

Clarity Canvas

Area	1. Problem	2. Changes	3. Impact / Success
Target 1: Mathematics and Numeracy			
Mental Maths/Drilling	<ul style="list-style-type: none"> ● Pace (CLIC sessions are too long). ● Relationship between drilling and CLIC test knowledge requirements. ● Differentiation within mental maths. ● Consequential - Loss of competition with the CLIC tests. 	<ul style="list-style-type: none"> ● Change to a TAPAS approach for drilling. ● Professional learning for staff. ● Utilise EAS 'Differentiation' toolkit section relating to planning (Pg. 26). ● Introduce a new weekly maths competition (TT Rockstars). 	<ul style="list-style-type: none"> ● TAPAS will help to develop the understanding of micro-skills to develop differentiation. ● Consistency of learning and teaching across classes. ● Learners continue to be engaged and driven with developing basic skills.
Inconsistencies	<ul style="list-style-type: none"> ● Progression in learning within lessons. ● Progression in learning across the academic year. 	<ul style="list-style-type: none"> ● Introduce medium term planning to make the link between long term (termly) planning and short term planning (weekly). ● Utilise EAS 'Improving the Quality of Teaching and Learning' toolkit section relating to planning (Pg. 31). ● Effective medium term plans identifying the micro-progression steps for progress. 	<ul style="list-style-type: none"> ● Progress in learning/accelerated learning for all learners, relative to their starting point (particularly identified learners).
Big Maths (Scheme)	<ul style="list-style-type: none"> ● Big Maths doesn't offer the flexibility for a thematic (Curriculum for Wales) approach. ● Staff were not using the scheme consistently. 	<ul style="list-style-type: none"> ● Introduce the CPA approach of learning and teaching. ● Professional Learning (Sharing Good Practice - Kylie Jones - Gilfach Fargoed Primary School) ● Effective medium term plans identifying the micro-progression steps for progress. 	<ul style="list-style-type: none"> ● Progress in learning/accelerated learning for all learners, relative to their starting point (particularly identified learners).



Resources	<ul style="list-style-type: none"> Awareness of resources available. Learners are unable to be sufficiently independent with regards to resources. 	<ul style="list-style-type: none"> Audit of resources available. Arrange for resources to be purchased/prepared (parental support/orders/staff time). Development of learning environments in order to facilitate independence (different areas in classes). 	<ul style="list-style-type: none"> Fully resourced learning environments. Learner independence in their learning.
Target 2: Whole School Approach to Mental Health and Well-being			
Stakeholder Voice	<ul style="list-style-type: none"> School doesn't have a clear baseline. 	<ul style="list-style-type: none"> Draw together all stakeholder voice data in order to make a judgement. 	<ul style="list-style-type: none"> All school stakeholders have a voice in the WSAEMWB action plan.
WSAEMWB Action Plan	<ul style="list-style-type: none"> No current action plan. 	<ul style="list-style-type: none"> Analyse data collected to select an area of focus for year 1 and create an action plan. 	<ul style="list-style-type: none"> School priorities for improvement have been set and a clear strategic plan is in place.
Wellbeing Team	<ul style="list-style-type: none"> The school doesn't have a team to take a lead on this area of development. 	<ul style="list-style-type: none"> Appoint staff, learner and governor representatives as part of the Wellbeing Team. 	<ul style="list-style-type: none"> WSAEMWB is driven by a dedicated team of stakeholders who take ownership of the target.
Target 3: Assessment with a focus in the Early Years			
Early Years Observations	<ul style="list-style-type: none"> Staff are unsure of the best practice in recording observations during learning activities. Staff lack confidence in recording observations. No format for recording observations. 	<ul style="list-style-type: none"> Observe best practice in other schools. Professional Learning from Tedi Twt on taking effective observations. Templates for observations provided by the Senior Leadership Team. 	<ul style="list-style-type: none"> All staff record progress effectively. All staff record progress consistently. Class Learning Journeys of a good standard. Observations used in termly progress reports to parents.
Termly Progress Reports	<ul style="list-style-type: none"> Annual reports to parents are not considered parent friendly. 	<ul style="list-style-type: none"> A template provided for Early Years staff to populate following observations. 	<ul style="list-style-type: none"> Parents feel that they are more informed of their child's progress across the academic year.

	<ul style="list-style-type: none"> Annual reports to parents are deemed generic and not personal. Annual reports to parents limit parents' ability to engage in their child's on-going learning. 	<ul style="list-style-type: none"> A new format for reporting on progress termly in the Nursery setting. Support for staff in writing observations and quality assure termly progress reports. 	<ul style="list-style-type: none"> Reduced workload in the summer term for HLTA leading the Nursery class. Nursery staff feel confident when writing observations and compiling end of term reports.
Assessment of Early Years Needs	<ul style="list-style-type: none"> Two pupils in the Early Years have been identified to have significant Additional Learning Needs which will require additionality. 	<ul style="list-style-type: none"> PCP meetings to be arranged for both pupils in order to identify their ALN and any ALP needed. Panel referral to be submitted with all supporting evidence. 	<ul style="list-style-type: none"> Sufficient staffing and resources available to meet the needs of the pupils within both Early Years classes.
Target 4: Reading Across the School			
Learner Accessibility	<ul style="list-style-type: none"> Concerns that learners are not accessing and benefitting from tasks provided. 	<ul style="list-style-type: none"> Adapt the carousel to include activities to develop spelling and oracy as well as reading. All tasks need to be fun and engaging in order to gain learners' buy-in. 	<ul style="list-style-type: none"> All learners engage and participate in carousel activities and report on enjoying the session. Learners are able to report on how they have developed their skills as a result of each of the activities.
Consistency	<ul style="list-style-type: none"> Lack of consistency in carousel activities across the school. 	<ul style="list-style-type: none"> Agree on a set of 5 literacy activities to develop reading, oracy and spelling skills, example: <ul style="list-style-type: none"> Weekly Spellings/HFW Spellings Guided Reading Individual Reading Reading Games: https://atebol.com/shop/cardiau-brwydro-y-mabinogi/, Wordwall, Karate Cats Comprehension Race <p><i>*Darllen ar y Cyd (10 munud pob dydd)</i></p>	<ul style="list-style-type: none"> Consistency of approach across all classes and a minimization of transition obstacles as pupils move from one class to the next.
Labelling	<ul style="list-style-type: none"> The title 'Reading Carousel' does 	<ul style="list-style-type: none"> Change the title of the session to 'Literacy Carousel' so 	<ul style="list-style-type: none"> Timetabled session adapted in order to develop more

	not accurately describe the range of skills being developed during the sessions.	that the title encompasses the full range of skills being developed.	skills and to be more fun and engaging for all pupils. Increase in pupil enjoyment, engagement and participation.
Time Constraints	<ul style="list-style-type: none"> 'Dyfal Donc' and 'Nessy' intervention pupils are not provided with sufficient time to complete their interventions. 	<ul style="list-style-type: none"> Target reading group to be made up of 'Dyfal Donc' intervention pupils (and intervention to take place of guided reading) and 'Nessy' pupils to complete this activity instead of 'Reading Games'. 	<ul style="list-style-type: none"> Reduction on the pressure of staff time during the timetabled intervention session and more quality teaching time for reading and spelling interventions. Clear and obvious differentiation to meet learners' needs during the session.
Resources	<ul style="list-style-type: none"> Lack of resources (in particular digital resources) to support reading available in classes. 	<ul style="list-style-type: none"> Identify the required resources and schedule staff meetings to provide time for creating those resources collaboratively. Target leaders to look at what is possible in terms of enhancing digital accessibility. 	<ul style="list-style-type: none"> Reduced pressure on staff members, all resources identified are readily available in classes and pupils are benefiting from quality hard and digital resources to engage them in developing their reading.
Target 5: Leadership			
Leadership Structure	<ul style="list-style-type: none"> Adaptation to the distributed leadership structure (with Deputy Headteacher taking the role of Executive Deputy Headteacher) could cause initial instability which will need to be monitored and evaluated. 	<ul style="list-style-type: none"> Regular agenda point in SLT meetings to evaluate the workings of the new distributed leadership structure and make adaptations if and where necessary. 	<ul style="list-style-type: none"> Leadership of Ysgol Gymraeg Gilfach Fargod is not impacted by the new model.
Pupil Voice	<ul style="list-style-type: none"> Pupil voice groups including the individual groups and School Senedd did not operate effectively for the whole academic year. 	<ul style="list-style-type: none"> Re-introduce the timetable for pupil voice groups and establish a clear expectation for who should attend School Senedd meetings and what they are expected to bring to the meeting. 	<ul style="list-style-type: none"> All pupil voice groups have an uninterrupted slot for meeting and School Senedd members are clear on the expectation for them to meet and bring evidence to the meeting.

<p>New Staff Mentoring</p>	<ul style="list-style-type: none"> The new member of staff starting in September will be lacking in the knowledge of practices and expectations at Ysgol Gymraeg Gilfach Fargod. 	<ul style="list-style-type: none"> SLT to support and mentor the new member of staff in order to provide CPD. Mentoring should also be provided by other leaders on the distributed leadership model where that is necessary and appropriate. 	<ul style="list-style-type: none"> Knowledge of practices and expectations is equal across the board, ensuring that every learner is treated in the same way and provided with equity in their education.
<p>Governing Body</p>	<ul style="list-style-type: none"> Best Practice following a development in the leadership and ability to challenge and support is not being shared. 	<ul style="list-style-type: none"> Initially, share Best Practice with Ysgol Bro Sannan and look to evolve this over time. 	<ul style="list-style-type: none"> Governing Body having an impact on standards in leadership, teaching and learning at another setting.

