



Trellech Primary School

Governors' Annual Report to Parents

2020/21



'Nurture the challenge, inspire the success'

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"Nurture the Challenge, Inspire the Success"

1. Introduction

The 2020/21 academic year continued to provide challenges as we returned to school in September 2021, with staggered intake times, break and lunch times, and maintaining contact groups that were not able to mix. The school continued to refine and adjust to a hybrid approach, learning to navigate between face-to-face teaching and online digital provision. Following a disrupted Christmas break, all schools in Wales reverted back to Blended Learning for the Spring Term 2021, running the provision of education hub for all children of key workers as well as daily online learning for all other pupils. So much was learnt during the first lockdown, allowing staff to consolidate best practice, using digital platforms to support and enhance online learning during the disruptions caused by COVID-19 pandemic. We are extraordinarily proud of the ways in which the school community supported each other so that Trellech Primary School remained a safe and wonderful place to learn. We had no class closures due to the spread of the virus and opened fully to all pupils after the Easter break with all pupils returning to resume face-to face learning. Whilst the conditions for learning were not in our usual collaborative style, all teaching staff worked diligently to try and provide as many exciting and innovative opportunities for their pupils, who had already missed out on so much. Of course, the minimum disruption has relied, and continues to rely on your ongoing support for which we are extremely grateful.

We do not wish to dwell too much on the challenges faced during this academic year, understanding that life has been difficult and compromising for everybody. Rather, we hope to highlight the many successes of the school, including progress towards Curriculum for Wales, which becomes statutory from September 2022 and which was not significantly affected by the lockdown in 2020-21. The school remains focused, engaged and committed to the new curriculum.

On behalf of the Governing Body, we hope that this report will give you a valuable insight into the work that goes into enriching our children's lives, despite the on-going disruption.

2. Governing Body Membership

Members of the Governing Body

Chair of Governors	Mrs L Thomas
Representing	LA
Term Office Ends	Elected Annually

Vice Chair of Governors	Mrs Julie Warren
Representing	Parent
Term Office Ends	Elected Annually

Governor	Representing	Term office ends
Mrs P Lloyd	Community	11/07/2023
Mrs J Rogers	Community	04/02/2024
Mr John Gooding	Community	20/07/2024
Vacancy	Community	
Mr Christopher Edwards	LA	19/07/2024
Mrs L Thomas	LA	17/09/2023
Vacancy	LA	

MS C Bates	Parents	25/06/2022
Mrs C Dehareng	Parents	31/08/2023
Mr W Hockey	Parents	31/08/2023
Mrs J Warren	Parents	25/01/2022
Mrs J Fawsitt	Staff	11/07/2023
Mrs K Peacock	Teachers	02/07/2023
Mrs Karen Christofi	Headteacher	Ex Officio

The Clerk to the Governing Body is Mrs Deanna Friend

Arrangements for the next election of Parent Governors

At the time of publication, there are no parent vacancies.

Role of the Governing Body

Governors play a strategic role in school to provide future direction and guidance. Collectively, governors have a responsibility for developing and agreeing the school's key strategic documentation such as agreeing the Priorities within the School Development Plan (SDP), and monitoring progress towards these priorities through self-evaluation processes (SER). Governors are responsible for overseeing the Annual Report to Parents and other statutory policies such as Safeguarding, Health and Safety and Admissions. Through their commitment and involvement, they monitor all aspects of school life including curriculum delivery and innovation, standards attained by learners, quality of teaching and learning and the school's finance. They have an important safeguarding and child protection role and they help to define the aims and ethos of the school.

Governors set the budget, maintain school premises and agree the staffing structure and resourcing. Parent Governors have a further role in providing a formal link between parents and the school.

The Headteacher is responsible for the day-to-day management of the school, and works both in partnership and under direction of the Governing Body. The Governing Body acts as critical friend, challenging, monitoring and supporting the work of the school.

The Governing Body has a number of panels and sub-committees that work together on a variety of issues such as finance, health & safety and staff appointments. Following panel or subcommittee meetings, reports are fed back to the next full meeting of the Governing Body.

Contact with the governors can be made via the school:
Tel: 01600 860395 or trellech.governors@gmail.com

2. Financial Details

MONMOUTHSHIRE CHILDREN AND YOUNG PEOPLE DIRECTORATE

School Budget Share for Financial Year 1st of April 2020 to 31st March 2021

TRELLECH PRIMARY

(a) Age-Weighted Pupil Units

Age Group	Funding Per Pupil £	January 2020 Pupil Numbers	Total Funds Allocated	
3-4	2447.25	0	-	
4-5	2444.27	23	56,218.11	
5-6	2444.27	22	53,773.85	
6-7	2444.27	29	70,883.71	
7-8	2412.29	26	62,719.45	
8-9	2412.29	27	65,131.74	
9-10	2412.29	25	60,307.17	
10-11	2412.29	28	67,544.03	
		180	436,578.05	436,578

(b) Premises and Other Factors

Building Maintenance	4,554	
Caretaking	25,734	
Cleaning	10,229	
Energy	11,061	
Rates	15,783	
Grounds Maintenance	5,978	
Governors Services	999	
Finance and Management Support Services	1,657	
Central ICT	1,676	
Maternity	5,296	
Creditor Payments	1,000	
Personnel Services	2,351	
Joint Leisure Facilities	1,694	
Lifeguards	516	
Library Service	-	
Protection	-	
Deprivation	-	
NNEB Funding	16,739	
Threshold	-	
Lump Sum	131,935	
	237,202	237,202
Lump Sum	5,832	
Band Funding	6,081	
	11,913	
Unit Funding	11,913	11,913
TOTAL FUNDING	11,913	685,693

Financial summary

	2018/19	2019/20	2020/21
Income			
General	£154,276	£118,327	£104,807
Funding	£635,053	£660,355	£710,019
Total Income	£764,666	£778,682	£814,826
Expenditure			
Employee costs	£656,093	£658,236	£615,502
Supplies and services	£38,715	£29,055	£25,404
Premises costs	£76,298	£61,232	£62,444
Transport	£435	£0	£0
Fair funding	£42,638	£38,755	£30,629
Total Expenditure	£814,179	£787,278	£733,579
Summary			
Total Income	£764,666	£778,682	£814,826
Contribution to/from reserves	-£24,850	£-8,596	£32,428
Reserves brought forward	£85,949	£61,099	£81,740
Balance carried forward	£61,099	£52,504	£114,168

4. Action Taken by the Governing Body/School

Monitoring Progress on School Development Plan

Every three years we produce a School Development Plan (SDP). The plan is the result of an analysis of the school's needs, strengths and areas for development as identified by our own internal monitoring, assessment and evaluation systems, as well as from pupil and parent voice, input from the Governing Body, inspections and reviews and from the Education Achievement Service consortium (EAS) and the Local Authority (LA).

The School Development Plan contains the long-term priorities and ambitions, which the school wishes to work towards, and also short-term actions which will ensure that the long-term priorities are achieved. We also ensure we align our development areas to both local and national priorities.

The School Development Plan is a comprehensive document. It is a strategic plan and, more importantly, a working document for all staff and learners involved at Trellech Primary School. We believe that it is important for everyone who has an interest in the future of our school to be aware of what we are striving to achieve, and of how we intend to do this.

School Development Priorities 2020-21

Priorities 2020-21	Responsible Individual/s	Support Personnel	Monitored By
Leadership			

<p>Priority Area 1: Continue towards the realisation of transformational curriculum for Wales, adapting and exploring new approaches, with a means to improving learning and outcomes for all learners</p>	All staff as leaders of learning	Headteacher K Peacock (Professional Learning Lead) Professional Pioneer networks Cluster working	Headteacher/SLT Governors Challenge Adviser
<p>Priority Area 2 With all key stakeholders, develop a shared vision for Blended learning centred on the learning of all pupils and linked to the whole school vision</p>	SLT All staff Governors	LA EAS	Headteacher/SLT Governors Challenge Adviser
Health and Well- Being			
<p>Priority Area 3 Continue to ensure effective self-evaluation using staff appraisal and Professional Standards to improve school and staff performance and continuing professional development. Encourage learners and staff to embrace new strategies to enhance their learning experience and develop skills</p>	K Peacock- Well-being lead C Cotton – ALNCO	Headteacher Cluster School to school External agencies LA support officers	Headteacher Mrs K Peacock Governors
<p>Priority Area 4 Leaders to provide staff with support and guidance in the new learning environment by providing appropriate strategies, guidance and scaffolds.</p> <ul style="list-style-type: none"> • Reaffirming / establishing a whole school approach to wellbeing • Re-evaluating and / or reaffirming core values of the schools • Re-establishing routines and structure 	KS leads SLT	External agencies Cluster schools EAS	Headteacher Governors Challenge Advisor
Teaching and Learning			
<p>Priority Area 5 To improve classroom practice by utilising relevant technologies and skills to improve the digital competencies of learners -using the most appropriate digital learning platforms to support a blended approach to teaching and learning.</p>	L Powell lead All staff	Headteacher Cluster School to school Professional enquiry	Headteacher, Digital Lead
<p>Priority Area 6 Utilise Curriculum Reform to support curriculum design and innovation in ensuring that that all staff understand and plan for:</p> <ul style="list-style-type: none"> • The underpinning philosophy of the Curriculum for Wales and the structure and features of the new curriculum framework • The key principles of curriculum design - pedagogical principles and strategies, cross-curricular skills and cross-cutting themes. 	SLT All staff	Headteacher School to school working Professional enquiry	SLT EAS LA Governing Body

<ul style="list-style-type: none"> The principles of progression and how these relate to learner 			
Standards			
Priority Area 7 Ensure all learners reach their potential through inclusive approach and appropriate intervention and challenge for all groups of learners but with a clear focus on MAT pupils and pupils identified as ALN.	C Cotton – MAT and ALNCO lead	LA ALN lead Cluster ALN support NACE	LA Headteacher NACE
Priority Area 8 Review standards of English and literacy, Maths and numeracy to identify gaps in learning due to COVID 19 and reduce any learning deficit in groups of and individual learners	D Miles R Maunder	All staff External support from providers e.g. Ruth Miskin, Big Maths ETLF	Headteacher Governing Body

Evaluation of 2019-20 School Development Priorities

Progress towards Priorities				
Judgement/Evaluation	Achieved & Sustained	Very Good Progress	Satisfactory Progress	Limited Progress
	Priority met in every way	Most aspects of the priority have been met	Priority met in many ways	Not adequate progress made towards priority
Definition	Does not require any further attention to any aspect Very high impact on standards and /or the quality of provision	Requires attention to only minor aspects Positive impact on standards and/or the quality of provision	Continues to require attention to some important aspects Adequate impact on standards and/or the quality of provision	Each aspect or many important aspects require urgent attention Limited or no impact on standards and/or quality of provision

Priority 1: Develop all staff as leaders of learning in relation to transformational curriculum for Wales; The National Mission; Professional Standards and Schools as Learning Organisations	Termly monitoring		
	Aut	Spr	Sum
1. Develop all staff as leaders of learning in relation to transformational curriculum for Wales			
2. Review planning frameworks to take account of Curriculum for Wales			
3. Develop effective systems to audit and track new curriculum requirements			
4. Fully implement the school's SMILE curriculum as whole school initiative to develop pupil led/ independent learning.			
5. Generate robust performance Management objectives for all teaching and support staff aligned to curriculum transformation and professional standards			

6 Develop new teaching & learning partnerships to reflect curriculum transformation - Reception/Year1, Years 2/3, Years 4/5/6 planning collaborations			
7. Implement a consistent approach to learning environments throughout the school, with four purposes evident and continually reflected on by staff and pupils.			
8. Provide all staff with the tools within the ETLF in order to carry out effective self-evaluation activities.			
9. Ensure high quality teaching and learning using the ETLF with secure and high impact on learners evident in 100% of lessons observed.			
10. Use SLO audit and evaluation toolkit for identification of core dimensions for whole staff engagement and improvement in collaborations, pedagogy and collegiality			
11. Develop leadership capacity within the school by supporting all staff to develop leadership skills as subject leads, and through engagement with cluster peer reviews using elements of the ETLF to ensure consistency of cluster approach to curriculum transformation and effective pedagogy.			

Priority 2: Further improve wellbeing for staff and pupils throughout the school in line with curriculum reform /National Mission Enabling Objective 3 ethos, fully engaging with EAS well-being model and effective cluster partnerships.	Termly monitoring		
	Aut	Spr	Sum
1. Full implementation of cluster agreed Thrive programme.			
2. Further develop the role of Wellbeing lead to ensure all staff are up to date with key programmes – e.g. ACE Awareness training, Health and well-being audit			
3. Review and maintain attendance to be in line with LA target of 96.4%			
4. To develop systems for improved pupil voice whereby all pupils are involved in school committees.			
5. Focus on THRIVE strategies, with all staff and utilise Thrive strategies to support all learners.			
6. Continue to develop and embed metacognition strategies that support pupils to become more resilient in their learning and improve attitudes to learning.			
7. Continue to audit impact and make effective use of external providers to support healthy, active and mindful lifestyles.			
8. Whole school/Cluster engagement with LA initiative on Values based transformation Compass for Life. Development of a values based education that promotes a positive learning modelled by staff.			

Priority 3 To improve classroom practice by utilising relevant technologies and skills to improve the digital competencies of learners and to improve practice in STEM subject in line with AOEs, DCF and inquiry-based research.	Termly monitoring		
	Aut	Spr	Sum
1. Whole school engagement in STEM lessons and techniques.			
2. To maintain standards in Maths and Science using STEM to motivate and engage learners			
3. Rich tasks using STEM subjects planned in all classes to improve standards in teaching and learning in science, maths and technology			
4. Established links through school to school working to improve the children's engagement with, & understanding of the role of STEM in the world of work.			
5. Review the provision for ICT across the school and identify gaps in provision to ensure compliancy with DCF.			
6. Ensure that evidence of pupils' ICT is appropriately signposted and easily accessible for MER (monitoring and evaluation) activities.			

Priority 4 To continue to focus on and improve the teaching of Welsh 2 nd language throughout the school and to promote pupil engagement for Welsh language and culture.	Termly monitoring		
	Aut	Spr	Sum
1.Ensure pupil targets for Yr 6 pupils are achieved			
2. Completion of phase 1 of the 'Cymraeg Campus' Bronze award to support bilingualism from Reception to Year 6.			
3. Promote a strong Welsh ethos throughout the school .			
4. Ensure year groups are equipped with relevant resources to effectively deliver Welsh.			
5. To raise standards in Welsh - with focus on: further improving extended writing skills in Welsh and Welsh oracy skills			
6. To ensure teachers to have up-to-date subject knowledge and understanding of national and local priorities relating to Welsh.			
7. Increasing engagement of pupils with Welsh through the implementation of Antur Anhygoel packs.			
8. All staff are confident in recognising and awarding a level in all three attainment targets for Welsh			
9. Further develop and improve interactive displays and labels which support development and use of familiar vocabulary.			

Priority 5 Ensure all learners reach their potential through inclusive approach and appropriate intervention and challenge for all groups of learners but with a clear focus on MAT pupils and pupils identified as SEN. Review current provision for MAT pupils and align to new NACE self-evaluation Framework (re-accreditation of NACE Challenge Award)	Termly monitoring		
	Aut	Spr	Sum
1 Develop and support the role of the ANLCO/MAT lead			
2. Continue to ensure ALNCO lead updates staff on ALN reform that informs policy and practice.			
3. Update pupil trackers, including MAT and ALN to monitor progress and ensure all pupils reach potential.			
4. Continue engagement opportunities with cluster to evaluate and improve teaching and learning with improved high impact on learners			
5. Audit MAT provision within school using the updated NACE framework and ensure Action Plan has clear targets for improvement with specific time frames			
6. Analyse impact of high-quality teaching and learning on all pupils using the ETLF to ensure 100% of lessons continue to be at least 'good' with improved levels of high impact on learners, with a focus on challenge, differentiation for MAT pupils.			
7. Successful re-accreditation of NACE Challenge Award for Autumn 2019			

Priority 6 – Continue to monitor and challenge standards of English and literacy, Maths and numeracy by addressing within school variance.	Termly monitoring		
	Aut	Spr	Sum
1.Attainment at Outcome 5 in LLC of 92% (equating to two identified pupils in the cohort) Maintain % of pupils attaining Outcome 6 to at least 50% in line with performance of broadly similar schools			
2.Maintain attainment at Level 4 in English of 96% (4% equating to one pupil in the cohort) Attainment at Level 5 to at least 71% in line target setting and Teacher Assessment			

3. Ensure continued RWI development days and skills update for all teaching staff including LSAs. Half termly tracking of all pupils to monitor progress in line with expected levels.			
4. Ensure genre coverage is broad and varied across the school with clear progression evident.			
5. Upskill and support NQT through training programme to teach effective literacy skills			
6. Audit effectiveness of Literacy strategies within the school			
7. All staff have evaluated of the outcomes of the moderation progress. All staff are confident in recognising and awarding LLC Outcomes and English Levels in all three attainment targets.			
8. All staff understand and utilise the Excellence in Leadership Teaching Framework. All staff understand what high impact on learners looks like in Literacy			
9. Revise current planning for Literacy to ensure alignment with LLC AOLE (What Matters Statement, Knowledge, skills and experience). Ensure alignment with the revised Literacy Framework			
10. Audit and evaluate all valuable information and data from HT engagement with Estyn thematic work on language acquisition skills to audit practice and identify areas for improvement.			

Priority 6 – Numeracy Continue to monitor and challenge standards of English and literacy, Maths and numeracy by addressing within school variance.	Termly monitoring		
	Aut	Spr	Sum
1. Attainment in Outcome 5 in MD of 92% (equating to two identified pupils in the cohort) Improve % of pupils attaining Outcome 6 to at least 50% in line with performance of broadly similar schools			
2. Maintain attainment at Level 4 in Maths of 96% (4% equating to one pupil in the cohort) Attainment at Level 5 to at least 60% in line target setting and Teacher Assessment			
3. Numeracy lead to monitor quality of teaching and learning and impact of Maths programmes through MER and pupil tracking			
4. To monitor effectiveness of Numeracy resources within the school through data analysis and stakeholder feedback			
5. Improved performance of pupils in National Numeracy and Reasoning tests			
6. All staff to have improved understanding of the Excellence in Leadership Teaching Framework.			
7. To upskill and support NQT through training to teach effective Numeracy skills.			
8. All staff to have ownership of the outcomes of the moderation progress. All staff are confident in recognising and awarding MD Outcomes and Maths Levels.			
9. Revise current planning for Numeracy to ensure alignment with Maths and Numeracy AOLE (What Matters Statement, Knowledge, skills and experience)			

Performance and Target Information

Due to the COVID-19 pandemic and statutory school closure, schools were not required to collect and publish subject performance data and the Welsh Government have removed the requirement to report on this area in this year's Governing Body's Annual Report to Parents.

In the same way, the requirement for Governing Bodies in Wales to produce and publish performance targets for Foundation Phase (Reception – Year 2) and Key Stage 2 (Year 3-6) were also removed.

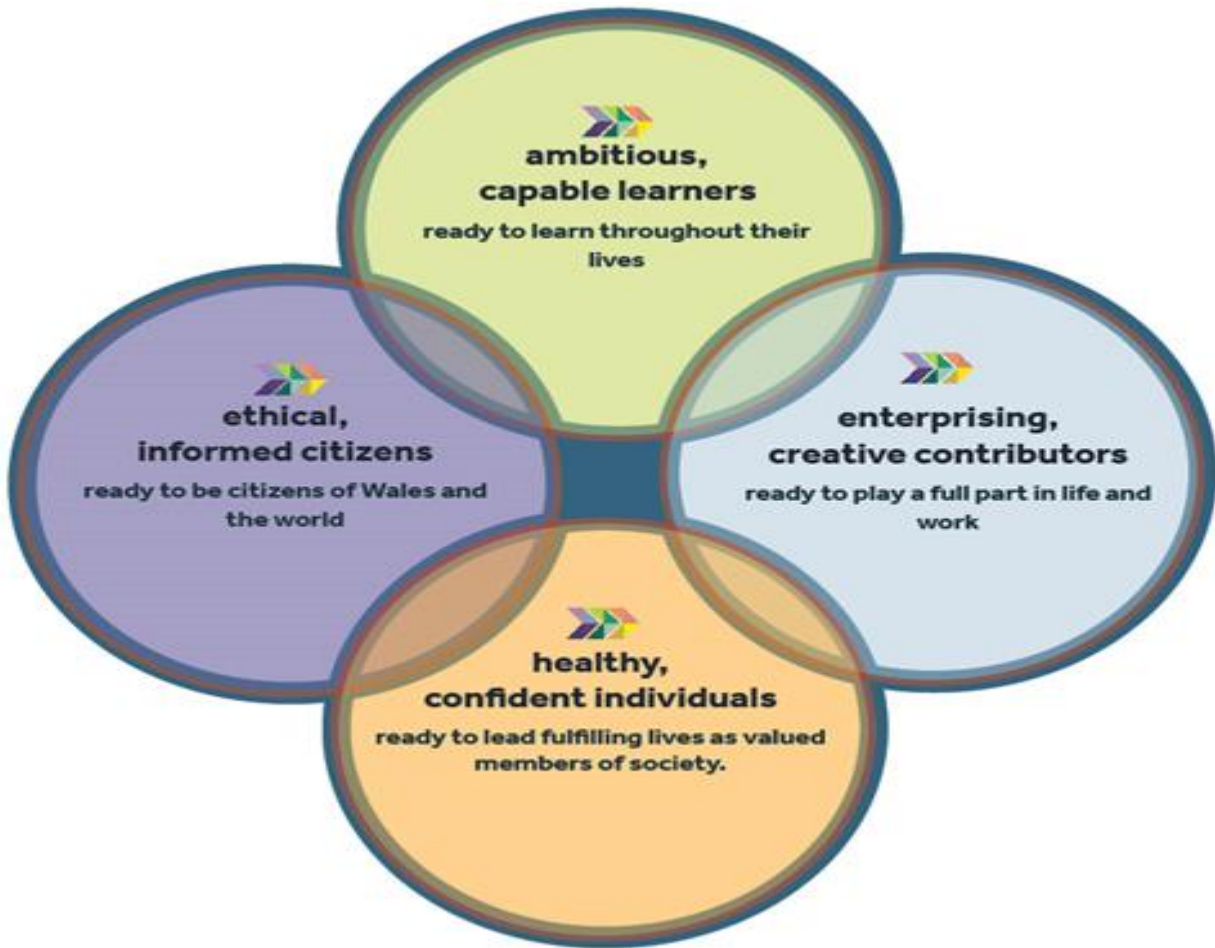
Changes to the school prospectus

- The school prospectus updates for 2020-21 include:
- Number of pupils on roll
- Staffing structure, areas and responsibilities
- Changes in school governors
- School term dates
- Training days
- Attendance figures
- End of Key Stage data
- School uniform
- Times for parent consultations and written reports
- School Improvement Plan priorities and local targets
- Changes in LA personnel where relevant to the school
- COVID information
- Update in progress towards curriculum for Wales

5. Curriculum for Wales 2022

Curriculum for Wales will become statutory from September 2022. the new curriculum seeks to broaden learning, supporting schools to be more flexible in their approaches, and enabling teachers to be more innovative and creative.

At the heart of curriculum are the four purposes, setting out the aspirations for all children, enabling them to be successful learners, who play an active part in their community and wider society, and who are prepared to thrive in an increasingly complex world. The four purposes of the curriculum are the starting point for all decisions in respect of Curriculum for Wales 2022. The term 'Curriculum' includes all the learning experiences and assessment activities planned to develop children as:



Curriculum for Wales 2022 is organised into learning around six areas of learning and experience which are:

Preparing for the new curriculum: April 2019

Areas of learning and experience

- Expressive Arts
- Humanities
- Health and Well-being
- Science and Technology
- Mathematics and Numeracy
- Languages, Literacy and Communication

Each area of learning and experience is organised into a suite of what matters statements which prioritise the important concepts about which learners must have experiences, knowledge and skills.

Each of the areas of learning and experience (AOLE) encompass existing subjects and disciplines. They are designed to operate together as part of a holistic curriculum. Decisions as to how these should

translate into day-to-day activities should take place in schools. Learning should be planned across the different areas of learning and experience.

Use control and click on the following links to find out more about each AOLE.

- [Expressive Arts](#)
- [Health and Well-being](#)
- [Humanities](#)
- [Languages, Literacy and Communication](#)
- [Mathematics and Numeracy](#)
- [Science and Technology](#)

Religious Education

In proposals for Curriculum for Wales 2022, religious education will continue to be compulsory. We do not intend to make any change to the requirement to deliver the agreed local authority syllabus. It is our intention also that religious education reflects our historical and contemporary relationship in Wales to philosophy and religious views, including non-religious beliefs.

Welsh Language

One of the key characteristics of the four purposes of the curriculum is to develop ambitious, capable learners who can communicate effectively in different forms and settings, using both Welsh and English. All learners should have appropriate pathways for learning Welsh and English to enable them to develop the confidence to use both languages in everyday life. There is a duty on all schools to teach Welsh for learners aged 3 to 16 and provide opportunities to use Welsh within and beyond the classroom (including on digital platforms).

Local and International Perspective

The need for learners to be rooted in their own cultures and to have a strong sense of identity within their locality, Wales, and the wider world is a key theme within the four purposes of the curriculum.

Learners should have the opportunity to develop their identity through exploring questions of culture, language and belonging in their locality and in Wales. It should provide them with an understanding of the diverse histories, cultures, values and heritage of modern Wales, and the contribution they can make to their communities.

An international perspective offers opportunities for learners to reflect on their roles and responsibilities as global citizens living in a culturally and linguistically diverse society, and to respond to the challenges of working towards a sustainable and equitable future.

6. Quality of Teaching

For some years the school has moved away from using Estyn’s (Excellent, Good, Adequate, Unsatisfactory) grading system and moved towards using the Excellence in Leadership and Teaching Framework for judging the quality of lessons observed in school.

The Excellence in Teaching and Leadership Combined Framework		
PEDAGOGY		
Associated Professional Leadership Standards	Element	Associated Professional Teaching Standards
Promoting the pedagogic vision for 2025. Promoting Welsh language and culture. Ensuring the four purposes for learners. Exploiting areas of learning. Driving real-life, authentic contexts. Using cross-curricular themes.	Creating Authentic Learning	Four purposes for learners. Exploiting areas of learning. Blended learning experiences. Real-life authentic contexts. Cross-curricular themes.
Creating the effective and inclusive learning environment.	The Learning Environment	Managing the learning environment.
Monitoring and evaluating impact. Reporting on school effectiveness. Ensuring and protecting learner entitlement. Ensuring that strategy and infrastructure are fit for purpose.	Assessment, review and evaluation	Assessment. Reflection. Recording and reporting. Involving partners in learning.
Listening to learners.	Learner Participation	Learners leading learning. Listening to learners.
Sustaining highly effective teaching. Advancing pedagogic approaches.	Subject Knowledge, Challenge, Expectations and Differentiation	Challenge and expectations. Differentiation. Sustained effort and resilience in learners.
Accepting accountability for outcomes in learning and wellbeing.	Behaviour for Learning and Wellbeing	Learning Outcomes and wellbeing.
Securing standards, wellbeing and progress.	Progress and Standards	Progression in learning.

We are delighted that Trellech School is recognised as one of 14 schools across the South East consortium involved in the significant re-writing of this framework. The change was due to leaders feeling that the grading system didn’t facilitate as much professional dialogue and a clear enough criterion for teachers to be able to identify their own strengths and areas for development. In our Estyn reports 2015, quality of teaching was deemed to be good in all areas, excellent in some, however and we felt that the use of these two judgements provided quite a blunt tool and was often subjective rather than based on a consistent framework and therefore consistent feedback to teaching and support staff.

Quality of teaching for 2020-21 (taking into account the impact of COVID-19 in carrying out lesson observations)

- 92% had a secure impact on learning
- 17% had a high impact on learning
- 8% had an acceptable impact on learning

The quality of teaching is monitored termly through using agreed elements of the framework as the focus for observations. We try to keep this process simple and uncomplicated. All teachers are observed by the Headteacher in the autumn term. Professional dialogue follows the lesson observation which leads to agreed areas for development as well as an opportunity to recognise and share good practice. During the spring term all teachers are observed by 2 members of the SLT. In the summer Term peer observations take place with colleagues developing their practice in agreed areas. Pre – COVID-19, lesson observation during one term every other year, would be carried out collaboratively with colleagues from cluster

schools as part of our school-to-school working and sharing best practice processes. Each term, teachers and all support staff meet with their performance management team leader and, using evidence from the Professional Standards, Schools as Learning Organisations (SLO) Survey, School and national priorities they agree three priorities to develop their practice over the following twelve months.

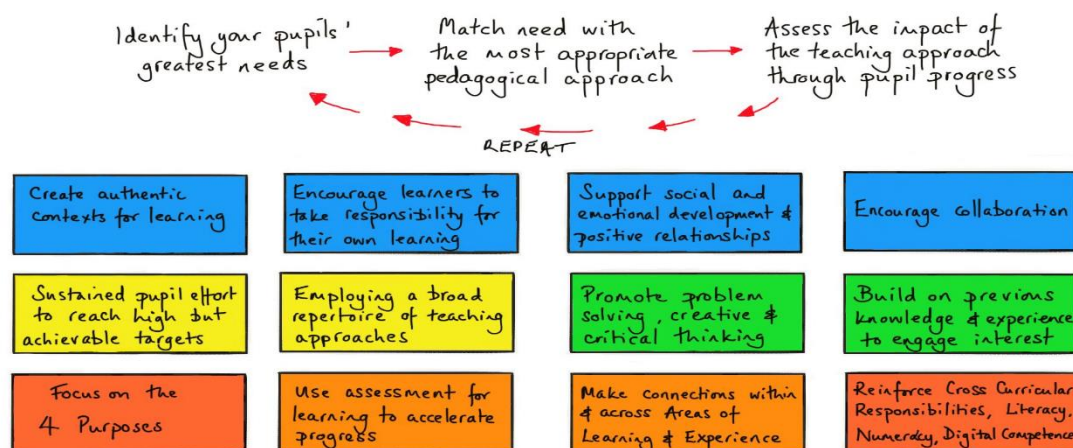
Twelve pedagogical Principles from 'Successful Futures' report

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DONALDSON'S 12 PEDAGOGICAL PRINCIPLES
& what you should do with them!

@ImpactWales

"To be clear, the recommendations of this Review do not imply an emphasis on any particular teaching approaches: decisions about teaching & learning are very context and purpose specific, and are best taken by teachers themselves." Successful Futures



For bespoke support to develop the most appropriate pedagogical approach for your pupils and context - contact enquiries@impact.wales www.impact.wales

The pedagogical principles

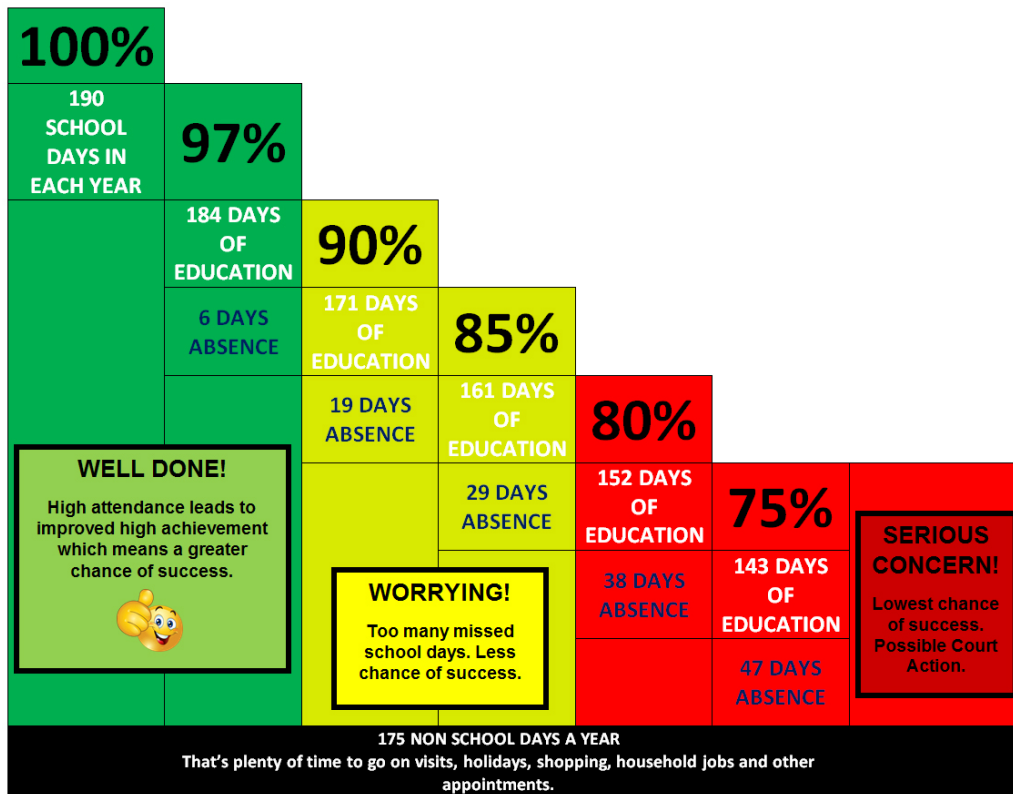
Curriculum design for all learners is underpinned by twelve pedagogical principles, which state that good learning and teaching:

- 1.maintains a consistent focus on the overall purposes of the curriculum
- 2.challenges all learners by encouraging them to recognise the importance of sustained effort in meeting expectations that are high but achievable for them
- 3.means employing a blend of approaches including direct teaching
- 4.means employing a blend of approaches including those that promote problem-solving, creative and critical thinking
- 5.sets tasks and selects resources that build on previous knowledge and experience and engage interest
- 6.creates authentic contexts for learning
- 7.means employing assessment for learning principles
- 8.ranges within and across Areas
- 9.regularly reinforces the cross-curricular skills of literacy, numeracy and digital competence, and provides opportunities to practise them
- 10.encourages learners to take increasing responsibility for their own learning
- 11.supports social and emotional development and positive relationships
- 12.encourages collaboration

7.School Attendance Targets

There were no permanent exclusions and no fixed term exclusions during 2020-21.

Due to the COVID-19 pandemic and statutory school closure, the Welsh Government have removed the requirement to report on this area in this year's Governing Body's Annual Report to Parents.



8. Organisation and Policies

Additional Learning Needs (ALN)

ALN is an umbrella term used to describe individuals or groups of learners with a diverse and often complex range of needs. The term encompasses all children and young people with learning needs which are greater than those of the majority of their peers. It includes learners who may require additional support either due to their circumstances or because they have a longer-term disorder or condition. The term ALN is much wider in scope than the term “special educational needs” in order to recognise the diverse and complex needs of learners and to reflect a more holistic approach to meeting the needs of individuals.

Learners may therefore require additional learning support if they have:

- special educational needs;
- a disability; or medical needs;
- gaps in their knowledge or skills due to prolonged absences from the education system, e.g. school refusers;
- difficult family circumstances, e.g. bereavement; and
- accessed education inconsistently, e.g. Gypsy and traveller pupils.
-

During 2020-21, approximately 11 % of pupils were registered as having an Additional Learning Need. Around 4% of these pupils’ needs were met by their class teacher and/or teaching assistant (‘School Action’), 3% of these pupils received additional support from outside the school (‘School Action +’), 2.5% of these pupils’ needs were addressed through a SAPRA (School Action Plus Resource Assist / Additional funding short of a statement) and 1.5% of these pupils were in receipt of a statement of additional need. In all cases, apart from occasional withdrawal, all pupils with Additional Learning Needs were taught alongside other pupils in the classroom

Glossary

School Action: This occurs when a teacher identifies a child as having Special Educational Needs (SEN). At this stage, teachers themselves will provide appropriate interventions; different to those used as a normal part of their curriculum delivery.

School Action Plus: This level is implemented when children who have been working at School Action, for a given period, have shown little or no sign of progress. At this level external agencies become involved in making assessments, meetings, offering advice, observing and monitoring records of evidence.

Statements: Children only move to this level having shown little or no progress despite the interventions and strategies implemented at School Action Plus. Before a child can be ‘statemented’ they are required to have an assessment by the Local Authority. Short term targets are set by the school, external agencies and the class teacher. Any additional provision is normally quantified e.g. number of hours of staffing provision; type of specialist equipment; curriculum exclusions etc. This, as with all other levels, is variable according to

individual circumstances. Some statemented pupils have individual support funded centrally from SEN section at County Hall and are taught in an inclusive environment.

SAPRA (School Action Plus Resourced Agreement): Where a pupil makes very little or no progress in response to appropriately differentiated and targeted provision at School Action Plus over at least two terms, then the school must request additional support from the authority by making a referral to the SAPRA Panel. If appropriate, SAPRA funding for the pupil's Graduated Response provision may be an additional award by the Authority or via the delegated school budget to meet those needs. SAPRA may be awarded to individual pupils but is more likely to be for small groups of identified pupils to access appropriate and structured short term intervention and support.

Individual Development Plan (IDP): These are drawn up for those children who are felt to have a SEN. It involves the writing of short-term targets that are set for/with the child. Parents must agree for their child to have an IDP and are fully involved in IDPs through consultation and information. The IDP sets out what teaching strategies are to be used, what provision is to be put in place, the review date, success criteria and the outcomes. They are required to be reviewed at least twice a year, with the involvement of both parent and child.

Pupils with Disabilities

The school has an Equal Opportunities Plan and a Strategic Equality Plan which must be updated every three years. The current Strategic Equality Plan was reviewed and updated in September 2020, in line with the Equality Act 2010 and with Local Authority requirements. This policy has a focus on accessibility for all users of the school.

Arrangements for disabled pupils are: Any child with disability is admitted to the school in accordance with Local Authority policy, as they are the admissions officers for schools. A risk assessment is carried out prior to entry and all reasonable adjustments are completed prior to the child starting school.

Parents' meetings

As a result of the School Standards and Organisation (Wales) Act 2013 a school Governing Body is no longer required to hold an annual parents meeting. However, the School Standards and Organisation Act now enables parents of pupils at the school to request up to 3 meetings a year with the Governing Body via a petition. The process for this is as follows. The Governing Body must hold a meeting for all parents of children registered at the school, within 25 school days of receiving the petition, providing that:

- The petition contains the signatures of the required minimum number of parents of registered pupils at the school, which is lower of the following: a) the parents of 10% of registered pupils b) the parents of 30 registered pupils.
- The meeting requested must be to discuss a matter relating to the school.

- There will be no more than 3 meetings held during the year in which the first petition is received.
- There are sufficient days left in the school year for the meeting to be held.

There have been no petitions for parent meetings during the 2019/20 academic year.

9. Destination of School Leavers

Nearly all of our pupils move from Year 6 to Monmouth Comprehensive School (MCS), the catchment secondary school. At the ends of the Summer Term 2021, 23 out of 24 pupils moved to MCS. We have strong transition links with MCS and receive various visits from MCS staff, including the Headteacher, Head of Year, Literacy and Numeracy, and Additional Learning Needs co-ordinators. During lockdown these visits were online however the pupils were able to access remote lessons with a range of departments and a meeting with the Key Stage 3 Transition Lead.

10. Learning in Lockdowns

The Governing Body and staff would like to thank all of our parents for the continued support throughout the pandemic and also for the helpful suggestions on how to improve what we do. We used survey feedback to improve our Blended Learning Offer for 2020-21. Below are some of the comments from the Parent Survey.

My child/children at	What has been your overall experience for	What has worked best for your child and family at home/remote learning?	What has been the biggest concern with distance learning?
Reception	OK	Having work set daily to support learning; Having all learning available on one platform; Teacher setting a variety of interesting activities to complete at home	Not enough information given regarding distance learning
Reception	Good	Being able to access learning easily; Having work set daily to support learning; Using the homework blog daily to support learning; Teacher setting a variety of interesting activities to complete at home	Other commitments from work/family
Reception	Good	Being able to access learning easily; Having work set daily to support learning; Using the homework blog daily to support learning; Teacher setting a variety of interesting activities to complete at home	Other commitments from work/family
Reception/Year 1	OK	The activities set are appropriate for the age of my child	Internet and wifi issues; Other commitments from work/family
Reception/Year 2	Good	Being able to access learning easily; Having work set daily to support learning; Using the homework blog daily to support learning; Teacher setting a variety of interesting activities to complete at home	Other commitments from work/family; Not enough information given regarding distance learning
Reception/Year 2	Poor	Using the homework blog daily to support learning	Other commitments from work/family; No support or help from school
Year 1	Very good	Being able to access learning easily; Having work set daily to support learning; Using the homework blog daily to support learning; Having all learning available on one platform	Other commitments from work/family
Year 1/Year 2	Poor	Using the homework blog daily to support learning	Internet and wifi issues; Not enough information given regarding distance learning; No support or help from school
Year 2/Year 3	OK	Having all learning available on one platform	Other commitments from work/family
Year 1/Year 4	OK	Having work set daily to support learning	Other commitments from work/family
Year 2	Poor	Using the homework blog daily to support learning	Other commitments from work/family; Not enough information given regarding distance learning
Year 2	OK	Being able to access learning easily; Having all learning available on one platform; Teacher setting a variety of interesting activities to complete at home	Internet and wifi issues; Other commitments from work/family
Year 2	Poor	Being able to access learning easily	Internet and wifi issues; Other commitments from work/family
Year 2/Year 4	OK	Being able to access learning easily; Having work set daily to support learning; Having all learning available on one platform; Teacher setting a variety of interesting activities to complete at home	Other commitments from work/family
Year 3	Poor	Having work set daily to support learning	Not enough information given regarding distance learning; No support or help from school
Year 3	OK	Having work set daily to support learning; Having all learning available on one platform; The activities set are appropriate for the age of my child	Internet and wifi issues; Work is not interesting or inspiring
Year 3/Year 5	Good	Being able to access learning easily	Internet and wifi issues
Year 4	OK	Being able to access learning easily	No support or help from school; Work is not interesting or inspiring
Year 4	OK	The activities set are appropriate for the age of my child	Internet and wifi issues; Not enough information given regarding distance learning
Year 4/Year 5	Good	Being able to access learning easily; Using the homework blog daily to support learning; Teacher setting a variety of interesting activities to complete at home	Other commitments from work/family
Year 4/Year 6	OK	Teacher setting a variety of interesting activities to complete at home	Other commitments from work/family
Year 5	Poor	Having work set daily to support learning	Other commitments from work/family; Work is not interesting or inspiring
Year 5	OK	Being able to access learning easily; Having all learning available on one platform; The activities set are appropriate for the age of my child	No support or help from school
Year 5	Poor	Being able to access learning easily	Other commitments from work/family; Not enough information given regarding distance learning
Year 5	Good	Being able to access learning easily; Having all learning available on one platform; Teacher setting a variety of interesting activities to complete at home	Other commitments from work/family
Year 6	Good	Being able to access learning easily; Having work set daily to support learning; Using the homework blog daily to support learning; Having all learning available on one platform	Internet and wifi issues; Other commitments from work/family

In response to feedback from parents, staff and pupils, the staff improved and updated their online learning offer to better suit the needs of the school community, including on-going training in ICT and digital technology to provide creative and engaging learning activities for your child to complete easily at home, whilst still providing a level of challenge appropriate to all learners.

This is alongside being very mindful of other factors and pressures which have impacted many of our families throughout this challenging time. All these pressures have been at the

forefront of each teacher's mind as they planned for online sessions during the unexpected Spring 2021 lockdown with their children. Maybe access to technology is limited, access to devices is limited, they have younger siblings at home, parents are working at home or they are keyworkers. Teachers became even more aware of these challenges and the need to provide learning to all our children which is easily accessible and doesn't disadvantage anyone as far as they possibly can.

It is important to note that during this time, all support staff worked in the school's provision of education hub, providing childcare for key workers and vulnerable learners, Teachers were providing face to face learning for these pupils, in addition to providing online learning for the remainder of the class learning remotely at home. children. The school was delighted to be able to welcome back, firstly Foundation Phase pupils and then all Key Stage2 pupils by the end of the Spring Term 2021.

During lockdown the school continued to follow advice from the Welsh government paper '**Live-streaming safeguarding principles and practice for education practitioners**', which stated that **"All teachers use the apps and programmes within Hwb which is the approved Welsh Assembly platform, so they have been checked to ensure safe learning spaces for all children who attend schools in Wales."**

Using learning platforms within Hwb has also ensured that teachers have daily access to the children's learning and can provide evaluative comments for individuals as work is submitted. This takes a huge amount of time, in addition to setting and uploading the work on a daily basis. During the lockdown period, staff have tried to emphasise that children do not need to complete all the work every single day if it is becoming onerous and stressful for families. The primary focus for Monmouthshire and Trellech schools was always the physical safety and emotional wellbeing of staff and pupils.

Whilst there may be perceived benefits to using other platforms such as Seesaw or Zoom for Distance Learning, these have not been approved for use with children who are learning at home as safeguarding cannot be guaranteed. We are very aware that other schools have and do use these platforms, but we will not compromise our online safety protocols.

The Blended Learning Policy gives parents a clear overview of what platforms the school used and for what purpose.



Hwb is a website hosting a wide collection of online tools. It is provided to all schools in Wales by the Welsh Government. It can be used to access resources and platforms for collaboration such as Microsoft Teams, J2e and Google Classroom.

Google Classroom is the area where all KS2 work will be posted as assignments. Learners can engage interactively as well as upload documents and work collaboratively



Office 365 is accessible to all learners through Hwb. This is where pupils can access secure email from class teachers and peers. This is also where you can access Microsoft Teams.



Microsoft Teams allows for live teacher interaction with groups of learners. Team meetings will be scheduled to enable groups of learners to come together and share experiences, however this will not be used for 'live' teaching. This is an area where class information can be shared. Teams is used extensively by staff for meetings, training and storing of relevant documentation.



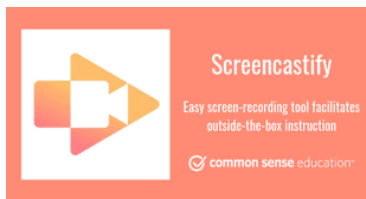
Just2easy or J2e for short is an area that stores a number of programs to support all areas of learning. It is user friendly and used by all learners but primarily by Foundation Phase pupils. Pupils can upload work quickly within this area and can access a number of supporting games and activities.



This is a tool within Hwb that allows videos to be posted by the teacher with direct instruction. Pupils are able to post videos and to view other pupils in the class.



MyMaths is a whole-school interactive resource for use in the classroom and at home that is easy to use alongside any other maths resources to consolidate learning



Screen Castify is used within school to present asynchronous learning by the class teacher. It is a tool that allows learners to follow a lesson that has been recorded by the teacher, sharing videos of the computer screen, whilst being able to see the class teacher. Recordings can easily be shared via email, embedding code, through Google Classroom and Just2Easy.



Pickatale is an online reading app used in Years 4, 5 and 6 to offer appropriate reading books and associated quizzes to test comprehension.



Oxford Owl eBook Library: provides pupils with access to e-books using appropriate reading books whilst at home.

Within the updated Blended Learning Policy, a daily timetable of learning to deal with different scenarios was also provided, giving structured support to help parents and carers plan the learning. The school recognises some families will be juggling demands of working from home and supporting siblings, so it is important to note this is a suggested timetable.

Model of Blended Learning Provision for at Trellech Primary School

Area of Learning

Normal School Provision

Provision during 7 day isolation bubble closure

Provision during extended school closure/lockdown



Maths and Numeracy

Mathematics and Numeracy AOLE

Yr3-6 Mymaths Maths lessons planned and shared using Google Classroom

Yr3-6 Mymaths Maths lessons planned and shared using Google Classroom

Big Maths

Hwb – J2Blast (timestables) and Hit the Button

Hwb – J2Blast and Hit the Button

Mymaths

Asynchronous sessions – alternating with Literacy

Asynchronous sessions – alternating with Literacy

Mathematics and Numeracy across the curriculum

Activities shared to completed using Google Classroom

Activities shared to completed using Google Classroom

Languages, Literacy and Communication



Daily RWInc and Phonic lessons as required

Reading text set using Oxford Owls

Reading text set using Oxford Owls

Guided and Group reading sessions

Reading Comprehension activities set

Virtual RWInc videos

Reading books sent home or via Oxford Owls

Weekly spelling activities including J2Blast (spell)

Reading Comprehension activities set

A range of Genre writing using a class text

Asynchronous sessions – alternating with Numeracy

Weekly spelling activities including J2Blast (spell)

Language and Literacy applied across the curriculum

Activities shared to completed using Google Classroom

Asynchronous sessions – alternating with Numeracy

All AOLES

Curriculum for Wales followed using pupil voice for ideas across the Key Stage

Activities set using Google Classroom with a shared focus across key stage 2

Activities shared to completed using Google Classroom
Activities set using Google Classroom with a shared focus across key stage 2



Information shared via Parentpay, twitter, newsletters and Google Classroom

Teacher share resources using synchronously pre-recorded video when applicable

Teacher share resources using Asynchronously pre-recorded video when applicable

TEAMs well-being call
(At least 2 members of staff available for the duration of the call)

Weekly TEAMs well-being calls
(At least 2 members of staff available for the duration of the call if calling from home)

2 phone calls to identified vulnerable pupils

1 weekly phone call to parents on school-based days, if required in addition to or in place of TEAMS clinic

User guides for different learning platforms were made available to all families on our school website: www.trellechprimary.co.uk and by clicking on our 'Virtual Learning' button. This will take parents and pupils to their virtual classrooms and to direct links for all learning platforms. It also contains helpful guides created by staff and pupils on how to use J2 apps and Google Classroom.

In the case of a single class closure, numerous class closures or whole school closure, information about all learning activities was sent in the following ways:

1) Just2Message for communication with class teachers in Foundation Phase / HWB email and google classroom chat facility for communication with Key Stage Two class teachers.

2) Key Stage 2 - Google Classrooms via Welsh Government's Hwb Learning Platform (www.hwb.gov.wales) for the hosting of resources and sharing of work in order to receive feedback from the teacher.

3) Foundation Phase – J2Easy and J2Homework via Welsh Government's Hwb Learning Platform for the hosting of resources and sharing of work in order to receive feedback from the teacher.

4) Microsoft Teams via Welsh Government's Hwb Learning Platform or the Teams App for live face to face sessions with staff and peers.

Updates to Parent consultations

Staff were very keen to move beyond the phone calls to parents, with the continued need to avoid unnecessary mixing of adults through visits to school and with this in mind, we began

to explore other possibilities. Summer Term 2021 saw the introduction of School Cloud as an online system for ease and flexibility, where parents can see their child's teacher. Parents were able to choose their own appointment times to fit in with family and work commitments.

A sensible gap between appointments was automatically inserted to ensure parents are not kept waiting.

The system has an automatic booking mode to find the most efficient appointment schedule for the parent to see the teachers in the shortest amount of time possible.

For busy teachers, parents can join a waiting list. The teacher can follow up with the parent at a later time.

11. Our year in pictures

Join each class to find out what they did despite the pandemic!

Reception





Year 1

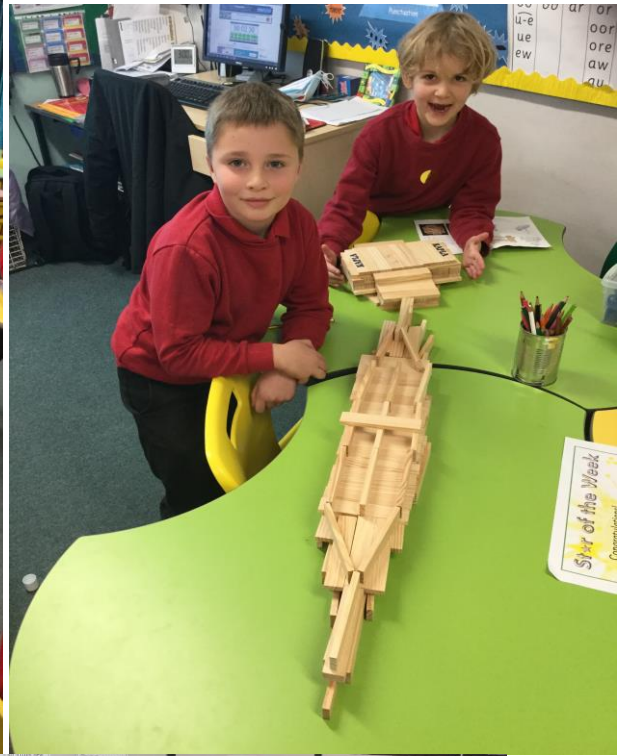


Year 2





Year 3



Year 4



Year 5





Year 6

