

Case study

Hendredenny



Llywodraeth Cymru
Welsh Government

Hendredenny is an English-medium primary school with 254 learners on roll, 12 per cent of whom are eligible for free school meals.

Clare Walsh, Headteacher of Hendredenny is the primary lead on the National Literacy and Numeracy Framework (LNF), however all teachers and teaching assistants are closely involved and a school governor was recently appointed to provide an oversight on the LNF within the school.

Before beginning working with the LNF, the school undertook an inset day to look at the current schemes of work to see how the LNF could be mapped in, and how the new framework would impact on curriculum planning. When planning the implementation of the LNF, the school created an excel spreadsheet in order to carefully map out the LNF and to show that integration was occurring across the curriculum.

To ensure the school was fully equipped to implement the LNF, it worked closely with the EAS numeracy team and a lead practitioner was appointed within the school, who has since received intensive training in numeracy. This lead practitioner now goes throughout the school to spread knowledge, skills and training examples with colleagues. The headteacher meets with other schools within the cluster twice each term to discuss their use of the LNF and to share best practice. Since the introduction of the LNF, teachers have focused on achieving small steps in literacy and in numeracy, ensuring that they are fully embedded across the curriculum. As such, curriculum planning is now led entirely by the LNF.

Discussing how planning has changed since implementing the LNF, Clare Walsh said:

‘Curriculum planning has changed drastically since the implementation of the LNF. At the beginning, the leadership team at the school developed topic grids to ensure literacy and numeracy skills were mapped out across topics and year groups. Staff now look at the years above and below to make sure less able and more able and talented learners are catered for and supported as necessary.’

To ensure that skills are being tracked closely, staff make use of OneDrive, a function accessible through the Welsh Government’s digital learning platform, Hwb. Focused assessment procedures are also developed online for every class, through the school’s electronically designed tracking system which was developed with literacy and numeracy as its focus. Teachers and teaching assistants are able to use the document simultaneously and collaborate by adding new information continuously, meaning that if a learner is having difficulty with a particular skill in the morning it can be picked up and addressed by their teacher or teaching assistant in the afternoon. The ability to track and identify areas for development has been identified as having the greatest impact on learners at Hendredenny. In addition, the school is developing portfolios for literacy and numeracy in order to showcase where the LNF has been embedded. These portfolios also ensure that there is a bank of evidence of how LNF skills are being established in a cross curricular way by the school, and identifies any gaps in learners’ development.

Hendredenny has also introduced a more focused approach to parental engagement as a result of implementing the LNF. Clare Walsh said:

'We have tried to involve parents as closely as possible as we believe they can help in improving their child's learning. We arrange termly meetings, where teachers can let parents know which steps their child needs to develop further and what is already being achieved, as well as a written report at the end of each year.'

The next steps for the school have been based on keeping progress under review, as well as training and re training of staff often, based on any targets that are outstanding, including how reading can be made more attractive to male learners.