

Croesyceiliog Comprehensive: Professional Learning Grant

National Mission	Ref: SDP	Estyn	Planned Activity (what are you going to do?)	Success Criteria / Targets	Funding Source	PDG -Sutton Toolkit			Spend Type	Planned Cost	Spend Type	Planned Cost
						Strand	Imp M	KS3				
High quality education profession	1.2, 4.1	IA1	A programme of professional learning (PL) is provided to improve the quality of teaching, learning and assessment (see PIAP R2.2i) so standards achieved by nearly all students improve and aspirational school targets are met.	<p>1. Many students demonstrate in their lessons and in their work:</p> <ul style="list-style-type: none"> a. the expected standard commensurate with their age and ability; b. successful literacy skills, including speaking and listening, reading and writing across the curriculum; c. consistently good use of number and the ability to apply skills learnt accurately in a variety of challenging contexts; d. appropriate ICT skills embedded within their learning; e. resilience and strong engagement in their learning. <p>2. Many students take pride in their work, complete set tasks in full, undertake proof reading tasks, correcting errors and strive for accuracy in all they do.</p> <p>3. Many students understand how they learn. Are able to articulate what to do if they get 'stuck' and enjoy the challenge and range of tasks they experience in their learning across the curriculum.</p>	PL for Teachers				Release Cover	2,000		0
Assessment, evaluation and accountability supporting a self-improving system	1.30	IA1	Provide clear expectations on how data is to be used to track, monitor and improve student progress,	<p>Quality assurance of professional predictions and analysis of final summative outcomes shows high levels of accuracy. Evaluation of progress v targets & T&L SE reports indicates many students are making progress in their learning.</p>	PL for Teachers				Professional Learning	1,000		

High quality education profession	1.5 2.1	IA1	Develop an agreed understanding of expected standards achieved by students across the curriculum for literacy, numeracy, digital competence and attitude to learning through: i. the provision of whole school PL on agreed expectations of common 'key parameters' ii. introduction and application of skills through 'rich tasks' across the curriculum that provide challenge within a variety of contexts	<p>Many students demonstrate in their lessons and in their work:</p> <ol style="list-style-type: none"> the expected standard commensurate with their age and ability; successful literacy skills, including speaking and listening, reading and writing across the curriculum; consistently good use of number and the ability to apply skills learnt accurately in a variety of challenging contexts; appropriate ICT skills embedded within their learning; <p>2. Many students take pride in their work, complete set tasks in full, undertake proof reading tasks, correcting errors and strive for accuracy in all they do.</p> <p>1. Many students demonstrate in their lessons and in their work:</p> <ol style="list-style-type: none"> the expected standard commensurate with their age and ability; successful literacy skills, including speaking and listening, reading and writing across the curriculum; consistently good use of number and the ability to apply skills learnt accurately in a variety of challenging contexts; appropriate ICT skills embedded within their learning; resilience and strong engagement in their learning. <p>2. Many students take pride in their work, complete set tasks in full, undertake proof reading tasks, correcting errors and strive for accuracy in all they do.</p> <p>3. Many students understand how they learn. Are able to articulate what to do if they get 'stuck' and enjoy the challenge and range of tasks they experience in their learning across the curriculum.</p>	PL for Teachers				Professional Learning	2,000		
Assessment, evaluation and accountability supporting a self-improving system	1.80	IA1	Engage students in regular reflections on their own learning through: i. ensuring verbal teacher feedback, peer and self-assessment is embedded in lessons and time is provided to improve and redraft work. See (R2,2iv)	<p>Many students understand how they learn. Are able to articulate what to do if they get 'stuck' and enjoy the challenge and range of tasks they experience in their learning across the curriculum.</p> <p>Nearly all student outcomes evidence comprehensive use of feedback, including written, verbal, peer and self-assessment, allowing nearly all to make progress in their learning and secure outcomes commensurate with their age and ability.</p> <p>Evaluation of progress v targets & T&L SE reports indicates many students are making progress in their learning.</p>	PL for Teachers				Release Cover	1,500		
Transformational Curriculum	2.10	IA1	Provide clear whole school expectations on the teaching of literacy, including: ii. effective oracy development (Voice 21 strategies) including active listening and purposeful group work;	<p>In many lessons students reinforce their literacy and numeracy skills through appropriate tasks in a wide variety of contexts securing skills outcomes at least in line with expectations.</p> <p>Many students demonstrate in their lessons and in their work the expected standard commensurate with their age and ability and successful literacy skills, including speaking and listening, reading and writing across the curriculum;</p>	PL for Teachers				Release Cover	2,500		

Transformational Curriculum	2.2 4.1	IA2	Co-construct agreed Teaching & Learning strategy that exemplifies what good and excellent teaching and learning looks like in line with Curriculum for Wales expectations.	<p>1. The overall quality of teaching typicality across the school is 70% good or better;</p> <p>2. Many teachers plan lessons that:</p> <p>a. have high expectations of all students in terms of standards as well as their attitude to learning;</p> <p>b. have a range of challenging activities that allow nearly all students to make progress in their learning;</p> <p>c. provide meaningful opportunities for students to be active participants in their own learning.</p> <p>3. Many teachers plan how and when to use effective questions to move nearly all students on in their learning so they develop their knowledge, skills and understanding commensurate with their age and ability.</p> <p>4. In many lessons students reinforce their literacy and numeracy skills through appropriate tasks in a wide variety of contexts securing skills outcomes at least in line with expectations.</p> <p>5. Many student make effective use of comprehensive use of feedback, including written, verbal, peer and self-assessment, allowing many to make progress in their learning and secure outcomes commensurate with their age and ability.</p>	PL for Teachers				Professional Learning	2,035		
Excellence, Equity and Wellbeing	3.40	IA4	Review and refine the use of all support staff and the pupil resource centre to promote highly effective inclusive practices offering a range of suitable interventions that will provide the support identified vulnerable students need to remain in full time education and engage in their learning.	<p>1. Whole school attendance is:</p> <p>a. at least 94.5% (2021);</p> <p>b. placed consistently above modelled estimates;</p> <p>c. above the median when compared to similar schools.</p> <p>2. The percentage of students persistently absent:</p> <p>a. Is below the 2019 Family average of 25%</p> <p>b. number less than 30 students in 2020/21</p> <p>3. The curriculum meets the needs of most students and in particular those at risk of disengaging in their learning;</p> <p>4. Most students are engaged in their learning and have positive relationships with their teachers and fellow peers</p>	PL for Teachers				Professional Learning	1,500	Release Cover	1,500

Leaders working collaboratively to raise standards	4.20	IA5	<p>Provide leadership professional learning so that school leaders have the skills, knowledge and competencies to undertake their role effectively by:</p> <ol style="list-style-type: none"> Implementing a leadership PL programme (see R4.1) Undertaking the Schools as Learning Organisations (SLO) audit and address shortcomings identified Regularly reviewing the action points of line management arrangements so that senior leaders are consistently holding middle leaders to account and supporting team leaders in holding their team members to account in relation to standards. Middle leaders invited on a rolling programme to present to SLT and GB on key focus areas. Upskilling senior and middle leaders to use effective coaching and mentoring approaches 	<ol style="list-style-type: none"> Nearly all line management minutes show consistency and rigour in actions taken by all senior and most middle leaders and a shared and consistent understanding of the quality of teaching and learning within their own areas and, in the case of the senior leaders, across the school; The Croesyceiliog teaching and learning self-evaluation processes show that most lessons demonstrate good practice in the key areas of foci; There is no unsatisfactory teaching and half termly evaluation of the work done with teachers whose teaching is adequate shows improvement in key strands of their practice; Most teachers complete the PM cycle successfully and evidence their impact on improving standards and teacher and learning; High quality PL is informed by robust self-evaluation, purposeful PM and strategic leadership that plans coherently for sustained improvement; 	PL for Teachers				Release Cover	4,000		
Excellence, Equity and Wellbeing	3.2	IA4	<p>The school engages with ACE PL and practices to improve the ability of all staff to skillfully meet the needs of all vulnerable learners</p>	<ol style="list-style-type: none"> The curriculum meets the needs of most students and in particular those at risk of disengaging in their learning; Most students are engaged in their learning and have positive relationships with their teachers and fellow peers; Nearly all students engaged in alternative provision are placed in WBL, training, employment at the end of Year 11. Evaluation of progress v targets for vulnerable learners evidence engagement in their learning ALL students gain 9 qualifications. 	PL for Teachers				Professional Learning	2,000	Release Cover	1,861
Excellence, Equity and Wellbeing	3.20	IA4	<p>The school provides PL so all staff are fully aware of the expectations of the new ALN code of practice and implement best practices approaches</p>	<ol style="list-style-type: none"> Tracking of ALN student progress evidences improvement in line with expectations; T&L SE evidence a broad range of tasks in lesson that engage ALN learners allowing them to succeed; ALN interventions have clear impact measure in place and progress is reported to SLT and the GB. 	PL for Teachers				Release Cover	1,000		