**Celebrating, Sharing, Supporting and Refining**

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|  | **Wellbeing and Equity** | **Curriculum and Pedagogy** | **Leadership and Governance** | **Professional Learning** |
| **Celebrate** (What has worked well? / What would you keep?) | Support for learners and their families was paramount for the school with leaders adjusting approaches as necessary.  Initially learning packs were created for learners with the HT providing a delivery service as necessary for specific families.  To support learners’ wellbeing certificates were given out on a weekly basis.  Learner voice was central to school life and a crucial part of the school’s weekly wellbeing meetings; these meetings enabled staff to have a good understanding of the leaners’ experiences and to be aware of any issues/concerns. The wellbeing meetings also evolved into sessions where learners could teach each other skills. Younger children in particular benefitted from the weekly wellbeing sessions where they could see their peers/friends.  Learner engagement was monitored throughout the pandemic; initially each teacher completed a monitoring form and where there were concerns regarding engagement staff followed up with families via Dojo messages and/or phone calls.  Digital support (9 laptops) was also provided for identified vulnerable learners. Leaders ensured that no learners were digitally excluded.  Wellbeing check-ins for staff were very effective with staff feeling supported and new approaches suggested and discussed.  Leaders and staff took on board feedback from parents for example regarding requests for teachers to indicate next steps for learners as well as providing positive feedback.  Learner questionnaires were used effectively with staff able to support when learners stated for example, they found not having a routine difficult.  Wellbeing interventions were provided for vulnerable learners which included specific support for learners with ALN. Engagement by LAC learners in particular was very strong. The Headteacher delivered “5 Ways to Wellbeing” sessions for learners.  Where there were concerns regarding levels of engagement leaders and staff were pro-active in connecting with families to try and address this/offer support. | At the start of the pandemic leaders agree a common planning format for teachers and a common platform for use-which was Dojo Portfolio; the school community had been used to Dojo and so this seemed to be an ideal platform for use.  Learner packs at the start of the pandemic contained resources such as high frequency words and relevant activities. Instructions for families on how to use Dojo portfolio were also included in the packs.  During the first lockdown daily plans were provided to families at 8am with activities centering around English, Maths and Topic/AoLE related activities-these were all differentiated. All lessons incorporated aspects of the 4 purposes.  Staff ensured they carefully considered levels of screen-time for pupils and so promoted time outdoors and creative activities away from the screen.  By autumn 2020 leaders and staff started to explore live lessons; the weekly check-ins had provided a good foundation to build on in relation to this. The Deputy Headteacher and Y3 teacher initially trialled the live approach and then encouraged and supported the rest of staff. By January staff were providing a blend of synchronous and asychronous approaches for learning including live lessons, interventions for learners, recorded sessions and independent activities.  Teaching assistants provided live interventions around the live lessons provided by teachers.  Staff ensured high priority was given to marking and feedback for learners ensuring appropriate levels of challenge.  Use of the Henllys Youtube website enhanced blended learning during the pandemic.  Staff adjusted their approaches as necessary regarding live learning. For example, it emerged that younger children responded more positively to short, sharp bursts with the “live” approach. | Leaders demonstrated a very strategic approach to planning, provision and communication throughout the pandemic.  During the first lockdown the Headteacher ensured that an appropriate tone was established in terms of expectations of work so that parents did not feel overly pressured; Easter activity communication (2020) from school promoted the importance of families reading together, baking, cuddling up and looking at photographs.  By Autumn 2020 leaders ensured there was a blended learning policy and plan in place. The Headteacher consulted with all stakeholders during this process. Attending EAS blended and distance masterclasses supported leaders in developing their approaches. A link governor was also appointed for distance and blended learning. Governors were kept informed about distance and blended learning throughout the pandemic.  The Headteacher adapted the school’s MER cycle as a result of the pandemic and focused predominantly on the self-evaluation of provision.  The Headteacher ensured that progress of learners was evaluated over the last year; progress of most learners in KS2 was good with 90% on track to achieve their end of year targets. Where there were concerns eg. Y2-leaders took swift action and implemented targeted support and intervention using ALP funding. | The development of the digital skills of staff has been significant; this has been a big learning curve for staff. The Deputy Headteacher took a pro-active role in leading and modelling virtual/digital teaching strategies and was effective in encouraging and supporting any reluctant staff eg. With regard to live lesson. The “Give it a Go” approach with staff has been successful regarding live and recorded lessons.  There has been a strong focus on ensuring teaching assistants have been involved in blended and distance learning; TAs have been upskilled in relation to digital skills and have carried out interventions for identified learners throughout the pandemic.  Staff also engaged in regional and national PL programmes such as HLTA programme, the Middle Leadership Development Programme and the Senior Leadership Programme. AoLE leads participated in regional networks.  Staff and governors have engaged in professional learning related to ALN reform. Also, 2 TAs have undertaken training in order to become Trauma Informed school practitioners. Staff are already seeing a positive impact on individual learners as a result of this training. |
| **Share** (What is worth sharing?) (What have you shared? / who with?) | The school’s comprehensive range of wellbeing strategies to support learners and families. |  | Clear strategic approach taken by Headteacher and leaders in adapting to a new and challenging situation. | The way in which school has involved and developed TAs in terms of new approaches to learning. |
| **Support** (What support do you require?) |  |  |  |  |
| **Refine** (What needs tweaking / adjusting to further develop provision?) |  | Leaders and staff feel that Welsh second language needs a stronger focus now.  Use of digital platforms including use of Google Classroom. | Widen school to school collaboration. | Re-engaging with professional enquiry including involvement of Tas. |
| **Renewal**  (What have we learned to inform our Post-Covid era? – Areas for rethinking and renewal |  |  | Leaders have reflected with staff and have agreed on a number of “Covid Keepers”:   * Balance of direct teaching and independent learning * Effective communication * Range of curriculum activities * Building on the peer collaboration and observations during live lessons. * Intervention programmes |  |
| **Additional Information including Attendees** | School attendees:  Philippa Minto  Rhiannon Llewelyn  Sue Gunningham | EAS/other attendees:  Helen Power  Gaynor Brimble  Jaci Bates-peer Headteacher |  |  |