	Year 3	Red	Yellow	White	Green	Year 3	Green	Green	Green	Green	Year 3	Green	Green
Year 4	Red	Red	Red	Red	Year 4	Red	Red	Red	Yellow	Year 4	White	White	Green	Green	Year 4	Green	Green
Year 5	Red	Red	Red	Red	Year 5	Red	Red	Red	Red	Year 5	Yellow	White	Green	Green	Year 5	Green	Green
Year 6	Red	Red	Red	Red	Year 6	Red	Red	Red	Red	Year 6	Red	Yellow	White	Green	Year 6	Green	Green

PLANNING AND PREPARING FOR LEARNING

► Vulnerable Assessment Profile (VAP)

The VAP identifies and tracks pupils that may require additional support, utilising a scaled and progressive scoring system based on the following , which could impact on their ability to access learning - Gender, School Moves, Free School Meals, Additional Learning Needs, Home Language, Outside Agency Involvement, Attendance %.

Mae'r VAP yn nodi ac yn olrhain disgyblion y gallai fod angen cymorth ychwanegol arnynt, gan ddefnyddio system sgorio gynyddol a graddedig yn seiliedig ar y canlynol , a allai effeithio ar eu gallu i gael mynediad at ddysgu - Rhywedd, Symud Ysgol, Cinio Ysgol Am Ddim, Anghenion Dysgu Ychwanegol, Iaith y Cartref, Cyfranogiad Asiantaethau Allanol, Presenoldeb %.

Year 6 23-24	VAP							VAP Total				
Enw/Name	Sex	Sch Move	FSM	ALN	Home Lang	Out Agencies	Exclusions	Att 22-23	Att Aut 23	Att Spr 24	Att Sum 24	
	Male							98.92	98.7			1
	Female			Intervention				72.7	77.8			4
	Male							97.43	87.9			1
	Male	2 moves		IDPLA		LAC	Fixed	88.67	97.3			22
	Male							95.95	98.7			1
	Female	1 move						99.12	90.6			3
	Female		Yes					95.14	93.2			4
	Male	1 move						90	93.3			5
	Female		Yes					81.08	81.2			7
	Female			Intervention				94.86	99.4			2
	Female							95.14	81.1			0
												VAP SCORES
								95%+				0 pts to 2 pts
FSM								90% - 94.99%				3pts - 5pts
Traveller								85% - 89.99%				6pts - 10pts
LAC								80% - 84.99%				11pts - 15 pt

VAP Scoring

1. Rhyw/Sex

Bachgen/Boy = 1pt
Merch/Girl = 0pt

2. Symud ysgol/Moved school

Heb symud ysgol / not moved school = 0pt
Symud unwaith/ moved once = 3pt
Symud ysgol dwywaith/ moved twice = 6pt
Symud ysgol tairgwaith (+)/ move (+) times = 9pt

3. Cinio rhad/FSM

Ddim yn gymwys i ginio rhad/ Non-FSM = 0pt
Yn gymwys i ginio rhad/ Receives FSM = 4pt

4. Anghenion dysgu ychwanegol/ALN

IDP Sir/ LA IDP = 6pt
CAU / IDP Ysgol/ School IDP = 4pt
CDU / IEP = 2pt
Derbyn ymyrraeth/Receives Intervention = 1pt

Effective assessment procedures are an essential part of knowing our pupils. It helps us understand the current attainment of each child, whilst giving teachers a clear picture on how to plan the **next steps** for learners so they can continue on their educational journey. These assessment procedures take on the form of both **formative** and **summative** in nature, taking into consideration a range of methods to ascertain where each child is.

We give our children **regular feedback** on their learning so that they understand what it is that they need to do better. This feedback takes on many forms from written to oral, depending on the task and challenge. This allows teachers to plan accordingly, focussing on what is needed to either consolidate or move on with certain skills.

Parents receive termly reports on their child's progress. This usually takes the form of face-to-face parents' evenings during the Autumn and Spring terms, whilst they receive a written end of year report during the Summer term.

We operate an open-door policy here at Hendy Primary School where parents are free to ask for formal or informal consultations on their children anytime during the year.

To ensure that our assessment procedures are robust, it must tell us the following:

- ▶ Can our children demonstrate (written, orally, practically etc.) what they know and how they know?
- ▶ Do our children understand what they need to do next to improve their work or to progress to the next step or stage?
- ▶ Can teachers plan work accordingly to reflect the current need of each child within each AoLE?
- ▶ Are teachers able to provide regular information for parents that enable them to support their child's learning?
- ▶ Do AoLE leads know the strengths, weaknesses and the way forward for their area?
- ▶ Can teachers provide the head teacher and governors with information that allows them to make judgements about the effectiveness of the school.

To help the developmental process through each of the progressions of learning statements, we are currently working on the following model which shows how our children are progressing through each 'I can' statement

