



YSGOL PENRHYN DEWI VA

Assessment and Tracking

Policy and Guidance



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Assessment and Tracking Policy

The Purpose

- To track and monitor all pupil progress and wellbeing, identify (to include attendance, behaviour and groups of learners).
- To identify relevant issues and respond to the outcomes of tracking using appropriate intervention strategies.
- To track the progress of pupils with ALN in relation to IEP targets.
- To collaborate with partnership agencies to provide effective support.
- To support pupils with social, emotional and health needs to enable them to engage positively in school.
- To establish productive relationships with parents and carers to enable them to support their child's progress and wellbeing.
- To report to parents/carers, providing appropriate information on their child's progress and the actions needed to make expected progress.
- To achieve the best possible outcomes for all learners via a rigorous process of a continuous cycle of evaluation and intervention which is embedded throughout the Phases with an inclusive pupil centred focus.
- To develop our pupils as independent learners who can take responsibility for their progress.
- To embed processes where pupils are supported and held to account by subject and class/form teachers, who are held to account by HOPS and Heads of AOLE to ensure that expected progress is made in relation to targets and that appropriate interventions are employed after each data drop down.
- To identify and resolve underachievement quickly and effectively.
- To improve outcomes via an embedded system of assurance.
- To improve outcomes through raising our aspirations as a school community.

Cycle Overview



Identify



- Data drop conducted three times per academic year for Foundation, Development and Momentum phase, five times per year for Fulfillment phase.
- Subject teachers and form tutors to complete pupil progress review to identify pupils for intervention.

Implement



- In the week following the data dropdown, subject teachers, and form tutors to work with their line managers to identify those requiring intervention.
- The start of the cycle begins in the second week at the start of the Michaelmas Term (September).
- Pupils to have ownership of their target grades from week one and of their working at level immediately after each dropdown.
- Interventions to be agreed by ALNCO, Head of LLC, Head of Maths and Numeracy, Heads of AoLE, and Head of Phase.
- Interventions to begin in September and two weeks after each dropdown.

Monitor



- Subject based interventions to be implemented and monitored by subject/class teacher.
- Core interventions to be monitored by the staff member delivering intervention (LSA's, Youth Worker, Counsellor, Form/class Teacher, HOP, Outside agency).

Measure

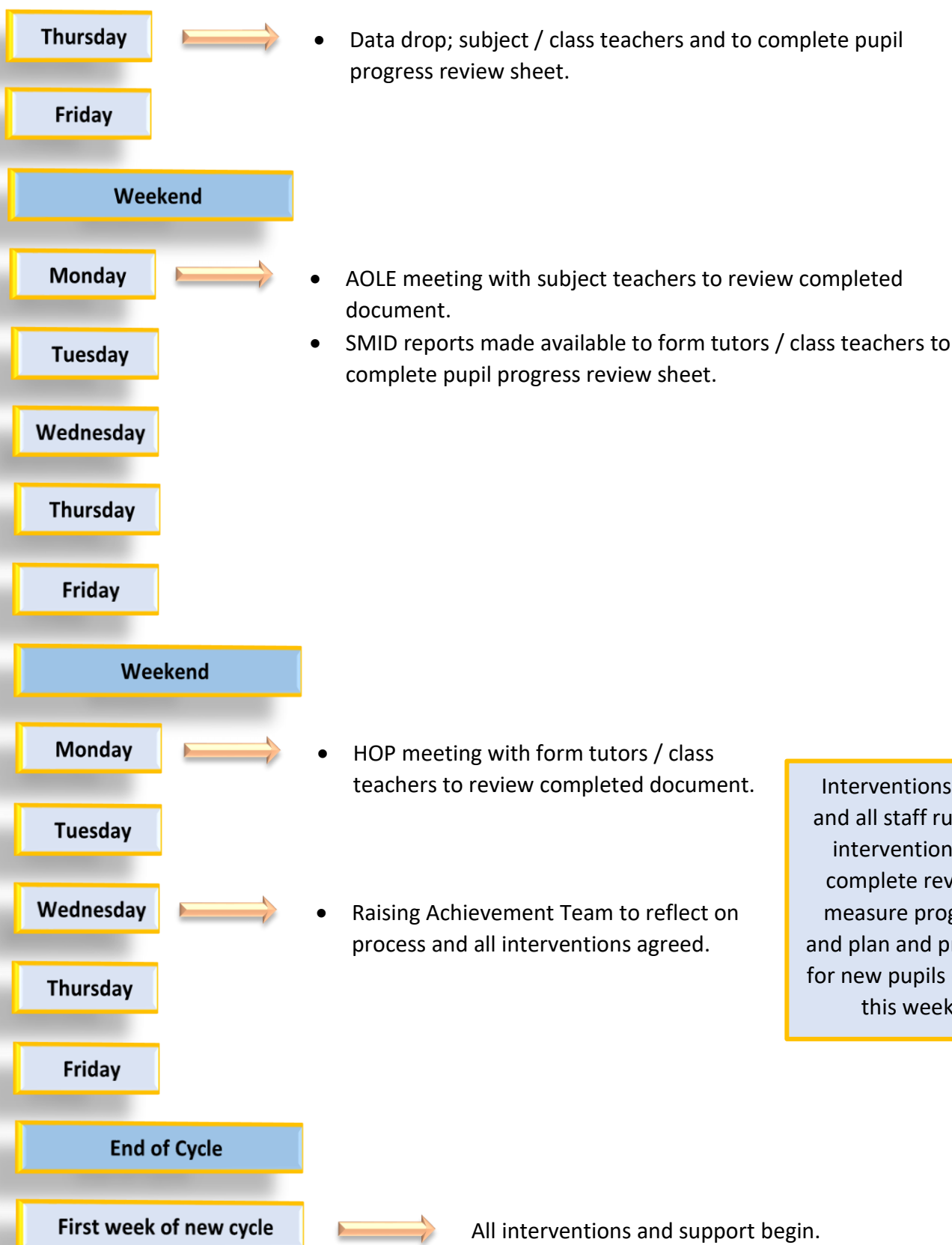


- All interventions will be measured at subsequent data drop down.
- Subject teacher accountable on the outcome of class-based interventions to head of AoLE.
- Staff delivering core interventions to measure impact based on the interventions aim. This will then need to be converted to +/- 2 measures.
- Pupils to measure progress re target grades and set targets after every data dropdown.

Cycle Overview



Detailed below is the week-by-week view of how the cycle will be carried out. This will occur three times throughout the year, with the Foundation, Development and Momentum Phase pupils having three data drops per year and the pupils in the Fulfilment Phase having 5 data drops per year.



Interventions stop and all staff running interventions to complete review, measure progress and plan and prepare for new pupils during this week.

Lines of accountability for pupil progress / wellbeing



1.

Pupil

Individual pupil in a subject and entire class in a subject



Class teacher
(Years N – 5)

Subject Teacher
(Years 6 – 11)



Head of AOLE
(MP & FP)

and HOP
(FP & DP) & **MAT Co**



Assistant Head Teacher Curriculum



Head Teacher

2.

Pupil

Individual pupil progress across all subjects



Class teacher
(Years N – 5)

Form Tutor
(Years 6 – 11)



Head of Phase & ALNCO



Assistant Head Teacher Inclusion

--- 1 ---

This underpins the curriculum planning and AFL. This is the responsibility of class/subject teachers under the guidance of HoAOLE plus Hof FP and HoDP (in those phases). Standards for individual subjects are the HoAOLE and HoFP and HoDP responsibility and they are accountable to Assistant Head of Curriculum. Extending subject content and challenging learners (MATS), sits here. Tracking pupil progress within a subject and entire classes in a subject sits here.

--- 2 ---

Underpinning this is attendance, wellbeing, behaviour etc. as does tracking them. ALN sits here. Tracking Pupil progress across subject sits here. This is all HOPS and Assistant Head of Inclusion.

Target Setting + Assessment



Foundation Phase:

Baseline assessments completed upon entry:

- LLC
- MaD
- Phys D
- PSD WCD
- Targets for outcomes generated & fixed in Michaelmas term of year 2

Foundation Phase: On entry Reception, pupil targets will be set based on Head of Phase observations, Teacher assessment and NVR data.

Year 1 will complete the FFP and NVR using this data the Head of Phase and Class teacher will agree End of Phase targets.

Year 2 will complete the FFP and NVR and Welsh Government tests before October half term. These will then be used to confirm/complete their targets.

Key Stage 2: Target setting for Year 3 pupils will be set using their Foundation Phase outcomes and Welsh Government test data. Where pupils have achieved Outcome 6 at the end of Foundation Phase there will be an expectation that these students are set a Level 5 End of Key stage target.

NVR test will be taken in September with the option to complete another round in the summer term. If a pupil consistently scores 115 or higher they will be identified as MAT and targeted a Level 5 or higher. Targets are fluid and will be reviewed after every data drop. Where pupils are on target in a subject the target will be raised by at least one sub level.

Year 5 will complete NVR and Welsh Government tests before October half term.

End of Key stage targets will be fixed in Year by October half term in conjunction with the Head of Momentum and Development Phase and year 5 Class teacher.

Development Phase (inc Yr 6):

Projected targets are set using data from:

- FP Outcomes
- WG Tests
- NVR
- Flightpath/teacher data
- Reading age/ spelling age.
- Targets are fixed in the Michaelmas Term of year 5

Momentum Phase (Yrs 7-8):

Prior to starting year 7 Targets are set using:

- KS2 data
- CAT 4
- Teacher data/Flightpath
- WG test Scores
- Reading Age & Spelling age
- GL testing completed during year 7 to review targets/identify needs

Key stage 3 - Year 7: At the end of year 6 (CAT 4 Testing at end of Year 6). Targets to be set using CAT 4, WG Test scores, flightpath data, Reading and Spelling age scores and KS2 data. They will complete GL testing in year 7 and targets will be reviewed at the end of year 7 and then at the end of year 8 when they will be fixed for year 9. Only three data drop downs per year until year 9.

Data will be shared with all staff through SharePoint. Which will be found by clicking the link below

Prior to starting Year 10 pupils will sit CAT4 in March of year 9 to generate their GCSE targets. Subject teachers should use the **If Challenged** as their starting point. Where pupils are to be set target grades above the target **If Challenged** grade, these Pupils will be identified as MAT for that subject.

If the class teacher identifies a pupil as having too high, an If Challenged grade the class Teacher and Head of AOLE will need to look at their supporting

KS3 Data and Welsh Government Test Data to provide corroborating data to justify using a different GCSE grade.

The assistant head teacher in charge of target setting will produce the appropriate tracking information to turn end of Phase/Key stage targets in to end of year targets. All targets will be uploaded into SIMs by the relevant class teacher or Head of Phase/AOLE.

Predictions

- all targets for year 10 are set at the end of year 9. For new subjects they can still view relevant data.
- Teachers to enter a prediction for each pupil on their course.
- This should be an accurate judgement on what each pupil will achieve at the end of the course.
- The prediction should build in the impact of all interventions that will take place over the two years. Interventions will only be employed after each drop down and reviewed after each subsequent drop down when their impact can be measured.
- These will be whole grades recorded on the EXCEL sheet shared on OneDrive.

Assessment

- In YPD we are continuously assessing our pupils to provide them with immediate and meaningful feedback and support (detailed in our marking and feedback policy)
- To effectively meet the requirements of the cycle detailed in this policy, pupils need formal assessment that can then be recorded and tracked using data drop in SIMS.
- During assessment week, all teaching staff should take time to consider the levels of their pupils, this may be in the form of a formal assessment but will also include teacher assessment, class work, practical work and course work or any other work that can be used to provide pupils with their working at level. This will be specific to each subject and as such, directed by the HoAOLE.
- Prior to the data capture, there will be designated moderation time on a Monday night staff meeting for subject areas to discuss and moderate work. This should ensure consistency across subject areas and should also ensure that underachievement is picked up early and resolved.
- In the week following the data capture there will be a reflection week where pupils evaluate their progress to date. They will create personal learning goals with detailed plans of how to achieve them. They can produce personal learning checklists in their subjects to help focus their efforts. The learning kits should be used to help with this.

Fulfilment Phase (Yrs 9-11):

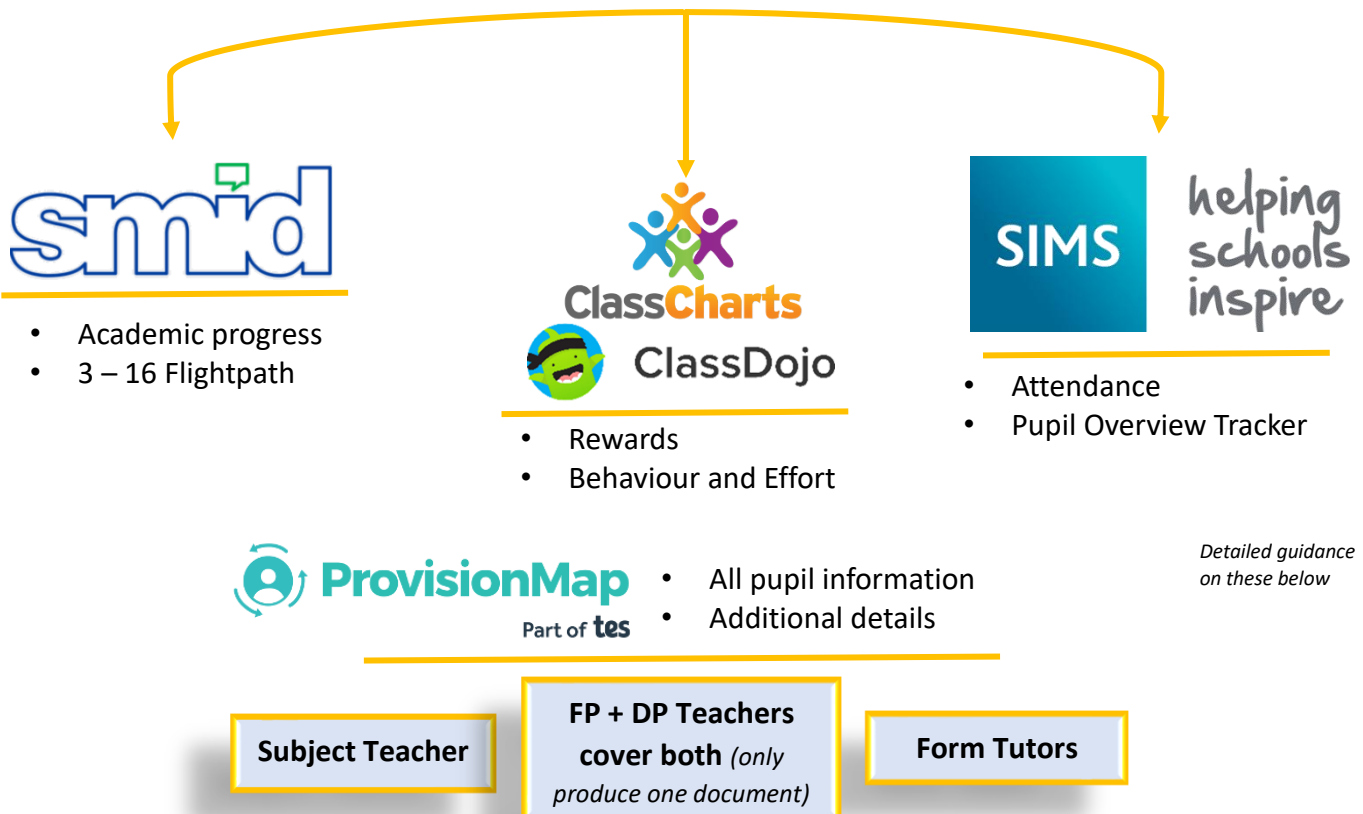
Targets agreed at end of KS3 prior to starting Yr 10 using:

- KS3 Flightpath Data
- CAT 4
- WG Tests
- GL Tests
- Teacher data
- Targets are reviewed at the end of Year 10.

Cycle in Detail - Identify



The first step in the cycle is to set target grades and then to monitor progress after each data drop down. This is initially done using the Smid tool for the individual subject progress and pupil/class profile and the Smid cross subject pupil profile.



- Subject teacher to complete the data drop based on the terms work including assessment week and pupils to be given working at targets and an effort and behavior score on SIMS.
- HoAOLEs to task subject teachers with pupil(s) progress review based on the performance of pupils in their subjects using SMID as the primary source of data.
- Groups of learners such as; MAT, FSM, LAC, ALN, Male/Female and vulnerable are identified.
- Review template document attached to this policy to be completed by the subject teacher who meets to reflect with their HoAOLEs in the week following the drop down.

- Form Tutors review pupil progress relating to targets across subjects using Smid profile and to complete Pupil Progress Review document attached at this policy.
- Form tutors should also use SIMS, ClassCharts / Class Dojo and Provision Mapping to gain a better insight into the pupil's school life and impact on performance and wellbeing. (See attendance, behavior etc.) Detailed guidance on these are included in this policy.
- Focus/Identification on groups of learners; MAT, FSM, LAC, ALN, Vulnerable, males and females.
- Completed template document attached, to be discussed with HOPS and ALNCO prior to meeting with the RAT team to agree interventions.

Cycle in Detail - Implement



In this step of the cycle, the pupils identified will be finalised by going through the lines of accountability and the interventions will begin.

In the first week after the drop down, all pupils (Y5+) must be made aware of their target and working at levels for each subject. They must be recorded in their subject books and planners. Subject teachers must inform pupils via feedback and reflection what is needed to achieve their target grades. Form/class teachers mentor pupils across subjects to set weekly targets to achieve their long-term targets.

- In the second week after the dropdown, the HOPs, ALNCO, MATCO and HoAOLEs (RATS) will meet to agree the targeted pupils and the relevant interventions. These will then be allocated to the relevant member of staff leading the intervention.

The types of interventions will be finalised by the following;

- Subject intervention - agreed during the AOLE subject teacher review meeting + MATCO.
- Core interventions - agreed by ALNCO, head of LLC and head of Math.
- Wellbeing interventions - agreed by HOPs and form tutor meeting (inclusion team).
- In the second week after the drop down those staff who have led the interventions will review the impact/measure of the intervention on each pupil and complete their review which will be uploaded to the Provision Mapping tool.
- The interventions should fall into one of these categories;

Subject Intervention

Class based support directed by the subject/class teacher

Core Intervention

ALN, Literacy, Numeracy and outside agencies

Wellbeing

Behaviour, ELSA, Attendance etc

- At this point, HOPs and HoAOLE should consider groups of learners such as; MAT, FSM, ALN, LAC and boys and girls.
- They can then be put into practice with the support of the ALNCO to implement the 'Core interventions' by tasking the staff responsible for leading the interventions. This may include updating IEPs and informing parents.
- As can be seen in the cycle overview, all interventions and support should be finalised before the end of the second week, ready to implement on the first day of the following week (new cycle/term).
- The staff responsible for delivering the core interventions are responsible for inputting the information into the Provision Mapping tool. Staff must include; pupils names, start dates, end dates, aims and any entry assessments. HOPs will then use this information to update the Pupil Overview Tracker in SIMS.
- Details of using all tools mentioned are detailed later in this document.

Cycle in Detail – Monitor and Measure



Monitor

Between the implementation and measuring of the interventions, it is important to monitor their impact through the duration of the cycle.

Subject Intervention

Class based support directed by the class/subject teacher



The subject/class teacher is responsible for overseeing their classroom interventions as directed by their HoAOLE. These are informal monitoring processes to be more formally assessed when measuring for impact.



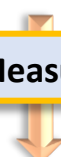
The subject teacher will measure the impact that their classroom intervention has had as directed by their HoAOLE. This will likely be teacher assessment as a short statement using the first box in the pupil progress review document.

Core Intervention

ALN, Literacy, Numeracy and outside agencies



The staff member leading the core intervention is responsible for monitoring the progress of pupils engaging in the interventions, overseen by the ALNCO and Literacy and Numeracy leads. The monitoring process will be different based on each intervention but must be recorded into the Provision Mapping tool. Impact should be evident across subjects



The staff member leading the core intervention is responsible for measuring the impact of the intervention. This will be different based on the intervention, but any measurement data must be uploaded into the Provision Mapping tool. To effectively measure and compare impact, each intervention also needs to be measured as a +/- 2 measure.

Wellbeing

Behaviour, ELSA, Attendance etc



The form tutor is responsible for monitoring pupils on these interventions, such as BHSP's and PSP's monitored by the HOP/outside agency



The form tutor will measure the impact that the mentoring has had as directed by their HOP. For example, this evidence may come from improved pupil confidence, behaviour or attendance. This may also be a short statement using the first box in the pupil progress review document.

Measure

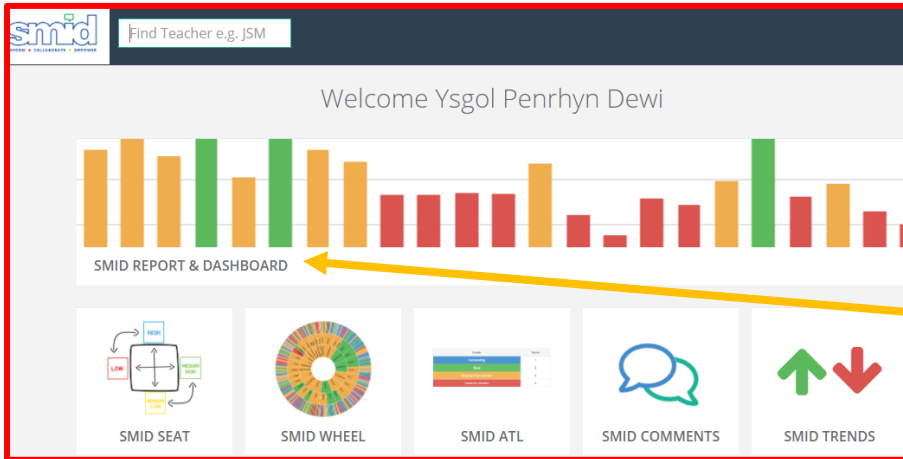
At the end of every data dropdown all impact of all interventions should be visible and measured. After the measuring cycle has concluded, the cycle will begin again by identifying the pupils who need our support.

Using smid



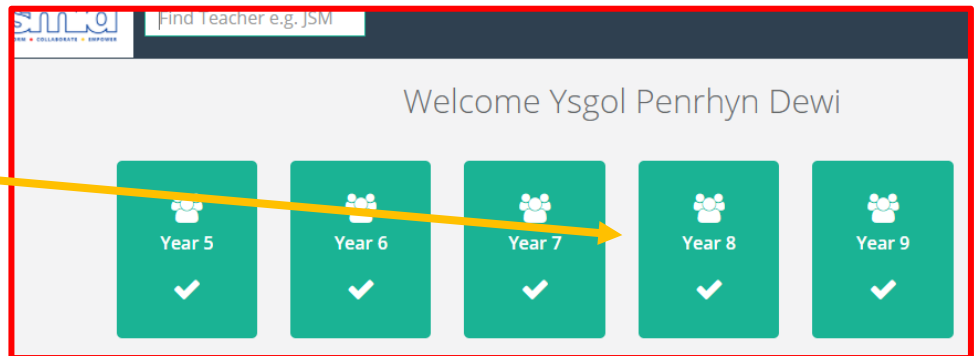
This guidance aims to show you some key features of using SMID, there are many more useful features of this tool which can be found in the official SMID guidance document.

Subject / Class Teacher – To view information on pupils within your subject;

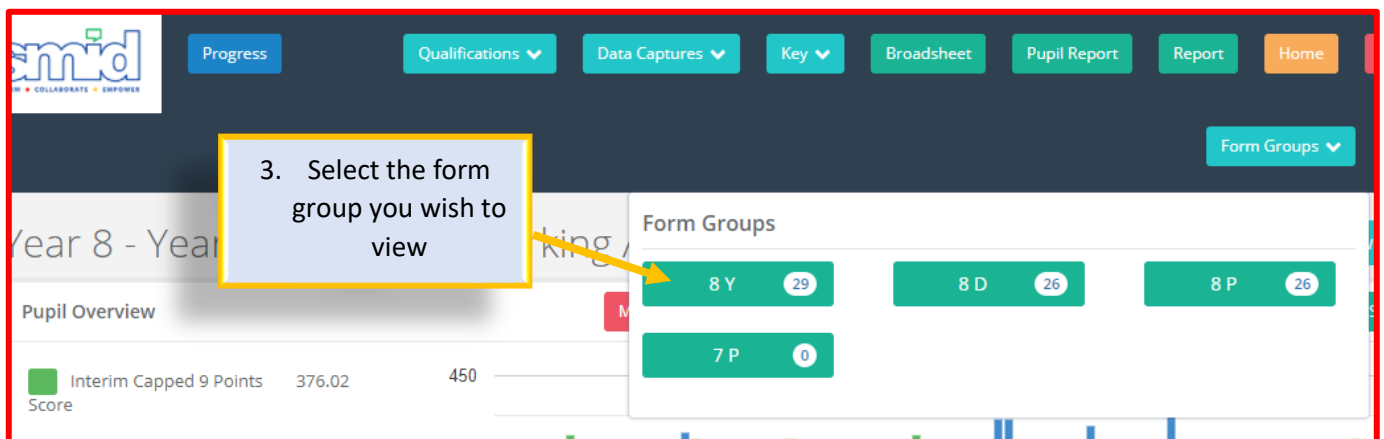


1. Select SMID REPORT & DASHBOARD

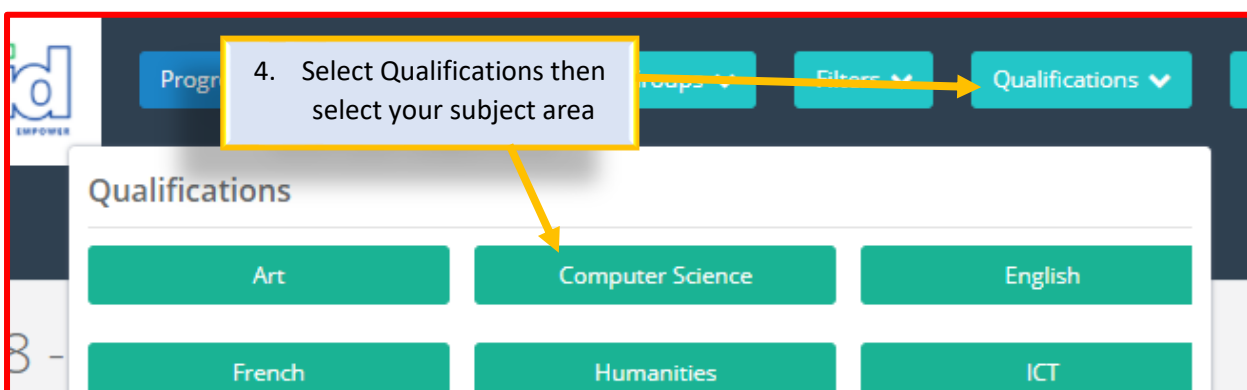
2. Select the year group you wish to view



3. Select the form group you wish to view



4. Select Qualifications then select your subject area



Gender	Form Group	FSM	SEN	ETHN	Procedural	Reasoning	Reading	KS2 Ma	KS2 En	KS2 Sc	KS2 We	KS2 Avg	Class	Grade	PS	SPS	LP	Target	PTT
F	8 Y			WBRI									Yr8Y/Ma	4a	38.0	38.0		5b	-2 ↓
M	8 Y		A	MWAS									Yr8Y/Ma	6a	50.0	50.0		7a	-3 ↓
F	8 Y			WBRI									Yr8Y/Ma	5a	44.0	44.0		6c	-1 ↓
M	8 Y			WBRI									Yr8Y/Ma	6c	46.0	46.0		6a	-2 ↓
F	8 Y	Y	A	WBRI									Yr8Y/Ma	3a	32.0	32.0		4b	-2 ↓
M	8 Y		A	WBRI									Yr8Y/Ma	4c	34.0	34.0		4a	-2 ↓
M	8 Y	Y	A	WBRI									Yr8Y/Ma	5b	42.0	42.0		6c	-2 ↓
F	8 Y			WBRI									Yr8Y/Ma	5a	44.0	44.0		6b	-2 ↓

5. Here you can view your class overview. You can see the TA and WA level as well and +/- measures

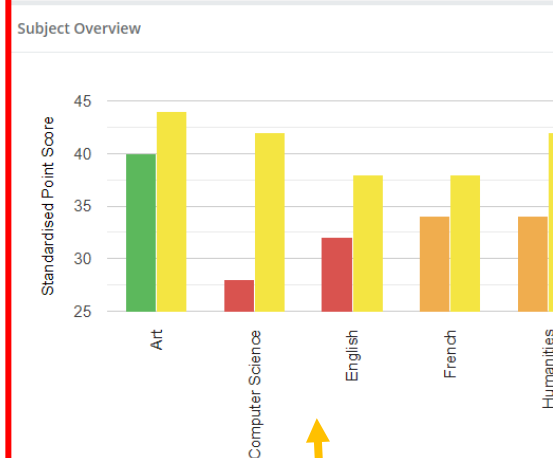
Form Tutor / Class Teacher – To view information on pupils within your form across all of their subjects;

Show Level 7	Show Performance Measures	Export to Excel
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1. Once you are on the page with your form you can select Show Performance Measures to get a nice overview of each child within the core subjects

More Options ▾											Show Thirds	Show Level 5	Show Level 6
KS2 Ma	KS2 En	LP	Interim Capped 9	Literacy Points	Numeracy Points	Science Points	Skills Points	Skills Challenge	Wels Back				
376.0	36.0	38.0	44.0	0.0									
398.0	38.0	50.0	48.0	0.0									
388.0	38.0	44.0	44.0	0.0									
412.0	44.0	46.0	48.0	0.0									
340.0	34.0	32.0	38.0	0.0									

Year 8 - Year 8 December Working At -



2. You can then click on each pupil's name within your form to give you an overview of their performance across all subjects, including TA and WA levels as well as +/- measures

Subject List

Subject	Class	Grade	PS	SPS	LP	Target	PTT
Art	Yr84/Ar	5c	40.0	40.0		5a	-2 ↓
Computer Science	NO CLASS	3c	28.0	28.0		5b	-7 ↓
English	Yr8Y/En	3a	32.0	32.0		4a	-3 ↓
French	Yr8Y/Fr	4c	34.0	34.0		4a	-2 ↓
Humanities	Yr8Y/Hu	4c	34.0	34.0		5b	-4 ↓
ICT	Yr8Y/It	5b	42.0	42.0		5b	0
Maths	Yr8Y/Ma	4c	34.0	34.0		4a	-2 ↓
Music	Yr8Y/Mu	4a	38.0	38.0		5b	-2 ↓
PE	Yr8B/Gp	4b	36.0	36.0		5b	-3 ↓
RM	NO CLASS	4b	36.0	36.0		5c	-2 ↓
RS	Yr8Y/Rs	4c	34.0	34.0		5b	-4 ↓
Science	Yr8Y/Sc	4a	38.0	38.0		5b	-2 ↓
Welsh	Yr8Y/We	3c	28.0	28.0		4b	-4 ↓

Using ClassCharts



This guidance aims to show staff how to access data on pupil behaviour that is relevant to them and how this data could be used.

To run a report on a group of learners relevant to you, login to ClassCharts;

1. Select ANALYTICS

ClassCharts | CLASSES | ACTIVITY | PUPILS | ANALYTICS | HOMEWORK CALENDAR | ANNOUNCEMENTS

2. Select a date range, by clicking on the drop down

3. Select a primary breakdown from the drop-down list. If you want, you want to see individual pupils then select pupils or you can view groups such as forms

4. Select BEHAVIOUR

Generate a behaviour report

Saved reports: Weekly behaviour (by teacher) View all

Date range: 7/9/2020 - 16/12/2020

☐ Compare to another period

Primary breakdown

-- choose breakdown --

Teacher

Lesson

Pupil

Pupil gender

Behaviour

5. Here you can order the data of a chosen field by clicking on the titles

Include type:

☒ Behaviour only ☐ Events only ☐ Behaviour and events

☐ Filter by teacher

☐ Filter by lesson

☐ Filter by pupil

☐ Filter by group

☐ Filter by outcome

☐ Filter by year

☐ Filter by house

☐ Filter by subject

☐ Filter by behaviour type

☐ Filter by event type

☐ Include archived pupils

☐ Analyse number of incidents instead of points

6. Select Behaviour only

7. Select your filter, e.g. if you only want to see the pupils in your form / class select filter by group then select the group you want to view

8. If you want to see details on a specific pupil, you can click here which will open a new tab

9. You can all see additional overview details by clicking here on the bottom of the page

10. Press generate report

Category	Positive	Negative	Ratio
Rhiannon Bealby (8 Y)	116	0	
Arun Buckle (8 Y)			
Evie Cadman (8 Y)			
James Clark (8 Y)	204	0	
Total	4680	-14	

Generate report | Export to Excel

Using SIMS



This guidance is here to support you with analysing attendance data for your pupils and instructions on how to access and use the Pupil Overview Tracker

Accessing the Pupil Overview Tracker;

- 1. Select Focus**: The 'Focus' menu is selected in the top navigation bar.
- 2. Select Assessment**: The 'Assessment' option is selected in the left-hand menu.
- 3. Select Marksheet Entry**: The 'Marksheet Entry' option is selected in the right-hand menu.
- 4. Type '%inter' into this**: The search bar in the 'Marksheet Entry' window is used to filter results.
- 5. Select Search**: The 'Search' button is clicked to execute the search.
- 6. This will bring up the intervention marksheet you have access to, select one**: A list of intervention marksheets is displayed, and one is selected.
- 7. All staff have access to this document, here you can view key pupil information and gain an overview of the interventions happening in the school. For more in-depth detail regarding information, you will need to visit Provision Mapping (detailed below)**: A detailed table of pupil information and interventions is shown.

Students	Gender	Reg Group	FSM	SEN Status	SEN Need	Looked After	% Attendance	Int BISP Intervention Year 6	Int Cymreidd Intervention Year 6	ELSA Intervention Year 6	Int GRIT Intervention Year 6	Int Language Develop Intervention Year 6	Int Leda Intervention Year 6	Int Literacy BS Intervention Year 6	Int Numeracy BS Intervention Year 6	Int Numeracy OL Intervention Year 6	Int Other Intervention Year 6
WILLIAMS, Lowri	F	6	N				98										
wan	M	6	N				100										
Cosia	F	6	N	N			100										
Charlie	M	6	N	N			98										
van	M	6	N	N			96									Yes	
ifion	M	6	N	A	SPLD - Dyslex		100					Yes	Yes		Yes	Yes	
-POLLEY, Osian	M	6	N	N			0										
ia	F	6	Y	N			100										
Jack	M	6	Y	N			80			Yes		Yes	Yes		Yes	Yes	
d	M	6	N	N			100									Yes	
erena	F	6	N	N			98									Yes	
Holly	F	6	N				100										
e	M	6	N	A	Speech Langu		99					Yes	Yes				
n	M	6	N	N			100						Yes				
Fin	M	6	N	N			99										
anny	M	6	N	N			100										
d	M	6	N	N			96						Yes			Yes	
ion	F	6	N	N			88										
-THOMAS, Ruan	M	6	N	N			98										
Faye	F	6	N	N			96					Yes	Yes			Yes	

Viewing the most up to date attendance data on a selected group of pupils;

1. Select Reports > Lesson Monitor > Selected Student Reports > Percentage Attendance Report

3. Here you can select a date range

4. Here you can choose to only show pupils with a certain percentage or all pupils

6. Select the group you wish to view, or multiple by CTRL clicking

2. Select print

5. Select how you would like them ordered

7. On the pop up, you can either view the information on a browser (not saving) or output as an excel

Percentage Attendance

Period: 07/09/2020 to 11/12/2020
Scope: Reg Group 7 P Value Range : Any percent

Name	Reg	% Attend
any	7 P	96.55
	7 P	100
	7 P	100
	7 P	98.28
	7 P	89.66
line	7 P	96.55

8. Your data should appear in this format

Comparing different group attendance;

1. Select Reports > Lesson Monitor > Group Reports > Group Analysis By Attendance Category Report

2. Select a date range

4. Select Percentages and untick here

3. Choose your groups by CTRL clicking then select print, the same as previous

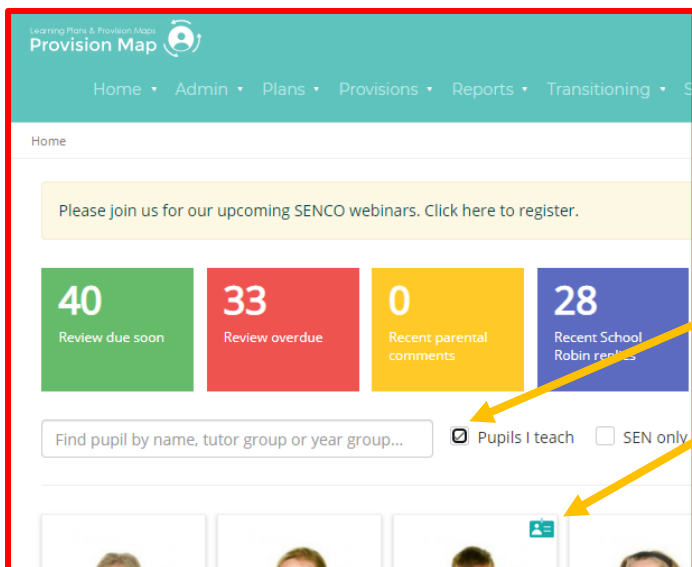


Using ProvisionMap



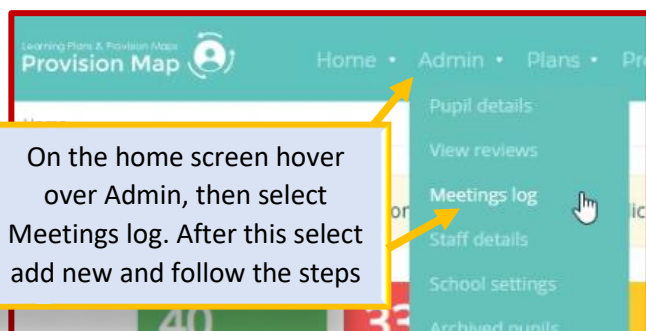
ProvisionMap has all pupil information relating to wellbeing and any additional needs, this guidance show how to access important features of ProvisionMap and provide guidance for staff running interventions.

Viewing pupils' additional needs and IEPs;



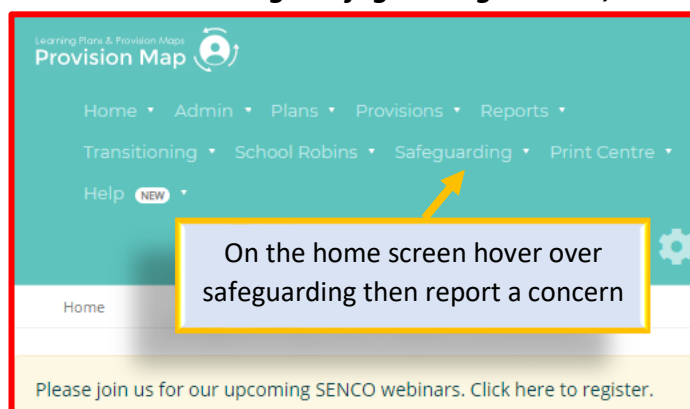
On the home screen, you should see pictures of all pupils in school. Tick the box saying 'Pupils I teach' then go through your pupils selecting those with this () symbol to read through their extra provision, including IEPs

Recording using meetings logs, meetings with parents and phone calls can be recorded here;



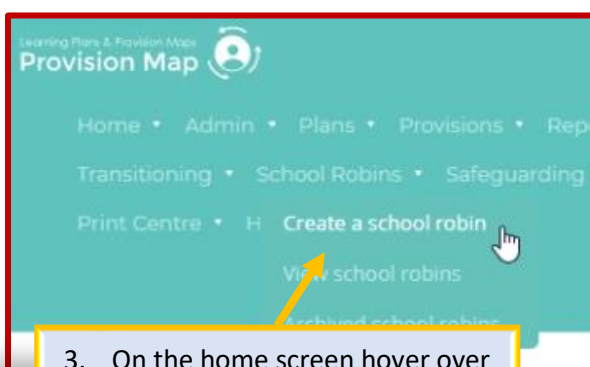
On the home screen hover over Admin, then select Meetings log. After this select add new and follow the steps

Recording a safeguarding concern;



On the home screen hover over safeguarding then report a concern

Gathering information from staff using a Round Robin (very useful for reporting to parents);

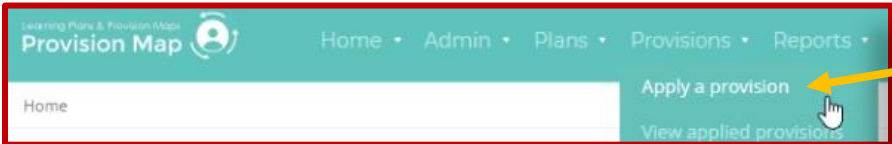


3. On the home screen hover over School Robins then select Create a school robin

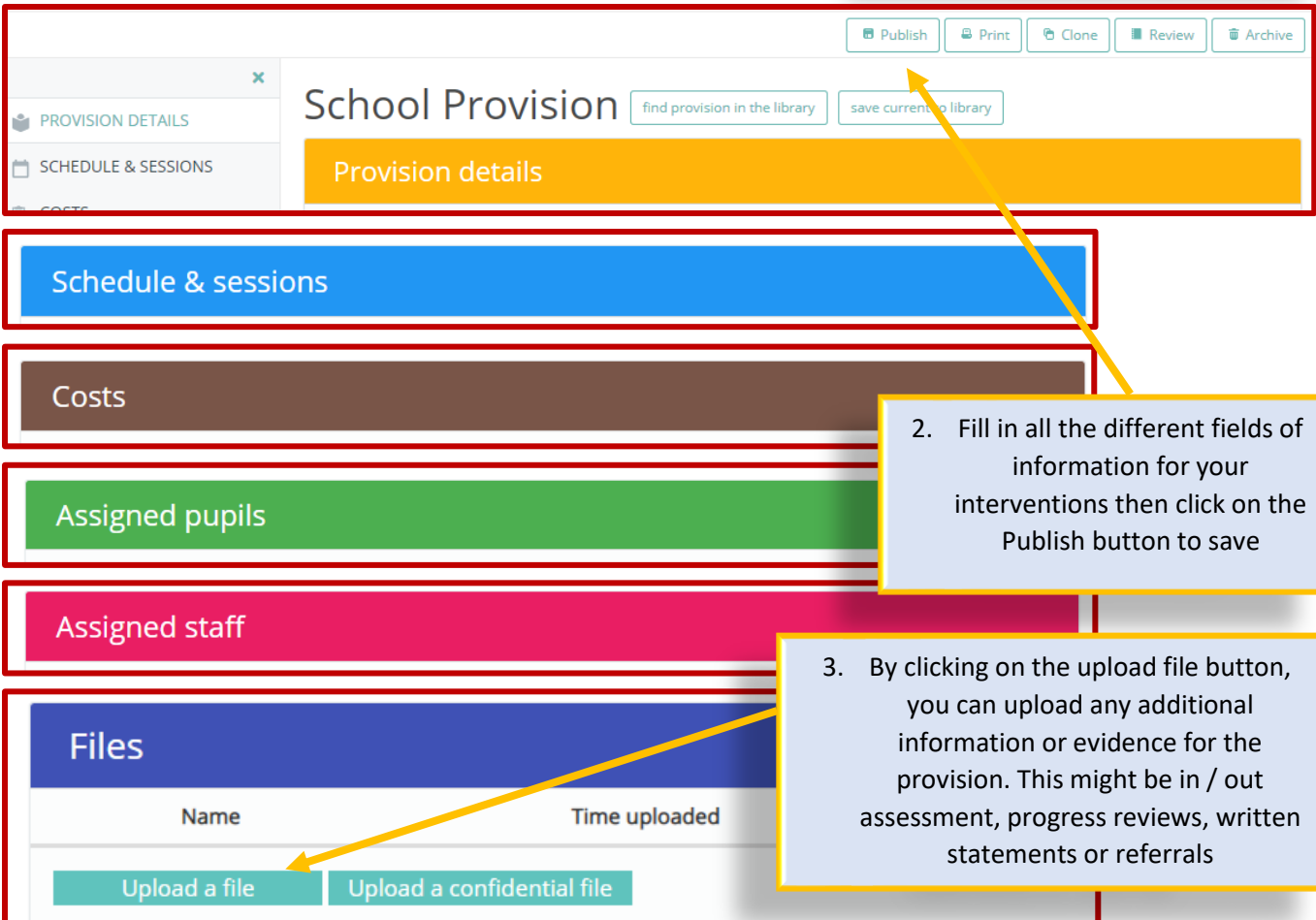
1. Following this, follow the steps to select a pupil, write a message and then select the staff to send the Round Robin to. This will automatically send an email to those staff

2. When you are ready, revisit this are and select view school robins and print as a report.

How to input a new provision (for staff running interventions);



1. On the home screen hover over Provisions then select Apply a provision

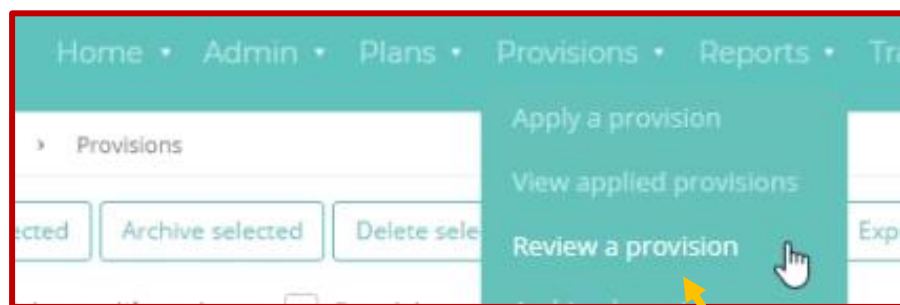


2. Fill in all the different fields of information for your interventions then click on the Publish button to save

3. By clicking on the upload file button, you can upload any additional information or evidence for the provision. This might be in / out assessment, progress reviews, written statements or referrals

The interface includes a top navigation bar with links: Home, Admin, Plans, Provisions, Reports. The main form is titled 'School Provision' and contains sections: PROVISION DETAILS, SCHEDULE & SESSIONS, Costs, Assigned pupils, Assigned staff, and Files. The Files section has buttons for 'Upload a file' and 'Upload a confidential file'. A 'Publish' button is located at the top right of the form.

How review a provision to measure its impact (for staff running interventions);



1. On the home screen, hover over the Provision drop down then select Review a provision. When reviewing your provision, you may also conduct an assessment or written review, this should be photographed or scanned and saved in the Files section of the intervention.

Review for School Provision: 5 ways to wellbeing

Description

5 ways to wellbeing programme will be based on promoting and improving the emotional health and wellbeing of young people in years 7&8. Working with the NHS' 5 ways to wellbeing, the programme will run for a total of 7 sessions. Following an introductory the next five of these sessions will focus on each of the '5 ways'. The seventh and final session will allow the young people to create their own wellbeing plan using the experience they have gained in the first five sessions. Ideal group size 4-6 young people. Each session will be practical based where the young people will have the opportunity to try out different activities under the each of the 5 ways to wellbeing categories i.e. 'Connect' during this session the young people will be able to take part in team building activities. 'Give' Litter pick on local beach. The programme will primarily target those pupils in years 7 & 8 who may be lacking in confidence and/or have low self-esteem. The programme may also be of benefit to those who have struggled with the transition from primary to secondary school, in addition to being used as an engagement tool for any year group.

Intended outcome

The intended outcomes from completing this programme will be an increased level of confidence and self-esteem, improved social skills and improved attainment at school.

Area of concern

Health and well-being

Start date

18/11/2020

End date

22/1/2021

Review date:

Reviewed by:

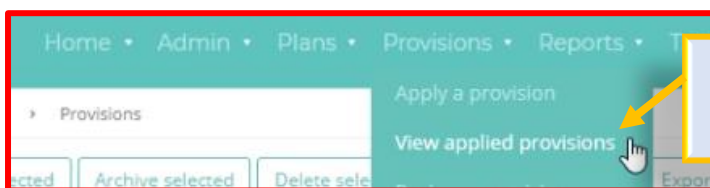
	Pupil	Outcome	Notes
☒	Jasmine Gainfort W668238411004 Year 8 Tutor group 8 Y	0 — As e	
☒	Grace Mayman P668222811003 Year 8 Tutor group 8 Y	0 — As e	
☒	Seren Murphy H668305010020 Year 8 Tutor group 8 Y	0 — As e	

☐ Show provision notes

Set outcome for all pupils to:

2. Here you can add notes directly to your review. Here you can also select the outcome of the provision from -2 to +2. Ensure you save the review.

How to finish and archive a provision (for staff running interventions);



2. On the home screen, hover over the Provision drop down then select View applied provisions

1. Choose the provision to archive by ticking the box then select Archive selected

Filter by lesson

☐ Provisions with reviews ☐ Provisions without reviews

	Name	Concern	# of pupils
☐		Show all	Show all
☒	Lexia - Spring term	Weak Literacy Skills	23

Our Provisions



These A5 cards re designed to give the reader a brief but detailed overview of each of the provisions we offer here at YPD, including; criteria, aims, monitoring, measure, in/out data.

EXAMPLES BELOW – NEED TO BE COMPLETED

ELSA

Emotional Literacy Support Assistant



Criteria

Aims

Monitoring and Measuring

Lexia

Supporting Pupils to Develop their Reading Skills



Criteria

Aims

Monitoring and Measuring



YSGOL PENRRHYN DEWI VA

Pupil Progress Review

Class Teacher / Form Tutor

To be completed by:

Staff member:

Comment on the outcome of the previous cycle:

Pupil	Reason for identification	Suggested next steps