



Complete Agenda

Democratic Services
Swyddfa'r Cyngor
CAERNARFON
Gwynedd
LL55 1SH

Meeting

EDUCATION AND ECONOMY SCRUTINY COMMITTEE

Date and Time

10.30 am, THURSDAY, 4TH FEBRUARY, 2021

NOTE: A BRIEFING SESSION WILL BE HELD FOR MEMBERS AT 10.00AM

Location

Virtual Meeting - Zoom

Contact Point

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(DISTRIBUTED 27/01/21)

EDUCATION AND ECONOMY SCRUTINY COMMITTEE

MEMBERSHIP (18)

Plaid Cymru (10)

Councillors

Steve Collings
E. Selwyn Griffiths
Gareth Tudor Morris Jones
Olaf Cai Larsen
Mair Rowlands

Aled Ll. Evans
Judith Mary Humphreys
Huw Gruffydd Wyn Jones
Rheinallt Puw
Paul John Rowlinson

Independent (5)

Councillors

Freya Bentham
Beth Lawton
Elfed Powell Roberts

Elwyn Jones
Dewi Wyn Roberts

Llais Gwynedd (1)

Councillor Alwyn Gruffydd
Alwyn Gruffydd

Gwynedd United Independents (1)

Councillor Dewi Owen

The National Party (1)

[vacant seat]

Ex-officio Members

Chair and Vice-Chair of the Council

CO-OPTED MEMBERS:

With a vote on education matters only

Anest Gray Frazer	Church in Wales
[vacant seat]	The Catholic Church
Ruth Roe	Meirionnydd Parent/Governors Representative
Karen Vaughan Jones	Dwyfor Parent/Governors' Representative
Manon Williams	Arfon Parent/Governors' Representative

Without a Vote

Dilwyn Ellis Hughes	UCAC
Dylan Huw Jones	NASUWT

AGENDA

1. APOLOGIES

To receive any apologies for absence.

2. DECLARATIONS OF PERSONAL INTEREST

To receive any declarations of personal interest.

3. URGENT BUSINESS

To note any items that are a matter of urgency in the view of the Chair for consideration.

4. MINUTES

6 - 14

The Chair shall propose that the minutes of the previous meeting of this Committee held on 5th November, 2020 be signed as a true record (attached).

5. THE EDUCATION DEPARTMENT'S 2018-19 AND 2019-20 ANNUAL REPORTS: THE EDUCATION DEPARTMENT AND GWE'S RESPONSE TO THE COVID-19 PANDEMIC, THE WELL-BEING AND ATTAINMENT GAP AND BLENDED LEARNING

- (A) EDUCATION ANNUAL REPORT 2018-19, 2019-20, EDUCATION DEPARTMENT'S RESPONSE TO THE COVID-19 PANDEMIC AND DEPARTMENTAL PRIORITIES 15 - 62

Cabinet Member – Councillor Cemlyn Williams

To consider a report on the above (attached).

- (B) GWE WORK PROGRAMME AND SUPPORT TO SCHOOLS DURING THE COVID-19 PANDEMIC 63 - 396

To consider a report on the above (attached)

6. POST 16 EDUCATION INFORMAL ENGAGEMENT

397 - 402

Cabinet Member – Councillor Cemlyn Williams

To consider a report on the above (attached).

**7. THE PROCESS OF DEVELOPING NEW VISITOR ECONOMY 403 - 412
PRINCIPLES FOR GWYNEDD**

Cabinet Member – Councillor Gareth Thomas

To consider a report on the above (attached).

EDUCATION AND ECONOMY SCRUTINY COMMITTEE 5/11/20

Present: Councillor Paul Rowlinson (Chair)
Councillor Elwyn Jones (Vice-chair)

Councillors: Freya Bentham, Steve Collings, Aled Evans, Selwyn Griffiths, Alwyn Gruffydd, Judith Humphreys, Gareth Tudor Morris Jones, Cai Larsen, Beth Lawton, Dewi Owen, Dewi Roberts, Elfed Powell Roberts and Mair Rowlands.

Ex-officio Member: Councillor Edgar Owen.

Officers present: Vera Jones (Democracy and Language Services Manager), Bethan Adams (Scrutiny Advisor) and Eirian Roberts (Democracy Services Officer).

Present for item 5:

Councillor Dyfrig Siencyn (Council Leader/Chair of the North Wales Economic Ambition Board)

Councillor Gareth Thomas (Cabinet Member – Economy and Community)

Alwen Williams (North Wales Economic Ambition Board Portfolio Director)

Sioned E. Williams (Head of Economy and Community Department)

Iwan Evans (Monitoring Officer*)

Dafydd Edwards (Head of Finance / Section 151 Officer*)

Dilwyn Williams (Chief Executive)

Sian Pugh (Group Accountant - Corporate and Projects)

*(*Ambition Board statutory officers)*

1. APOLOGIES

Apologies were received from Anest Gray Frazer (Church in Wales), Dilwyn Elis Hughes (UCAC) and Dylan Huw Jones (NASUWT).

2. DECLARATION OF PERSONAL INTEREST

No declarations of personal interest were received.

3. URGENT ITEMS

None to note.

4. MINUTES

The Chair signed the minutes of the previous meeting of this committee held on 8 October 2020 as a true record.

5. NORTH WALES ECONOMIC GROWTH

Submitted - the report of the Council Leader / Chair of the Ambition Board noting that a package of documents needed in order to reach Final Agreement for the North Wales Growth Deal with the UK Government and Welsh Government had been prepared. It was noted that the intention was to submit the report to Cabinet on 24 November 2020 and subject to the Cabinet's decision, a report would be submitted to the full Council on 3 December 2020, recommending for the Council:

- *To approve the Overarching Business Plan as the document that sets out the arrangements for delivering the North Wales Growth Deal as the basis for entering into the Final Agreement and acceptance of the Grant Funding Letter with the UK and Welsh Governments.*
- *To approve entering into Governance Agreement 2, and specifically, adopt the arrangements for Scrutiny of "Governance Agreement 2: Appendix 3" of this as the basis for completing the Final Agreement and acceptance of the Grant Funding Letter with the UK and Welsh Governments.*
- *To authorise that the Accountable Body, Gwynedd Council, signs the letter of the Grant Funding Proposal on behalf of the Partners.*
- *To recommend approval of the method used to calculate the cost of borrowing notionally required to facilitate the negative cash flow for the Growth Deal, and the corresponding annual partner contributions required to meet this cost as set out in GA2 (and in paragraphs 5.5 - 5.7 of the report); and*
- *That the Leader, in consultation with the Chief Executive, the Monitoring Officer and the Section 151 Officer, be granted delegated authority to agree minor changes to the documents with the Partners as necessary to complete the agreement.*

Prior to recommending that the Council take these decisions, the scrutiny committee was required to consider whether the Business Plan, Governance Agreement 2, the funding model and the operational arrangements were clear and robust to achieve the objectives of the Growth Agreement for the benefit of the businesses and residents of Gwynedd.

The Chair welcomed the Leader, in his capacity as Chair of the Ambition Board, the Portfolio Director and other officers to the meeting, emphasising that the report was the culmination of many years' work in developing the plan.

The Chair of the Ambition Board was then invited to set the context and give a brief update on the situation. He was also asked to comment on Wylfa B and Brexit during his presentation.

During his presentation, the Chair of the Ambition Board noted:

- That the work culminated in the completion of all the detailed and complex work of putting the package together, in the form required for submission to both Governments, and was presented and adopted by the Board on 23 October 2020.
- That this was the result of significant work by the Portfolio Office, which was established at the beginning of the year under the leadership of the Portfolio Director, and consisted of a highly capable and enthusiastic team of officers, who laid a very solid foundation for economic development issues in the north.
- That the team worked closely with the Welsh Government's team of economic development officers, and it was believed that others regarded us in the north as an example of good practice.
- That as statutory officers of the host authority, the Head of Finance and Monitoring Officer were instrumental in leading teams of officers across the north in undertaking the financial and legal work, and both were thanked for their outstanding contribution to the work of the Board.
- That there were financial and other reasons for signing the final agreement at the end of this year, and it was trusted that both Governments and councils would be ready to sign all before the end of the year, so that the first grant payment could be received in March 2021, and proceed to realise the projects.
- That a number of very exciting projects had been developed over several years in a variety of areas, whilst also ensuring that any economic growth or well-being was

distributed across the north as a whole, and not just in those areas where there was economic activity already.

- That circumstances had changed significantly over recent years, especially this year due to the pandemic, and there would have to be flexibility going forward.
- That Brexit was also a dark cloud hanging over everything, and although we had little control over that, we supported all the work that Jeremy Miles, MS, the Counsel General and Minister for European Transition, was doing to ensure that we in Wales get what we were promised as a result of Brexit.
- That although reports on the potential impact of Brexit on the north showed that areas such as Flint and Wrexham would suffer very significantly from any export problems due to their manufacturing base, the biggest threat would be to the north-west in terms of agriculture and the countryside.
- That as Wylfa was never part of the Growth Scheme, the decision not to proceed with Wylfa B did not directly affect the work, but the resulting side-effect of losing the huge investment that would otherwise have come to the north-west, was something that would have to be considered when developing the plans.
- That if there was a weakness in the Growth Plan, the weakness was probably that we were locked into those projects that had been developed over the last three to four years and longer. Therefore, it was necessary to be flexible and ready to adapt some projects as they came into operation, whilst also being alert to any opportunities that might arise from other sources.

The Portfolio Director was invited to give a slide presentation. During the presentation, the following points were highlighted:

- Who was in the partnership - the strength of the partnership was emphasised and how that had helped bring the documents together.
- The Growth Vision - it was noted that the vision would need to be revisited over the coming months, and regularly over the period of the plan, to ensure that it remained up to date and sufficiently ambitious for the north.
- Governance Structure
- Timeline
- Final Agreement - it was explained that this was a summary of the portfolio business cases, programme business cases along with a financial plan, action plan, communication plan, monitoring and evaluation plan, and quality and approval plan. The final plan was protected on the basis of a portfolio business case and five programme business cases, and those documents were already being scrutinised by the Governments over a five week period starting on 26 October. The first feedback was received from the Welsh Treasury that morning, and the Portfolio Office planned to respond weekly to the feedback, so that everything could be responded to in a standardised way in order to ensure final agreement by the end of the year.
- Final Plan Requirements - Business Cases
- Overarching Business Plan
- Growth Plan Portfolio - details were given on the aim, the size of investment for the plan as a whole, expenditure objectives and benefits.
- The five programmes - details were provided on the strategic objective, projects, investments and the expenditure objectives of each programme.

The Head of Finance was invited to present the Income and Expenditure slide. It was noted:

- That the Growth Plan grant funding of £240m was likely to be provided on a 'flat' profile over 15 years by the UK and Welsh Governments, while the expenditure profile for the first six years was by the UK and Welsh Governments. This meant that the partnership needed to borrow in the early years to facilitate cash flow for project expenditure, and the cost of this borrowing would need to be paid by the partners.
- That the Growth Plan project expenditure had been reduced to £240m, equivalent to grant funding received.
- That two grant income profiles had been modelled, i.e.:
 - Version 1 - was more favourable, with grant instalments in March 2021, and then annually from September 2021 onwards = £82,670 per year for Gwynedd Council.
 - Version 2 - receive a grant income annually starting September 2021 = £118,000
- That borrowing costs were spread over 15 years based on a notional and prudential borrowing rate of 2.2%.
- That all financial figures are indicative and prudent and would eventually be adjusted to reflect the true position.
- That it was expected to retain the equivalent of half of the business tax yield on new properties from the Growth Plan projects, which would be used to reduce the cost of facilitating cash flow.
- That the partners' annual contributions to facilitate the cash flow were in addition to the historic core contributions of £50,000 and supplementary contributions of £40,000 which needed to continue to fund the Portfolio Office's running costs.
- That the cost of borrowing was split between local authorities in proportion to population.
- That bodies that acquired an asset would carry their own borrowing cost.
- That GA2 protected the host authority and other partners, to the extent that partners could leave the partnership, but would still have to contribute over the full 15 years.

The Monitoring Officer was invited to present the Governance Agreement 2 slide. It was noted:

- That the bid was prepared through GA1, and that GA2 was primarily an agreement to proceed to deliver the Growth Plan. As such, the nature of the relationship was changing, although much of the original governance remained in place.
- That as the Joint-committee was not a corporation, a hosting authority was needed to be a legal entity to contract on behalf of the partnership and employ staff, etc. It was not an uncommon role in any partnership, and Gwynedd Council took on that role in this case.
- That in proceeding, the nature of the financial elements of the role of delivering the Growth Project meant that the Joint-committee had different shoulders and arms. Also, as an accountable body within the agreement with the Government, that we were operating at a financial intermediary level regarding the administration of the grant, etc.
- That it was important to note that there was considerable protection in the agreement for the partners, and for Gwynedd Council, as the host authority. The first element involved asking the partners to indemnify us against any costs that would fall on Gwynedd. If funding was required, the partners would contribute in accordance with the agreement, and if there were additional requirements, that would also be shared on the basis of the agreement across the partnership. Secondly, there was provision for the partners to be able to leave the partnership

after an initial period of six years, but any financial commitments would remain on the outgoing partner to ensure that the other partners would not suffer financial loss stemming from the departure.

- That the Business Delivery Board, established by the Ambition Board for collaboration with the private sector, be formalised within GA2. This was an element that the Governments had moved forward on, and emphasised.
- That the Delegation Plan reflected the move from a situation of preparation to a situation of delivery, and that that called for different decisions to be made and evaluated.
- That in terms of scrutiny, a joint-committee could be set up, or continue with a situation where the home scrutiny committees had a role in the work of the Joint-committee. As there was an expressed wish to retain a scrutiny role for the home committees, a protocol for administering that system was established. There were two elements to this, namely a programme of regular reports to scrutiny committees on the Growth Plan and the Growth Vision, and a procedure to ensure smooth call-in, given that six different scrutiny committees have the right to do so.
- That as a number of groups and sub-groups were being set up with beneficiaries from the private, third and education sectors, etc., a Conflict of Interest Policy had been established to ensure that public interest was at the forefront of all work, and that all participants were clear about any potential conflict. This policy was also being promoted by the Governments to ensure propriety.

The Portfolio Director presented the two final slides, i.e.:

- Draft Final Agreement
- Key Scrutiny, Cabinet and Council dates for each Authority and Ambition Board and Executive Officers Group.

Members were given an opportunity to ask questions and make observations. During the discussion, the following observations were submitted by individual members:

- It was noted that the role of the scrutiny committee was to ensure that Gwynedd in particular benefits from these plans, especially given the concern expressed in the past that areas such as Dwyfor and Meirionnydd would not benefit to the same extent as other areas in the north.
- Officers were asked to use the term '*Y Deyrnas Gyfunol*' rather than '*Y Deyrnas Unedig*' for the United Kingdom in the documents, and reference was made to the misspelling of the word 'gyrwyr' in the papers.
- It was noted that the principles and vision were approved, but that the major problem would be achieving the goal, as now was not a good time to set up this kind of plan bearing in mind Covid and Brexit and everything else we were up against.
- Concern was expressed regarding the delegated rights and how open-ended they were.
- Concern was expressed that the majority of the sector that contributed most to the plan, i.e. the private sector, was in the north-east. The Wylfa B scheme would have contributed to the sector in the north-west, but this would no longer be happening.
- It was noted that whilst there was talk of developing a small reactor at the Trawsfynydd Power Station site, the technology would not be available within the lifetime of this plan.

- It was noted that it was believed that the plan laid very firm foundations and that many of the projects were interesting and ambitious.
- It was noted that it would have been good to see some of the investment coming to the Llŷn Peninsula and south Meirionnydd, but best wishes were extended to the Board and officers as they worked together to ensure a thriving and economically prosperous north Wales.
- It was suggested that it would be beneficial to prepare a summary newsletter for the public approximately four times a year, in order to report on the progress of the Growth Plan and to demonstrate value for money.
- It was noted that funding from Cardiff and London would be coming through the Growth Plan in future, and that there was no purpose any longer in us standing alone.
- Concern was expressed regarding the Meirionnydd situation in particular, but the fact that the Cabinet Member for Economy and Community was part of the Mid-Wales Growth Plan was welcomed.

In response to the observations and questions from members, it was noted:

- That in terms of retaining an overview and monitoring of the significant work of preparing local young people for specialist posts, it was explained that an assessment had already been carried out against the Well-being Act, and that this would continue to be undertaken for all portfolios, and at the level of all programmes and projects. There was no specific skilling programme within the Growth Plan, but a stream of work was taking place in conjunction with the Regional Skills Partnership to ensure that we listened to the labour market and the skills needs of businesses. Capital investment could not be successfully achieved without a stream of very careful work looking at youth and future generations, and it was necessary to ensure that skills investments were aligned with Growth Plan capital investments.
- That the services provided by the host authority, i.e. financial, legal and Board meetings, etc., were jointly funded by all partners.
- That it was clear that there were risks with such a large and multifaceted project, but that all possible steps had been taken to mitigate that. There would be an attempt to mitigate any additional risk to the host authority as the project progressed through GA2.
- That the risk had not been quantified, but the agreement ensured that no partner could walk away without contributing.
- That there were also other risks, e.g. projects not completed or Governments not paying the grant, etc. These were equal risks between all partners, rather than just a risk to the host authority.
- That very robust provisions in the agreement regarding financial risk management meant that Gwynedd should not be exposed to more risk than any other partner. In addition, Gwynedd and the other councils were in agreement with bodies with strong financial status, and as part of project approval, there was a role to ensure that there was an agreement that would pass the risk of not delivering on to those who would be leading the project, etc.
- That it was not possible to set a figure for withdrawal from the agreement, but if someone left, the cost would be entirely commensurate with their financial or contractual commitments at that time. There was a provision within the agreement to give notice to those withdrawing, reclaiming the costs and commitments, with a view to ensuring that the other partners would not lose out financially because of this.

- That we had methods of being scrutinised by both Governments to ensure that we deliver the benefits against the portfolio and programmes. The projects themselves would be submitted to the Board for approval, and work was under way to establish a system of conducting an independent review every two to three years, which would look at the value of the investment in the north Wales economy. There was also an intention to report annually and quarterly. Although it would not be possible to demonstrate the benefits within the quarterly reports, this would be attempted if possible in respect of projects delivered. The annual report would include a summary of the increase in benefits and progress against the three key aims.
- That there were already several layers of scrutiny in the process. The Ambition Board would play a scrutiny role, Governments would scrutinise performance and business plans would be reviewed. With regard to the scrutiny arrangements, the aim of the quarterly reports in the protocol would be to inform scrutiny committees of progress in implementing the business plan and projects, etc. As the information developed, it would feed into the home scrutiny committees. Decision sheets would be produced and the Board's decision could be called in. There would be constant communication and scrutiny, with several keeping an eye on performance. Scrutiny committees were able to receive reports and call officers from the Portfolio Office before a scrutiny committee, and obviously, recommendations from a scrutiny committee could also go back to the Board. The alternative would be a joint scrutiny committee, but that would mean losing the other elements as scrutiny would also be regionalised.
- That if one scrutiny committee exercised its right to call in, another scrutiny committee could also call in the matter themselves, and all partners would be informed that there had been a calling-in. There was nothing to prevent another scrutiny committee from considering the matter and reporting back to the Board asking it to consider the recommendations. It was accepted that there were several scenarios here, but an attempt would be made to ensure that a system was in place that meant that the calling-in was done in an appropriate and orderly way which allowed the Board to respond to that and proceed with the matter or not, according to its choice.
- That there was a very good response from the private sector in the region to a session organised to guide them through the opportunities available. Many of the businesses were small companies who were keen to discover more about how they could benefit from the Growth Scheme. It was added that one of the main purposes of the Growth Plan investment was to get market failures to invest in those areas where it was not possible for private companies to come in to invest as it was not commercially viable for them to do so at present. The session was followed by responses from companies keen to move their businesses to the north, and it was thought that the pandemic had made people reconsider the future of their businesses. There was a need to look beyond the north for these private sector investments, but the procurement strategy and capital strategy could also ensure that opportunities for small businesses in the north remained local. Discussions were taking place with the construction sector to ensure that opportunities were put out to the market in the best way to create local employment and opportunities for local businesses to thrive. In going deeper to create business applications at the project level, these kind of questions would arise more and more, and in heading towards the final Growth Plan, there was a need to start creating these structures at the project level, considering how to keep this capital and money local.

- That in terms of delegated rights, a balance must be struck between ensuring propriety and an appropriate voice for the partners, while also ensuring that the delegated body could be agile and flexible to deliver on behalf of the partners. In the context of the Board, there were issues specifically reserved for the partners, things that the Board itself could not decide and things that each partner would have to agree to. The Board could not alter the partnership agreement, other than certain elements of it. But alongside that was the envelope the partners were giving to the Board, so the overarching business plan was one thing that defined the boundaries of the commission for the Board to operate. Therefore, there was an element of setting the framework in terms of implementation and plans, etc. The Board had the right to act within that and make changes or add plans, but it was also a regional body with everyone sitting around the same table to make decisions, and the flexibility was needed there. In terms of the financial element, the Board received a budget to run the Portfolio Office, etc., but a bid for more money would have to go back to the partners. Similarly, if the way the Board ran the Growth Plan meant that borrowing costs were increased, it would be necessary to go back to the partners to change this envelope.
- That there was no spending ceiling if an alternative source of funding was available, such as an ESF grant. There was a ceiling on unfunded expenditure, and the Board could not place additional financial demands on the partners without their consent. The contributions in the agreement were fixed with no recourse except for an element of inflation. Similarly, there were maximum loan contributions, and it would be up to the partners to agree to change this envelope.
- That in terms of administration costs over the period, the Board would approve the budget annually. If the expenditure was over the six years, it was unlikely that the whole team would need to be in place for the 15 years. However, what happened after the first six years could not be predicted. It was not thought that the Board would rest on its laurels and take in money, but would instead seek other opportunities, therefore the budget would have to be flexible. But that was the annual budget at the moment, and it was predicted to remain at about the same level for the first six years.
- That a significant amount of ESF grant funding was attached to the costs, and continued for a couple of years yet. This was in the region of £0.5m this year, and the nature of the application meant that it could be backdated. That would continue until 2023 when European funding would come to an end. After that, around 1.5% of the capital costs of the projects could be capitalised as jobs to run those projects.
- That the region was thought to be receiving very good value for money. In addition to the £240m Government grant, private funding, etc. was being attracted. There was mention that the plan would bring benefits of £1b to the region, so it was thought that running costs of £1.5m a year for six years, and less afterwards if more benefits could be derived from it, was quite a bargain.
- That from a publicity point of view, two communications officers have been appointed very recently, who would lead on the work of developing a comprehensive and exciting communications plan for the Growth Plan.
- That the whole direction of the Welsh Government in terms of economic development was based on the four regions of Wales, and that it was clear that Welsh Government investments would come to us through the regional boards. It was expected to hear from the Westminster Government about the distribution of post-European funding, and the possibility that those funds would also come to the regions, although we would wish for any money owed to Wales to come to Wales in the first place.

- That in terms of the Governments' flexibility, or lack of flexibility, to allow us to respond to a changing situation, it was noted that the bureaucracy between the two Governments was very inflexible. There was constant talk of devolving power to the regions of the Welsh Government, and although we as local authorities had a desire to take responsibility, as well as a willingness to make decisions based on our own local knowledge and experience, there was concern that Welsh Government was keeping a tight hold of the reins. It was not thought that the Westminster Government was being at all flexible.
- That in response to a question about the possibility of securing a bond for the loan, it was explained that the notional shortfall in this case was for a relatively short period, and that bonds were usually set for an extended period. It was not possible to predict at what point borrowing would be required to repay over the long term, and there was a need to be flexible and to borrow the money as inexpensively as possible at that time. There were many ways of obtaining this money, including lending our own reserves to the Board, which would reduce the risk to both parties. It was added that it was intended to discuss the possibilities at a seminar organised for members of the Audit and Governance Committee with the Airlingclose company in January.

The Chair thanked everyone for their presentations and for their answers to members' questions.

RESOLVED that the scrutiny committee was of the view that the Business Plan; Governance Agreement 2; the funding model and the operational arrangements are clear and robust to achieve the objectives of the Growth Agreement for the benefit of the businesses and residents of Gwynedd.

The meeting commenced at 10.00 am and concluded at 11.55 am

CHAIRMAN

Committee	Education and Economy Scrutiny Committee
Title of Report	<ul style="list-style-type: none"> • Education Annual Report 2018-19, 2019-20 • The Education Department's Response to the COVID-19 Pandemic • The Education Department's Priorities
Date of meeting	4 February 2020
Author	Garem Jackson, Head of Education
Relevant Cabinet Member	Councillor Cemlyn Rees Williams

1. BACKGROUND

1.1 The outcomes for the summer of 2019, together with the Education Department's Annual Report for the academic year September 2018-August 2019, were due to be submitted before the Education and Economy Scrutiny Committee on 19 March 2020.

1.2 Due to the COVID-19 pandemic, however, the meeting of the Scrutiny Committee was not held as intended, and as a result, almost a year later, the following is submitted before the Education and Economy Scrutiny Committee, combining two years' performance (i.e. the 2018-19 and 2019-20 academic years):

- The Annual Report of the Education Department 2018-19 and 2019-20
- A Summary of the Education Department's Response to the COVID-19 Pandemic
- The Education Department's Priorities 2020-21

2. THE ANNUAL REPORT OF THE EDUCATION DEPARTMENT

2.1 In accordance with the request of the Education and Economy Scrutiny Committee, the Education Department is filling the gap created by COVID-19 and has drawn up an Annual Report (two years) to enable scrutinisers to have a complete overview of the Department's work. The Annual Report is to be found in Appendix 1.

2.2 The Education Department acknowledges that ensuring effective scrutiny of a document that encompasses two years at a committee meeting is not an easy task, and as a result, has attempted to formulate a summary report, which draws attention to the Department's usual work, positive aspects, along with fields that need addressing over the next period.

3. THE EDUCATION DEPARTMENT'S RESPONSE TO THE COVID-19 PANDEMIC

3.1 In addition to the Annual Report, the Education Department has included an appendix with a copy of slides previously shared with all Gwynedd elected members in a closed forum in order to share information on how the Department has supported schools and responded to the COVID-19 situation since March 2020.

3.2 The response of the Education Department and schools to the first lockdown period can be summarised into the following areas:

- Childcare

- Well-being
- Distance Learning
- Information Technology
- The Welsh Language

and through the supplementary slides, members will be guided through the response of the Education Department and schools to the lockdown period and COVID-19.

3.3 In addition, we wish to elaborate further below on some provisions in response to the lockdown period and COVID-19.

3.4 ALN&I Service

The ALN&I service supported schools and maintained the service throughout the lockdown period and beyond, including:

- Providing resources and advice on a range of topics related to coping with the emergency on the service's website (www.adyach.cymru). Monthly individual hits on the website increased from 15,000 in January to 130,000 in April.
 - Allocating a link member of staff to each school with responsibility for weekly communication with them, and offering support and advice on individual cases. School leaders have appreciated this service.
 - Conducting emergency quality assurance meetings to identify and respond to significant concerns raised by schools.
 - Education welfare officers provided regular contact and support for vulnerable families and facilitated communication with their children's schools.
 - The Educational Psychology Service maintained regular contact with schools, and provided support and guidance relating to well-being and emotional health issues.
 - Increased capacity to provide in-school counselling for pupils from year 6 upwards, and counsellors continued to work with pupils via video conferencing throughout the lockdown period and the closure of schools.
 - The 'Online Individual Development Plan (IDP)' system enabled continued monitoring of learners' progress, and the conducting of virtual statutory reviews.
 - Access to provision processes continued in order to ensure continuous support. Regular communication made it possible to arrange bespoke training for teaching assistants who work with individual pupils, training on provision for learners with sensory impairment, the sharing of resources, teaching materials, and the provision of advice to parents through video meetings.
 - The Authority did not receive a Tribunal challenge during the period, and three dispute resolution cases were resolved during the school closure period and, as a result, these cases did not go to tribunal.
 - "Worthwhile training and support was provided for school staff" which enabled schools, for example, to continue running ELSA (Emotional Literacy Support Assistant) sessions.
- ALN Quality Officers have provided useful support to relevant school staff as they prepare for the Additional Learning Needs Bill (2020), such as amending their provision map.

3.5 The positive features of the service in response to COVID-19 outlined above are also included in the Estyn Thematic Survey report on the work of the Local Authority to support schools and PRUs during the pandemic.

3.6 Information Technology

The Education Department was also very proactive and progressive in the field of ICT during the lockdown period, ensuring 1,200 Chromebook devices and 175 MiFi devices for families who were without access to technology.

3.7 In addition to this, the Education Department drew up leading policies and procedures to allow Gwynedd schools to be distance learning through live learning technology. Gwynedd's progressive policy was eventually adopted by a number of other authorities, and the Authority has been innovative in promoting and encouraging live learning sessions with our schools.

3.8 Here is a cameo from the Estyn Thematic Report on the Local Authority's work to support schools and PRUs during the pandemic:

Cameo: Digital learning as a legacy of the pandemic

The authority has accelerated its strategic plan to provide a laptop for all pupils in years 5-11, with the first allocation to be distributed in the spring for those in key stage 4. This strategy also includes the provision of a new work laptop for all teachers to facilitate digital learning. As a result, schools are able to plan for a future where learners have greater access to ICT, thus ensuring that new digital skills learned during lockdown periods are embedded in future teaching and learning.

3.9 Communication

In addition, the Education Department attached great importance to communicating with stakeholders during the pandemic, seeking to ensure timely guidance, guidelines and decisions to enable schools to operate in the most appropriate way under the circumstances. The significance of this timely communication is conveyed in Estyn's Thematic Report:

The Head of Education has maintained direct and regular communication with officers, school leaders and elected members throughout the pandemic.

There has been strong collaboration within the primary strategic forum and the secondary headteachers' strategic forum during the lockdown period. All decisions, plans and policies have been agreed through these forums and through this consistent method of communication. School leaders appreciated this and felt that it reflected the local authority and schools' shared responsibility.

3.10 The Welsh Language

During the lockdown period, Language Centre staff have had to adapt and transform the way they provide support for latecomers to acquire the Welsh language. Language Centre staff were in fact the first to pilot live learning sessions during the Summer Term 2020, in order to maintain the spoken language of latecomers who attended Language Centres during the 2019-20 academic year. Language Centre and school staff recognised that most of the latecomer learners only had access to the Welsh language and the opportunity to practise speaking and listening skills through these live learning sessions. To complement the live learning sessions, Language Centre staff also set up Google Classroom for the learners on Hwb to provide latecomers with further opportunities to practise and acquire the Welsh language. Here is a cameo from the Estyn Thematic Report on the Local Authority's work in supporting latecomers:

Cameo: Supporting learners who are new to the Welsh language

One example of the close alignment of the work of the local authority and GwE is their approach to supporting schools to develop pupils' Welsh language skills. Some coastal areas of Gwynedd experienced a significant influx of non-Welsh speakers during the

lockdown period. The challenge of catering for their linguistic needs when schools reopened in September was compounded by the difficulties in running Welsh language units in their traditional form. To withstand this, in order to support primary schools, the local authority arranged for the specialist teachers to provide an outreach service on a cluster basis, while the cluster's supporting improvement officer worked with the schools to create and adapt Welsh language schemes of work.

4. THE EDUCATION DEPARTMENT'S PRIORITIES

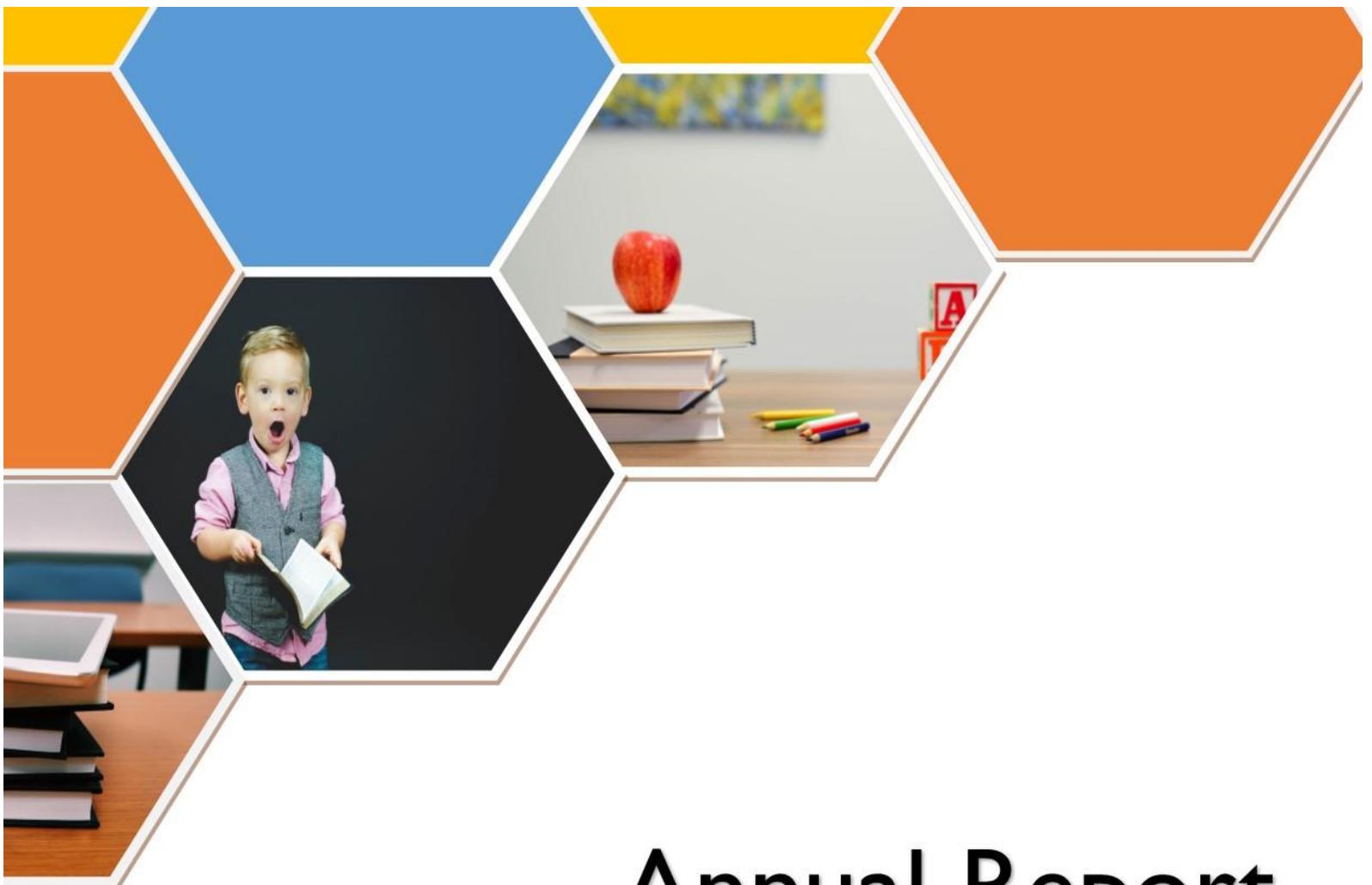
Well-being and Attainment Gap

- 4.1 As a result of the Covid-19 pandemic, the Education Department and Council have identified the well-being and attainment gap as one of the top priorities for the 2020-21 academic year due to schools reopening for learners for the new academic year in September 2020.
- 4.2 We are aware that the COVID-19 pandemic and the lockdown period have highlighted the vulnerability of the early years sector. As a result, over the next period it is intended to focus on understanding the impact of the lockdown period on the well-being of young children, reviewing our arrangements and provisions as a Council to ensure the best start for families with children aged 0-5.
- 4.3 Following the first lockdown period, there was concern that some children and young people may be left behind in terms of their educational attainment, and that some would need additional support to close that gap, as well as the need for support with their well-being.
- 4.4 In response to this concern, since September 2020, all schools in Gwynedd have implemented an 'Accelerated Learning Programme' with funding from the Welsh Government to respond to the impact of the lockdown period on the well-being and attainment of certain groups of learners aged 5-16. The Education Department in conjunction with GwE is supporting the schools to implement this programme.
- 4.5 Beyond school, we also realise that the 16-24 age group has been disproportionately affected by the crisis, more than any other age group. It is therefore intended to give specific attention to this field in order to mitigate any knock-on effects, ensuring that young people receive appropriate support and provision to enable them to thrive.
- 4.6 In addition, the ALN&I service has created a library of resources to promote well-being and mental health which is available on the service's website, and the service has added capacity to the counselling service to ensure support for learners following the lockdown period.

Blended Learning

- 4.7 Early in the lockdown period, the Education Department was at the forefront of drawing up leading policies and procedures to allow Gwynedd schools to be distance learning through live learning technology. Gwynedd's progressive policy was eventually adopted by a number of other authorities.
- 4.8 Early in the lockdown period, the Education Department proactively encouraged the value of live learning sessions in promoting well-being, and enriching the learning experience for learners. Language Centre staff were among the first to pilot live learning sessions to ensure that latecomers could continue to develop their oral skills in Welsh.

- 4.9 The survey by the Children's Commissioner for Wales showed that pupils in Gwynedd were more positive about the learning experiences they had during the lockdown period than that seen nationally. When asked the question, 'How confident do you feel about your learning', 59% of Gwynedd pupils felt confident or very confident in comparison with 51% throughout Wales.
- 4.10 Following the reopening of schools in September 2020, the Education Department and GwE have been proactive in supporting our schools to plan for different scenarios where schools may be moving into blended learning in part or in full for periods during the term in response to the COVID-19 situation at the level of a bubble, local school, area or in a situation where all schools have to close.
- 4.11 It is acknowledged that the curriculum was delayed during the first lockdown period, which led to a variation in the provision and learning experiences for our learners across the education system in Gwynedd. The variation in the conditions for learners and households must also be acknowledged, of course; from families with a number of children but limited access to digital devices, to parents working at home while at the same time trying to cater for and support their children with the remote learning provision, to parents being unable to support their children with the education provision, and vulnerable families where children would be encouraged to attend school to be looked after.
- 4.12 Estyn's Thematic Report on the work of the Local Authority to support schools and PRUs, during the pandemic states:
- In terms of continuity of learning during the pandemic, there is considerable variation in the successes of individual schools. In general, those schools that were causing concern prior to the pandemic are also the schools that have not operated that successfully during the pandemic. Support has continued for a number of secondary schools causing concern. For example, the accelerated improvement boards, chaired by the Head of Education, have begun to reconvene. Schools causing concern are discussed at the CQB meeting, where there is scrutiny and challenge. The Cabinet Member for Education continues to scrutinise the work of the service, taking advantage of opportunities to gather first-hand evidence through school visits. GwE and local authority officers have shared with him samples of schools' plans for learning from September. Overall, he feels that these plans reinforce the schools' pre-pandemic situations, namely that those schools that were operating most successfully at that time are the ones with the most robust plans at present.*
- 4.13 We are now in the middle of another lockdown, with the emphasis this time undoubtedly being on continuity of education and the curriculum, and once again, the Education Department has been proactive in encouraging schools to run live learning sessions in terms of promoting well-being, and enriching the learning experience for learners.
- 4.14 In addition, the Cabinet Member for Education has asked GwE for a report that will provide him with assurance regarding the consistency of experiences and consistency in the quality of education provided to learners across the school system in the context of blended learning, namely live learning sessions and distance learning provision. GwE will be able to discuss further the quality and consistency of the education provision in Gwynedd schools in Part B.



Annual Report

Education Department

2018-19
2019-20



EDUCATION ANNUAL REPORT 2018-19, 2019-20.

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CONTEXT

THE VISION OF THE EDUCATION DEPARTMENT: Gwynedd children and young people attaining the highest standards in order to maintain the language, culture and economy locally.

PURPOSE: *Promote the achievement and well-being of Gwynedd's children and young people by ensuring effective governance, leadership and management of our schools.*

SERVICES WE PROVIDE: Raising Standards, Support Services, School Staff Salaries and Contracts, Teachers' Pensions, School Catering, School Cleaning, School Transport, Health and Safety, School Admissions, Support for Governors, Financial Support for Schools, Information and Communication Technology, Data Unit, Human Resources Support for Schools and the Education Department, Attendance and Behaviour, Education Welfare Service, Additional Learning Needs, Child Protection, Leadership and Management, Training, the Welsh language.

WHAT DOES THE DEPARTMENT DO?

- Support children and young people to attain the highest standards.
- Ensure that pupils with Additional Learning Needs receive the most suitable support.
- Ensure that pupils with emotional and behavioural needs are fully included within Gwynedd schools.
- Ensure that pupils within Gwynedd schools are safe.
- Provide appropriate support services for the Gwynedd Education Service.
- Develop leaders and support the workforce in the schools.
- Support for school governing bodies to enable them to act as effective governors.

In 2018-20 there were 83 primary schools, 13 secondary schools, 1 All-through School, 1 Lifelong Learning School and two Special Schools in Gwynedd.

OUR PRINCIPAL PERFORMANCE INDICATORS
Percentage of 15 year old pupils (on 31 August of the previous year) gaining 5 GCSE grades A* to C, including Welsh or English, and Mathematics (TL2+)
Average point scores for pupils who were 15 years old on the 31 August of the previous year
Percentage of 16 year old pupils who gain 5 GCSE grades A* to C (TL2)
Percentage of 16 year old pupils who gain 5 GCSE grades A* to G (TL1)
Percentage of 16 year old pupils who achieve a Grade C or above, in Welsh or English, Mathematics and Science (CSI)
Percentage of young people aged 16-18 who are not in employment, education or training
Percentage of all pupils, who were 15 years old on the 31 August of the previous year, who leave education, training or work-based learning without a qualification
Percentage of pupils assessed at the end of year 9, and who reach the expected level, in Welsh or English, Mathematics and Science (CSI)
Percentage of pupils assessed at the end of year 6, and who reach the expected level in Welsh or English, Mathematics and Science (CSI)
Percentage of pupils assessed at the end of the Foundation Phase, and who reach the expected level (FPI)
Number of permanent exclusions in secondary schools during the academic year
Number of permanent exclusions in primary schools during the academic year
Percentage of pupil attendance at secondary schools during the academic year
Percentage of pupil attendance at primary schools during the academic year

THE WELSH LANGUAGE

- **Welsh in Education Strategic Plan**

The School Standards and Organisation (Wales) Act (2013) places a statutory duty on local authorities to prepare and submit a Welsh in Education Strategic Plan to Welsh Government. These plans outline the way in which local authorities intend to achieve the Welsh Government aims and targets.

- **Welsh Language Centres**

Ensure high quality Welsh language immersion provision to enable newcomers to take full advantage of the Welsh and bilingual education system in Gwynedd.

- **Language Charter & Secondary Welsh Language Strategy**

Every school in Gwynedd implements the requirements of the (primary) Language Charter and/or the Secondary Welsh Language Strategy so as to encourage more formal and informal use of the Welsh language in different contexts.

- **Additional Learning Needs**

Every pupil with additional learning needs (ALN) has access to Welsh-medium services.

Good features:

- As a result of the Language Policy, the general performance in Welsh is consistently good across Gwynedd schools.
- Every pupil with additional learning needs (ALN) has access to Welsh-medium services. Welsh-medium and bilingual provisions and services are available for all ranges and varieties of ALN.
- Corporate process for self-evaluating the Welsh language skills of the education workforce has been piloted as a baseline that will enable head teachers to complete the Welsh Language Skills of the Education Workforce Census.
- Plans to support the Welsh language skills of the education workforce have been implemented in some secondary schools in the county.
- Commission and provide training on the principles of language immersion in the Foundation Phase.

Priorities for the next period:

- Create a consultation document on the Welsh Language Education Plan in accordance with the new regulations that were published in 2020.
- Create a Welsh Language in Education Strategy for Gwynedd.
- Continue to support effective provision within the Language Centres for newcomers, including combined learning.
- Continue to support learners that need extra support to increase their confidence and skills in the Welsh language.
- Continue to support our primary and secondary schools to implement the Language Charter and Secondary Welsh Language Strategy.
- Continue to support the workforce of our secondary schools to develop their skills and confidence in the Welsh language.

ADDITIONAL LEARNING NEEDS AND INCLUSION

The purpose of the ALN&I service is to:

- Support the development of ALN provision of quality in educational settings.
- Identify additional needs early on in the child's life and ensure appropriate intervention;
- Ensure early and appropriate intervention when problems emerge;
- Work in a more integrated and multi-agency manner, sharing information and undertaking joint planning provision for learners with ALN;
- Ensure that the skills and understanding of the workforce are developed continuously;
- Ensure clear communication with children, young people and families that receive provision.

The joint partnership with Anglesey Council exists since September 2017.

Good features:

- An electronic Individual Development Plan System developed by Cynnal is now being used by all schools, following a successful pilot period. The system facilitates the work of schools and the service significantly. (2018-19)
- The Nurturing Schools project is still operational and demonstrates positive results within the secondary and primary sectors. (2018-19)
- Use of TOMs (Therapy Outcome Measures) is being extended further in order to enable reporting on children's progress on a wider level, as holistic methods are required to show the progress of children and young people with ALN.
- The number of tribunals remains very low, with tribunals involving provision within Gwynedd schools leading to favourable outcomes for the Authority (i.e. confirming that appropriate provision is in place).
- Schools' inclusivity indicators continue to highlight that Gwynedd schools are especially inclusive – exclusion rates, the number of pupils who receive alternative provision and the numbers being home-schooled voluntarily, and attendance, all paint a very inclusive picture in comparison with nationwide figures. (2018-19)

During February 2020 an external evaluation was undertaken on the ALN&I Service, and the bullet points below summarise the strengths identified:

- The development of the strategy shows strong leadership, and receives full support of the directors and Cabinet Members.
- The partnership between Gwynedd and Anglesey provides clear benefits.
- The strategy states clearly the intended results, and strong progress has been made in relation to the majority of these proposed results.
- A firm training programme has had a positive impact on the ability of schools to meet the needs of learners and a variety of needs.
- The Team of Educational Psychologists and Specialist Teachers know their schools well. This is a strength of the service. Schools appreciate the support, the advice, the guidance and training that they receive from the teams of teachers and CCD.
- There are clear criteria's for accessing services – central teams and specialist centres. Schools generally have a good understanding of these.
- Gwynedd / Anglesey have made stringent progress to prepare for the ALN Transformation. The new strategy is learner centric.
- Ensuring the quality of schools is a strength within the strategy, but in a supportive way. This is appreciated by head teachers.
- Head teachers report that support for behaviour in the primary is effective overall.
- Llechan Lân provides effective support for learners in Key Stage 2.

- Everyone prefers the individual support they receive from Pecyn25 rather than large classrooms in school.
- The learners that attend Pecyn 25 that were spoken to knew what they intended to do after Pecyn25 (go to college or the army) and they were undertaking courses and qualifications that would allow them to realise their ambitions. This is a strength.

PRIORITIES FOR THE NEXT PERIOD:

- With the change in Legislation remaining in place for September 2021 we are prioritising the following:
 - Review the way of allocating ALN funds to schools in order to ensure the best provision for learners with ALN.
 - Continue to develop the quality of Individual Learning Plans and ensure that each child is central to the process.
 - Continue to strengthen and simplify the 0-3 years and 16-25 provision route, and respond to the new requirements for these age groups.
 - Strengthen the multi-agency co-operation to ensure effective provision.
- The services will also continue to prioritise the following in order to strengthen the provision:
 - Ways of tracking progress and the effectiveness of interventions within the on-line IDP
 - Strengthen the provision model for maintaining behaviour within the secondary sector.
 - Clear communication plan for schools around the moderation panels processes and allocation of funding.
- Continue to respond effectively to the requirements in response to the COVID-19 pandemic.

SAFEGUARDING

Purpose

- Safeguard the well-being of children and young people.
- Ensure that every child feels safe in the Council's schools and educational centres.
- Ensure that everyone that works in education in the county follows the Wales Safeguarding Children Procedure 2020.

Good features

- Gwynedd schools have received information about the new Wales Safeguarding Children Procedures that were published by Welsh Government in April 2020. These new procedures were presented digitally in the form of an AP. Key staff from the Department and Gwynedd schools have received a foundation level training on the procedures by NSPCC Wales via an agreement with the North Wales Safeguarding Board.
- The department has ensured attendance at every Part 4 meeting where allegations have been made against staff within Gwynedd schools. The numbers have reduced during 2019-20, with a very small number directly involving staff from the Education Department.
- The Education Department has created a new training pack in Welsh for Designated Persons in schools and educational settings in co-operation with the Safeguarding in Schools Group, Welsh Government. The course has been presented in Gwynedd in 2020 and after evaluating and receiving feedback on the suitability of the presentation it will be presented on a regular basis in 2021.
- The Education Department and the Dysgu and Datblygu service within the Council have been collaborating to develop a training pack in the field of domestic abuse. The pack 'Asking and Implementing' has been jointly developed and has been presented to TRAC staff within the Education Department during 2020.
- Training on taking positive action in response to inappropriate sexualised behaviour (Brook) was provided for primary and secondary schools during 2020 by the new Emerald service, Children's Services, Gwynedd Council.
- A high percentage of staff within the Department and staff within schools have collaborated with staff from Children's Services to receive training in the field of improving the department's practice in the context of Case Conferences.

Priorities for the next period::

- Review, pilot and present our new foundation level training package for Designated Persons in schools in response to the new guidelines on safeguarding children in education.
- Re-establish the procedure of annual quality assurance to monitor visits to every school in Gwynedd following the closure of schools and services in response to COVID-19 during 2020.
- Provide "Ask and Implement" courses for all education and school staff.
- Present a new safeguarding policy for Gwynedd schools in accordance to the new Wales Safeguarding Children Procedures document 'Keeping Learners Safe' 2020.
- Ensure that schools are better prepared to contribute effectively in case conferences, core group meetings, and Section 5 meetings in accordance with the new Wales Safeguarding Children Procedures

EARLY YEARS

The Early Years Unit plans to ensure the Authority fulfils the statutory requirement of securing a nursery place for every child from the term after his/her third birthday. From September 2019, nursery education provision is being offered at 61 settings across the county (one of which is temporarily closed at present). All settings have now enlisted with Mudiad Meithrin and are monitored regularly.

Good features:

- Foundation Phase Support Teachers have delivered training to all settings on:
 - Homelink bags – physical literacy
 - Foundation Phase principles, planning, assessment, the Profile and self-evaluation (new Leaders)
 - Foundation Phase principles, planning, assessment, the Profile and self-evaluation (Assistants – optional)
 - Senior teachers have attended Ffordd Gwynedd training.
- The Early Years ALN Coordinator has delivered training to all settings on: ALN&I (the impending code) to internal staff.
- All settings that have been subject to joint inspections (CIW/Estyn) since January 2019 have received a good report for each theme, with the content of some reports pointing to aspects of excellence.
- Settings have begun to create a One Page Profile for every child with ALN.
- Teaching Advisors took part in a workshop to present effective resources for supporting the needs of young children in all settings.
- A new childcare and nursery education setting has opened in Caban Ogwen, Bethesda with capital funds from the Childcare Offer.
- Good practice continues to be shared between Flying Start teachers and teachers in the Foundation Phase
- A Senior Foundation Phase Teacher has inspected another setting, and will inspect a further two before the end of the academic year.
- The team has shared duties and areas of expertise and this will begin to take root in the next period.
- Ten settings have committed to working on the Mudiad Meithrin Crossing the Rubicon scheme.
- Most settings now make use of the revised planning and assessment sheets.
- HWB site for Gwynedd Teaching Advisors has been established.

Priorities for the next period:

- Further developing the team's areas of expertise including holding training and sharing good practice virtually to the sector as was achieved with physical literacy.
- Nursery education providers to come back to normal following the pandemic and promoting the importance of nursery education as early firm foundation with Gwynedd families.
- Begin to prepare settings for the introduction of the Curriculum for Wales – a Curriculum for Life by introducing the terminology of the four purposes.
- Introduce the 'enabling steps' in the spring when the document will have been published.
- Continue to provide settings with updates on the Additional Learning Needs and Education Tribunal (Wales) Act 2018.
- Continue to support the work of the WG capital investments.

EDUCATION MODERNISATION TEAM

The work of modernising education in the County continues to successfully contribute to the education system and has attracted over £50m since 2012. The Education Modernisation Team is responsible for ensuring that planning work to provide education aligns with the County's education needs for the future.

The Programme is very ambitious in aiming to transform the way children and young people are able to access high quality schools with a learning environment which supports outstanding education. The Council is also determined to develop an education system which enriches learning experiences.

The Education Department aims to plan strategically to ensure that the appropriate type and number of schools are located in the correct locations, and to also upgrade the standard of school buildings to establish an estate which is suitable for the twenty-first century. The Programme will continue to fully commit to realising the current vision to *"offer education of the highest possible quality that will give the County's children the experiences, skills and confidence that would enable them to develop to be bilingual, successful and full citizens."*

The main aims of the Programme are to ensure that the current work programme continues to reach the agreed criteria to,

- contribute towards realising the aims of education principles which are fit for purpose to ensure a viable secondary school system, increased non-contact time for primary headteachers and that no more than two age ranges are included within the same class in the primary sector.
- implement the consultation process with parents, staff, governors and stakeholders which complies with the requirements of the statutory process, and which communicates clearly;
- implement an effective system to communicate with relevant Council departments, to monitor and evaluate activities;
- deliver the aims of the Programme to ensure a leadership environment which provides sufficient time for headteachers to lead, the best possible learning environment and quality of buildings for children, a reasonable travelling distance for children and a more effective management of educational resources, including reducing the cost per head in order to ensure the best value for money;
- ensure progress to complete the building work and establish schools which are part of the first financial Band;
- complete background work and update core data to be able to provide the necessary information to senior officers in order to respond proactively to situations as they arise.

Priorities for the next period:

- Complete the Bangor project, which includes an investment worth £12.7 million. The new building at Ysgol y Garnedd has opened since November 2020 with a capacity of 420 and able to offer a place for pupils in Coedmawr and Glanadda schools, subject to parental choice. The work to increase the capacity of Ysgol y Faenol to 315 and improve the suitability and condition of the building, whilst also taking advantage of the opportunity to improve community resources will continue. It is expected that the work will be completed by January 2022.
- Yn dilyn penderfyniad Cabinet ar 10 Mawrth 2020, cychwyn y broses ymgysylltu a chynnal y 'sgwrs fawr' ar y gyfundrefn addysg ôl-16 yn Arfon, er mwyn sicrhau tegwch a chefnogaeth gref i bob person ifanc yn y sir i lwyddo a gwireddu eu potensial.

- Following the decision to adopt education principles, which are fit for purpose, assist the work of the Education Department to realise the vision to develop the system to ensure a high quality education for the children and young people of Gwynedd for the twenty first century.
- Following the Cabinet's decision on 10 March 2020, begin discussions and 'the big conversation' about the post-16 provision in Arfon, so as to ensure fairness and strong support for all young people in the county to enable them to succeed and realise their potential.
- Following the Cabinet's decision in April 2019 to open discussions on the future of education in the Cricieth area, a series of local meetings have been held to explore the building of a new school in Cricieth.
- Continue to progress a Band B project to improve the condition and suitability of 30 school buildings in the County, with the first and second tranche of the project now operational, and continue to develop future annual proposals.
- Ensure the submission of successful business cases to the Welsh Government to attract matched funding for projects included in Band B.
- Collaborate with relevant departments to prepare additional applications to attract money for early years and community elements.
- Undertake processes to monitor that the project benefits have been realised and to assess whether they have been completed successfully. There will be a need to ensure that all necessary procedures are in place to monitor benefits and that they are monitored continuously.

GWYNEDD AND ANGLESEY POST-16 EDUCATION CONSORTIUM

Gwynedd Council is a strategic partner in a Consortium framework which has a complete overview of the post-16 education field across the counties of Gwynedd and Anglesey. Together with Gwynedd, which is the lead partner, there are three other full strategic partners, namely the Isle of Anglesey County Council, Grŵp Llandrillo Menai and the secondary schools in the area that have sixth forms. This partnership enables high-level strategic decisions to be made on all aspects affecting post-16 education.

The work of the Consortium encompasses:

- Facilitating a network of good quality post-16 provision and courses at learning settings throughout the Consortium area
- Facilitating transport for the courses
- Managing and co-ordinating the 14-19 network for Gwynedd and Anglesey
- Leading on the Seren scheme to extend experiences for the most able and talented learners in the post-16 cohort and also KS3 on behalf of both Authorities
- Facilitating a professional group of sixth form heads
- Promoting and contributing strategically to the work of STEM Gogledd
- Collaborating with the North Wales Economic Ambition Board in order to identify career paths both locally and throughout the region.

As well as ensuring consistency, clear pathways and excellent quality for the learners while avoiding any duplication in terms of provision and systems, the framework also enables the cost of employing staff to lead on and administrate all relevant elements to be shared.

The work of the Consortium is monitored by a Lead Board which consists of representatives of the Chief Officers of the Partner Organisations.

TRAC SCHEME

Purpose

TRAC is a project across the six counties of North Wales. It aims to prevent vulnerable children and young people from disengaging in education and by doing so reduce the likelihood that they will be inactive and unemployed in the future. It is a European-funded project with a total value of £39.6m across the region. The project has been in operation since September 2015 and will end on 31 July 2022.

The total value of the project in Gwynedd is £4.6m (£3.3m of which is European funding, with the Council contributing officer time equivalent to £1.3m) and we aim to support at least 1,340 children and young people during the lifetime of the project.

Good features:

- 14 members of staff employed (through grant funding) to support vulnerable pupils by providing a range of interventions which complement, *but do not duplicate*, the mainstream education provision, focusing on raising the aspirations of children and young people referred to the project and supporting them to reconnect with their education.
- Being creative in our provision and 'thinking outside the box' in terms of how barriers which prevent all pupils from engaging with their education may be overcome.
- Developing a provision that is unique to the individual and is pupil-focused.
- Able to develop and build effective relationships with the pupils.
- Being consistent, transparent and patient; usually the children and young people we work with have a range of complex challenges in their lives that may impair our ability to succeed.
- Support the provision pupils receive from various agencies (such as the Children's Department, Children and Young People Mental Health Service etc.)
- Intensive support over a specific period to support vulnerable pupils in Year 6 for successful transition to Secondary (in operation since Autumn 2019).
- Working with others to identify the support required by TRAC (and others) to make a real difference to a pupil's future prospects.

Results:

- As of the end of August 2020, over 854 pupils have been supported by TRAC Gwynedd. A range of results have been achieved, such as moving on to work or training, improving attendance and behaviour, and support for young people with severe mental health problems.
- During the 2018-19 academic year:
 - Pupils supported (Years 7 to 11): 222
 - Pupils leaving the project with reduced likelihood of being inactive (not in education, employment or training): 98
 - Year 11 pupils moving on to further education: 64
 - Pupils progressing to further education still in need of support: 8
- During the 2019-20 academic year:
 - Pupils supported (Years 7 to 11): 140
 - Pupils supported (Year 6 / transition period): 43
 - Pupils leaving the project with reduced likelihood of being inactive (not in education, employment or training): 103
 - Pupils gaining BTEC Level 1/2 qualifications: 12

Priorities for the next period:

- Continue to provide for and support the vulnerable pupils identified by the project
- Co-ordinate and implement the period poverty scheme on behalf of the Education Department.

- Develop further the alternative curriculum offer by means of accredited units by Agored Cymru.
- To be proactive in terms of promoting the work being accomplished.
- Plan for an exit strategy for the project, (which ends in July 2022) by establishing a sustainable model for transferring the provision to other services within the Education Department.
- Undertake mapping of the TRAC legacy and how the Department may continue to implement this model by mainstreaming into established services.
- Identify a methodology to evaluate the project's local impact as a basis for preparing a business case for a possible successor scheme.

LEADERSHIP

Purpose

The aim of the leadership plan is to ensure that all Gwynedd leaders have the ability to ensure that each child under their care is able to reach his or her full potential. The Authority has identified the need *"to work jointly to create a culture that enables leaders to thrive; and can inspire and influence children on all levels"*.

Positive features

- A particular emphasis is being placed on securing a system which is planned and developed to ensure appropriate leaders at all levels.
- A particular emphasis is being placed on ensuring a consistency in the best experiences and opportunities for Gwynedd pupils.
- A particular emphasis is being placed on ensuring that existing leaders are developed using effective methods.
- A particular emphasis is being placed on ensuring that specific conditions enable leaders to thrive.

Middle Leadership Programme

In 2018-19, a one-year development programme provided professional learning opportunities for middle leaders throughout Wales. It was a national programme that was provided by regional consortia, and was endorsed by the National Academy for Educational Leadership, with the opportunity for accreditation in partnership with the University of Wales Trinity St David and Bangor University.

The programme promotes highly effective leadership by way of self-evaluation and reflection, and by investigating the relationship between leadership, successful schools and the wider community. Through this programme and as part of the professional learning continuum, participants will:

- develop their understanding of the role;
- further develop their understanding of the national reform agenda;
- develop their practice in accordance with formal leadership standards;
- prepare for effective engagement with bespoke elements of specialist knowledge and skills; AOLES, ALN, Welsh, faith schools, small schools etc.

NPQH Programme (National Professional Qualification for Headship)

All future NPQH candidates will be expected to complete this programme.

This national programme is provided by the regional consortia and their partners, including Local Authorities and Higher Education establishments. The programme has been endorsed by the National Academy for Educational Leadership, with the opportunity for accreditation in partnership with the University of Wales Trinity St David and Bangor University. All future NPQH candidates will be expected to complete this programme.

The programme promotes highly effective leadership by way of self-evaluation and reflection, and by investigating the relationship between leadership, successful schools and the wider community. It will ensure equity of access for practitioners throughout Wales, and increase the number of high-quality candidates for headship positions in schools.

Participants will undertake enrichment activities which will build on their experiences, in order to foster:

- their understanding of an effective head teacher's role;

- their skills and attributes by self-evaluating against the Professional Standards for Teaching and Leadership;
- their understanding and ability to apply a range of leadership skills in an effective manner;
- their collaboration skills by way of effective participation in peer networks;
- their knowledge and skills for developing their schools as learning organisations and ensure the success of the national reform agenda.

The Authority, in collaboration with GwE, is also planning to implement relevant training arrangements to support the career development of future leaders, and to promote the professional development of existing leaders in our schools. As part of the work of this project, a commission will be agreed to ensure that the delivery of GwE's offer is specifically tailored to meet Gwynedd's needs. This will allow individuals to have all the support needed to enable them to become successful leaders and to establish a robust basis for the education system to the future.

Priorities for the next period:

- Ensure that there is appropriate integration between this leadership development plan and the principles adopted by the Cabinet, to ensure that we have suitable arrangements which develop and identify leaders for our existing system and for the future.

EDUCATION DATA UNIT

Purpose

The purpose of the Gwynedd and Anglesey Education Data Unit is to support the Education Department through the provision of high-quality education data infrastructure.

Good features:

- Input a new process of working to ensure that the data on Children in Care in ONE is consistent with the data kept by the Childrens Services Information Systems.
- Validate the Children in Care data.
- Demonstrate and sell the IDP System to other Local Authorities in Wales.
- Further developments to the IDP System to include PEP's for Children in Care
- Complete the PLASC requirement within the timescale provided.
- Complete the analysis of GCSE results for children in vulnerable groups.
- Investigate the increase in transport costs following submitting a bid for extra funds.
- Analyse the GCSE and A level results yearly.
- Schools now receive more timely and regular updates on admission applications.
- Complete and submit GIS work for the Modernaistaion Team
- Continue to support and develop processes with the Early Years Team.

Priorities over the next period:

- Further work to ensure that our data is current and of a high standard.
- Ensure better use of 'Transport ONE' so that the information that is extracted reduces the need to use worksheets all of the time.
- Work with the Education Business Centre to present SIMS data collecting forms that can effectively be transferred on-line by September 2021.

SCHOOL GOVERNANCE SUPPORT SERVICE

The purpose of the School Governance Support Service is to:

- Provide support and guidance for headteachers, governors, clerks of governors and Gwynedd schools
- Deliver a training programme for governors
- Prepare training materials/good practices and correspondence for governors and headteachers
- Support Shadow Governing Bodies of new schools

Good features:

- The ability to offer regular mandatory courses throughout the year and courses that encourage good practices for governors, e.g, courses to deal with excess, along with the development of on-line mandatory courses on a joint basis with other north Wales counties.
- Offering assistance and support to Governing Bodies and their schools as required.
- Upgrading the Governors' Database continuously so that an up to date record can be kept of every governor in all schools along with their details, roles, DBS and courses.
- Continue to improve the quality of governors' work to challenge headteachers so that they understand the meaning of data and understand the real situation of standards in a school.
- Developing the role of governors to take on a more strategic role in meetings, encouraging governors to self-evaluate their work and promoting the use of the national self-evaluation procedure.

Priorities for the next period:

- Implement the findings of the consultation regarding Governors training held in 2020, specifically increasing the number of courses that can be held virtually, develop digital training (videos etc) for some topics, increase the range of training available.
- Assisting Governing Bodies in the performance of their statutory functions, and advise and serve as a helpline on governance matters for head teachers and governors, including the excess process, complaints etc.
- Upgrading the Governors' Database system and collaborating with IT to promote self-service for the Database so that the Authority's governing clerks can directly input information.
- Collaborating with the ICT department in establishing a section for Governors on HWB (WG)
- Rationalising the list of School Policies and ensure that updated templates are available on HWB (WG).

CONTRACTS AND PERSONNEL UNIT

Purpose

The Unit provides a range of support to all schools in the county. This varies from providing advice and guidance regarding the terms and conditions of school staff employment to head teachers, governors and the county's officers, processing timesheets for payments, creating contracts, verifying the criminal background of every staff member, advising teachers about their pensions and processing redundancy payments.

Good features:

- Staff in our schools continue to receive their wages correctly and on time every month.
- As a department, we continue to adhere to the level of service for schools fairly and consistently for every school, by following the work schedule throughout the academic year.
- All school staff contracts are issued in accordance with statutory requirements, namely within eight weeks of commencing in post.

Priorities for the next period:

- Update and revise the list of supply teachers on the ONE system in order to devise an app through which schools may 'hire' supply teachers.
- Move to an electronic method of storing staff members' personal files.
- Continue to encourage head teachers to ensure that all teaching staff and Learning Support Assistants are registered with the Education Workforce Council and have completed the DBS process prior to commencing their posts in school.
- Collaborate with the Human Resources unit on creating an electronic statement for Teachers.

CATERING AND CLEANING SERVICE

Purpose

To provide nutritious and healthy food for the pupils of Gwynedd Schools and to keep educational establishments clean and safe to assist pupils to reach their potential.

Good features:

- The lunchtime menu for primary and special schools complies with the 'Healthy Eating in Schools (Nutritional Standards and Requirements) (Wales) Regulations 2013'.
- The lunchtime menu of Secondary schools is being worked up towards compliance with the 'Healthy Eating in Schools (Nutritional Standards and Requirements) (Wales) Regulations 2013'.
- Tasting/nutrition sessions are held in schools to encourage more pupils to eat school dinners.
- Parents who provide lunchboxes for their children are asked if they would like a school dinner on some days of the week.
- Thematic lunches are offered to schools on a regular basis.
- An on-line payment system for parents makes it easier to pay for different school services such as school dinners, trips, instrument lessons etc.
- Every school which has a nursery group implementing the 30 hour childcare plan can offer a school dinner as part of the provision.
- Keeping schools clean and safe.
- Support secondary schools to become cashless by implementing a school dinners cashless system.

Priorities for the next period:

- Cooperate with schools to enable them to become completely cashless
- Continue to encourage parents to choose school dinners for their children
- Assist schools to reduce the school dinners debt levels of parents
- Act on providing packed lunches for school trips
- Review the demand for breakfast club provision in primary schools

TRANSPORT

To arrange transport for Gwynedd pupils to educational establishments, thereby providing them with access to education in order to fulfil their potential.

Good features:

- Transport is arranged for all qualifying pupils
- The ability to purchase a post-16 travel pass by direct debit
- The ability to purchase a post-16 travel e-ticket
- The post-16 user forum meets twice a year
- The Gwynedd Transport Policy complies with the 'Learner Travel (Wales) Measure 2008'Extend the post-16 travel ticket to include learners over 19 years old.

PRIORITIES FOR THE NEXT PERIOD

- Look at the transport retendering process.
- To seek clarification from the ALN & Inclusion Service as to who is entitled to transport under the existing transport policy.

EDUCATION BUSINESS CENTRE

The purpose of the Education Business Centre is to support the effective management of schools in Gwynedd.

The Centre supports 83 primary schools by providing services in accordance with the Service Level Agreement that exists between the schools and the Centre.

Support is provided for a variety of areas of school management.

Positive features:

- The Service Level Agreement between the Business Centre and the primary schools was reviewed in the Autumn Term of 2019, with the result that new services could be offered to the schools in 2020-21.
- Regular work is undertaken in close collaboration with the Procurement Team in taking schools out of expensive photocopying agreements.
- Through the small and rural schools grant 2019/20 it was possible to increase the additional administrative support provided to head teachers out in schools.
- The Education Business Centre has had a credit card available since May 2020 which enables the Centre to order goods and services for schools which contribute to a more efficient and modern ordering and payment of goods.

Priorities for the upcoming period:

- Review and introduce a more effective process for appointing primary school staff.
- Continue to roll out credit cards to large secondary and primary schools with school administrators to support the system.
- Continue to work closely with the Procurement Team to provide schools with the best value on Procurement contracts.
- Establish a College of Administration to share good practice and encourage effective administration among Gwynedd primary school administrators.
- Continue to identify and improve services that will contribute to reducing the workload of head teachers.
- Introduce a suitable and convenient system for communication, sharing guidance and good practice with schools in the future.

INFORMATION TECHNOLOGY

Purpose

Although there is no dedicated unit within the Department that deals with information technology issues, significant work has been completed in this key area in conjunction with the Corporate Information Technology Service and Cwmni Cynnal. The work in the field is based on our Digital Education Strategy with the clear purpose of supporting education through technology.

Positive features:

- Digital Education Strategy is in place, highlighting how we will respond to the challenge of supporting education through technology.
- Gwynedd school networks upgraded to meet national standards.
- Over 3,500 devices provided during the summer holidays.
- Over 3,500 devices ordered as part of next wave of investment (reaching Spring 2021).

Priorities for the next period:

- Agree on future durable maintenance arrangements.
- Agree on a plan to fund and update the devices at the end of its life.
- Ensure full and consistent use of the devices across our schools.

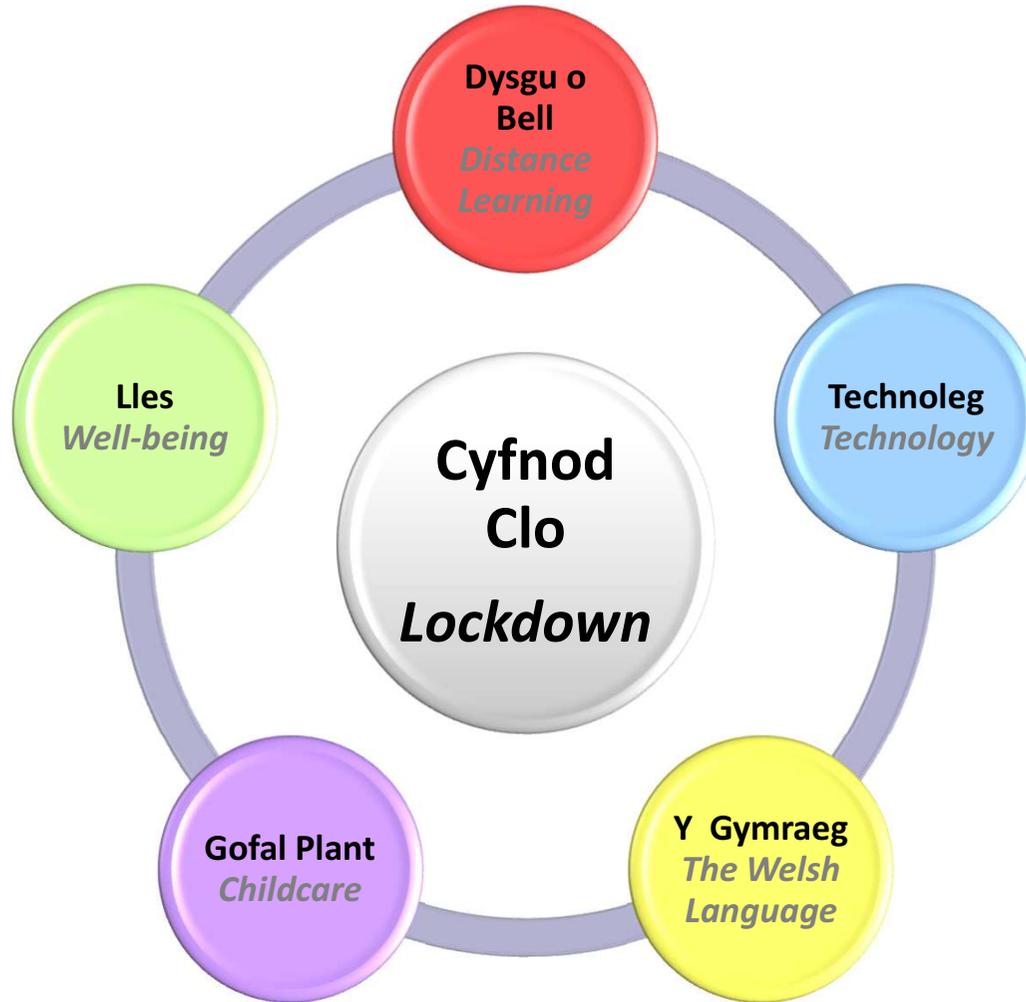
Yr Adran Addysg *Education Department*

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Ymateb yr Adran Addysg i Covid-19

Response of the Education Department to Covid-19

COVID-19



Ysgolion yn ail-bwrpasu / Re-purposing of schools

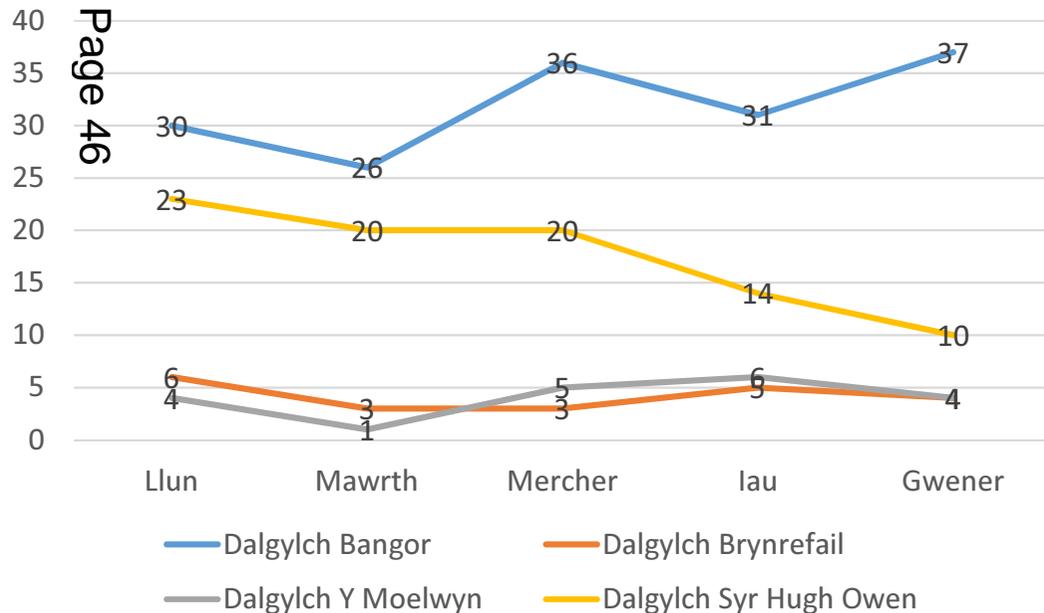


- Ysgolion yn cau ar 20 Mawrth 2020 gyda'r cwricwlwm yn cael ei oedi.
- Ail-bwrpasu ysgolion o 23 Mawrth 2020 – 17 Gorffennaf 2020 er mwyn darparu gofal Llun - Gwener i blant bregus a phlant gweithwyr allweddol.
- Ar 17 Mehefin, **180 o staff** wedi darparu gofal i **180 o blant**.

- *Schools closed on 20 March 2020 with the curriculum suspended.*
- *The schools were re-commissioned from 23 March 2020 – 17 July 2020 to provide care Monday - Friday to vulnerable children and children of key workers.*
- *On 17 June, **180 staff** provided care to **180 children** in schools.*

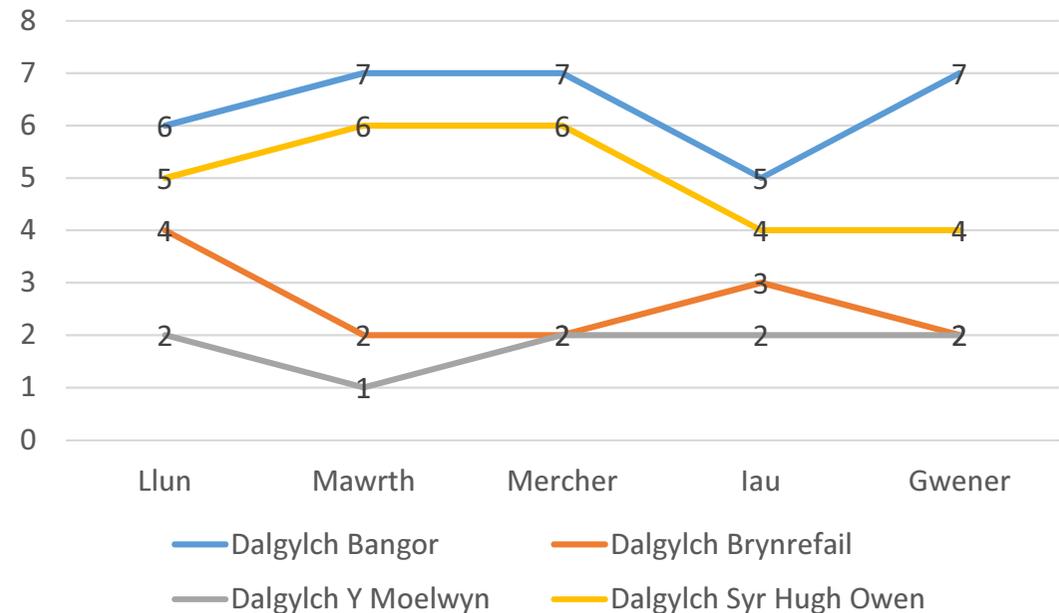
Ysgolion yn darparu gofal / Schools providing childcare

Niferoedd plant bregus neu blant i weithwyr allweddol oedd angen gofal ac yn fregus wythnos 27 o Ebrill i 1 o Fai gan ganolbwyntio ar 4 dalgylch gwahanol



Number of vulnerable children who needed care or children of key workers during 27 April – 1 May, whilst focusing on 3 catchment areas

Niferoedd ysgolion oedd yn darparu gofal i blant gweithwyr allweddol a phlant bregus wythnos 27 o Ebrill i 1 o Fai gan ganolbwyntio ar 4 dalgylch gwahanol

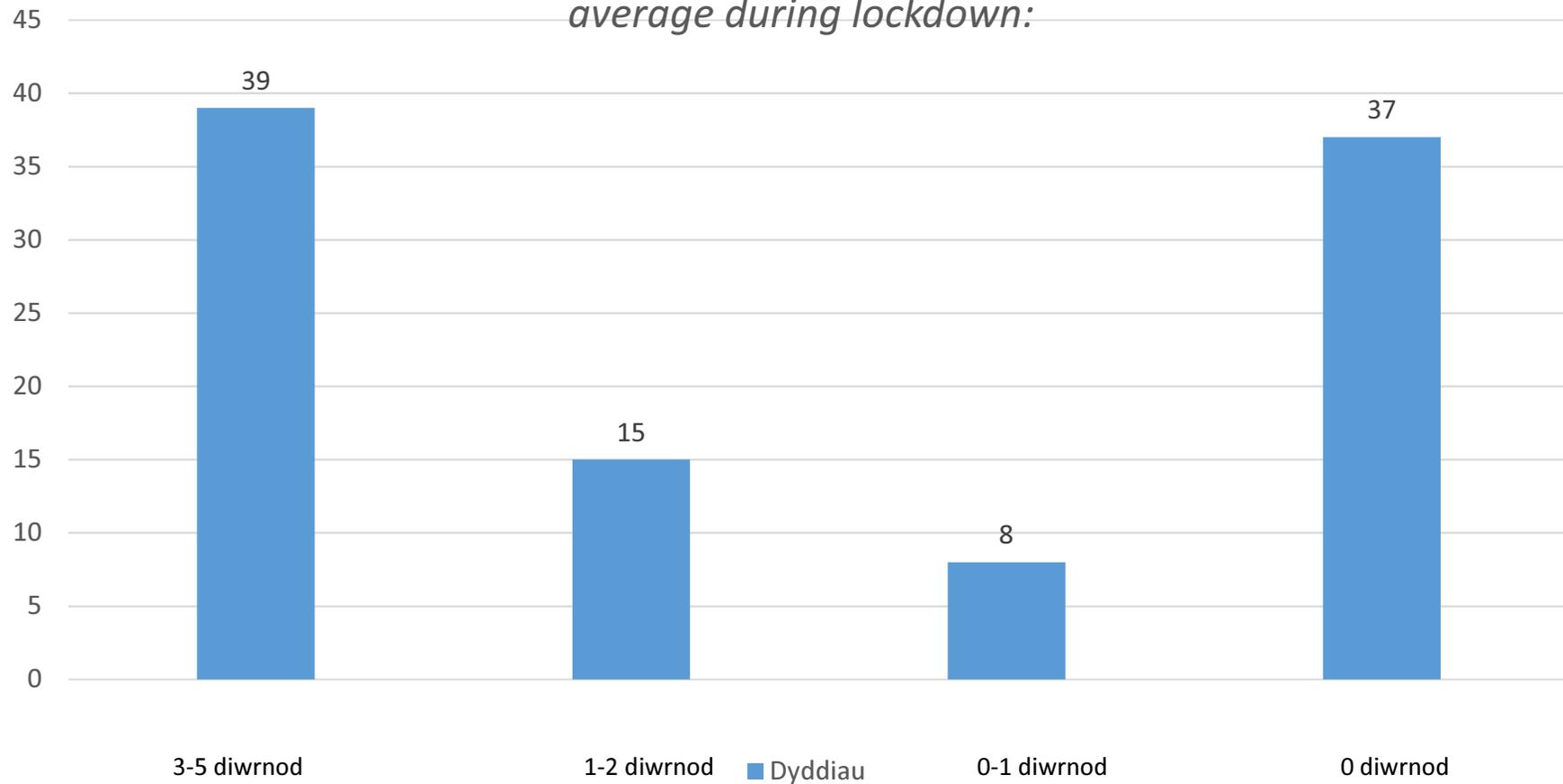


Number of schools who provided care to children during the same week, whilst also focusing on the same 3 catchment areas

Ysgolion yn darparu gofal / Schools providing childcare

Faint o ysgolion sydd wedi darparu gofal yn rheolaidd ar gyfartaledd yn ystod y cyfnod clo

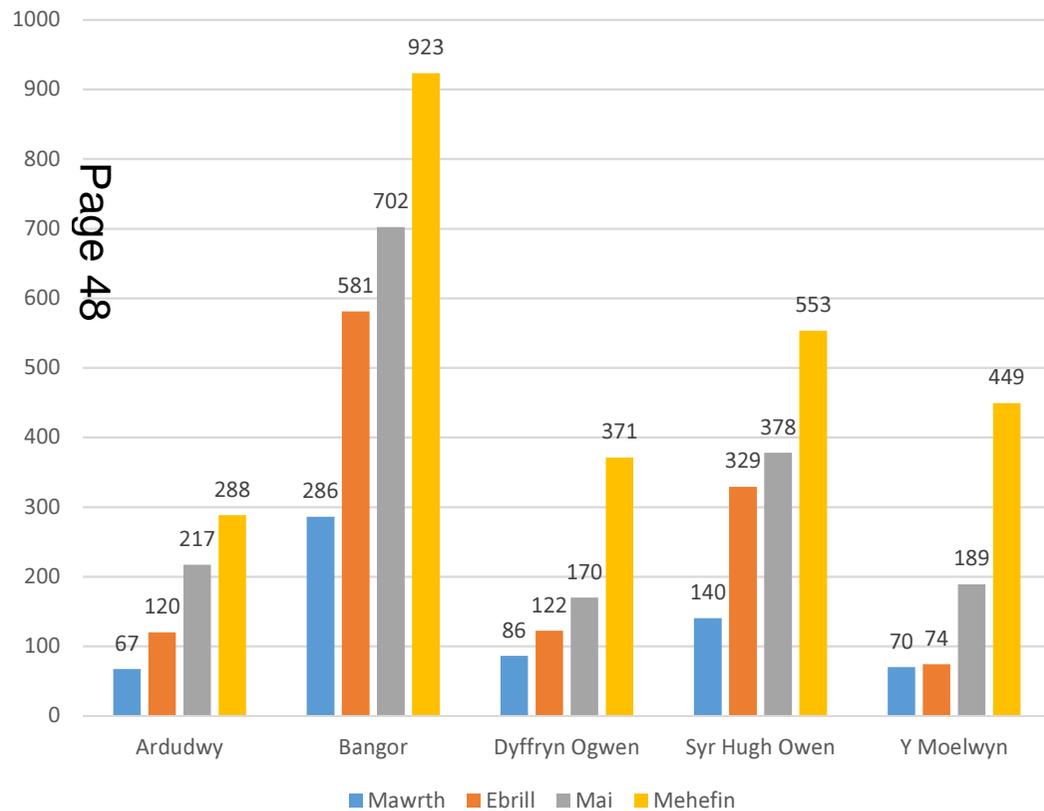
Number of schools that have provided care on a regular basis on average during lockdown:



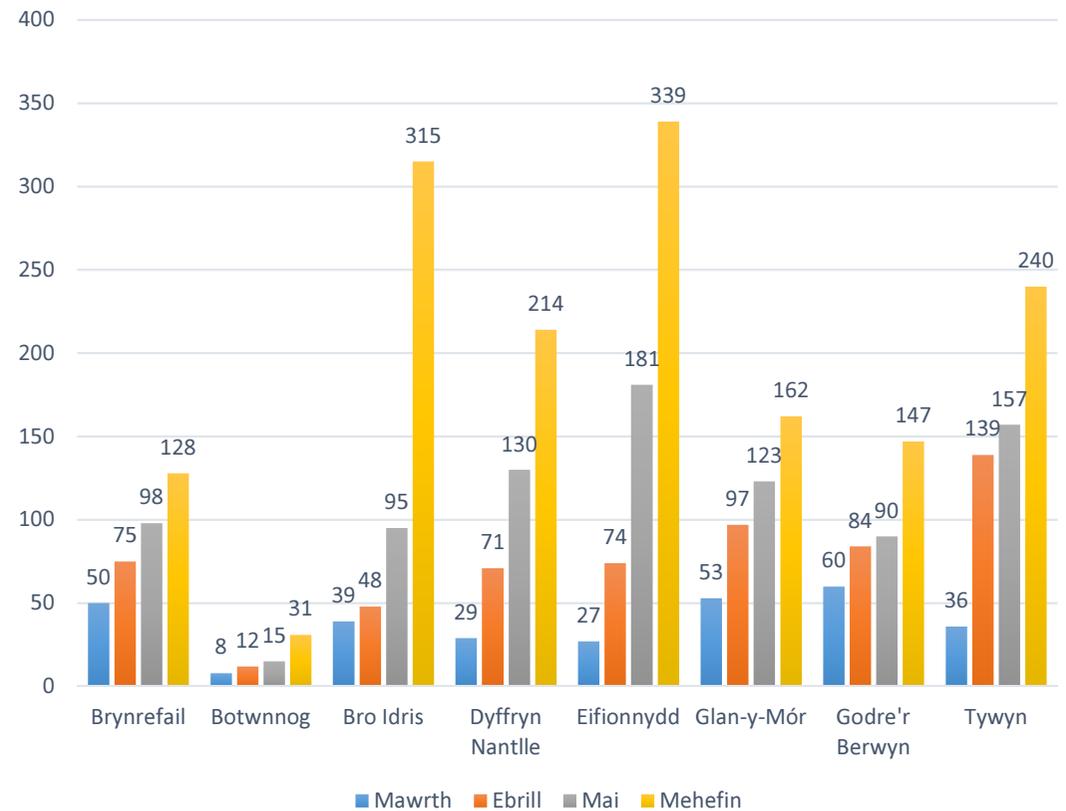
Ysgolion yn darparu gofal / Schools providing childcare

Cymhariaeth niferoedd dysgwyr yn derbyn gofal o Ebrill i Mehefin yn yr holl dalgylchoedd
A comparison of the numbers of learners receiving care from April to June in all the catchment areas

Niferoedd dysgwyr o Ebrill i Mehefin fesul dalgylch



Niferoedd dysgwyr o Ebrill i Mehefin fesul dalgylch



Addysg o Bell / Distance Learning

Addysg o Bell

- Dim disgwyliad i ddarparu'r cwricwlwm ers 20 Mawrth 2020.
- 20 Ebrill 2020 ysgolion yn gyfrifol am addysgu o bell.
- Hapusrwydd a lles plant a phobl ifanc y ffanoriaeth.
- Hyrwyddo sesiynau dysgu byw.
- Gwasanaeth ADYaCH wedi creu adnoddau er mwyn cefnogi addysg o bell yn ogystal â lles.

Distance Learning

- *No expectation to provide the curriculum since 20 March 2020.*
- *20 April 2020 schools responsible for distance learning.*
- *Happiness and well-being of children and young people the priority.*
- *Promoting live streaming of lessons.*
- *ALN&I Service created resources to support distance learning as well as well-being.*

Adnoddau TGCh / ICT Resources

Adnoddau TGCh

- Sicrhau *chromebook* i ddysgwyr heb fynediad i unrhyw ddyfais TGCh yn y cartref er mwyn eu galluogi i elwa'n llawn o'r ddarpariaeth addysg o bell.
- Dosbarthwyd **1,200 o chromebooks** i deuluoedd ynghyd â **175 dyfais mi-fi** i'r aelwydydd hynny nad oedd â chysylltiad i'r we cyn hynny.



ICT Resources

- *Ensure chromebook for learners who had no access to an ICT device in the home so as to enable them to take full advantage of the distance learning provision.*
- **1,200 o chromebooks** were distributed to families as well as **175 mi-fi** devices to the homes that had previously no Internet connection.



Y Gymraeg / The Welsh Language

- **Canolfannau Iaith**

Addysg o bell a dysgu byw i hwyrddyfodiaid.

Cyflwyno'r iaith lafar i ddysgwyr drwy gydol y cyfnod clo.



- **Creu Adnoddau**

Cydlynwyr Siarter Iaith/Strategaeth Iaith yn creu i atgyfnerthu defnydd o'r iaith lafar.

Crëwyd clipau fideo ar gyfer y CS a CA2 fel adnodd i annog defnydd o'r iaith lafar.

Crëwyd adnoddau addysgol i gefnogi'r Gymraeg yn sirol, yn rhanbarthol a chenedlaethol.

- **Language Centres**

Distance learning and live streaming of lessons for learners.

Present the oral language to learners through the lockdown.

- **Creating Resources**

Language Charter / Language Strategy Co-ordinator created resources to reinforce the oral use of Welsh.

Video clips were created for the FPh and KS2 to promote the oral use of Welsh.

Educational resources to support the Welsh language were created on a county, region and national level.

Lles / Well-being

153 o unigolion bl 7-10 angen cefnogaeth dros y cyfnod cloi. 80% wedi ymgysylltu'n wythnosol (20% arall yn ad-hoc) drwy ymgymryd â

- **70 o becynnau gweithgaredd** / gwaith wedi eu gyrru i'r cartref
- **30 unigolyn** yn derbyn fideos/cefnogaeth ffitrwydd/diet yn wythnosol
- **32 unigolyn** yn derbyn cefnogaeth ar safle ysgolion
- **21 unigolyn** yn derbyn cefnogaeth lles emosiynol wythnosol
- **13 o unigolion** bl11 yn amlygu yn risg uchel o fod yn NEET, wedi deryn darpariaeth gan ADTRAC

153 Individual yr 7-10 needed support durin the lockdown. 80% had engaged weekly (the other 20% was ad-hoc) by undertaking with:

- *70 activity packs /work that was sent to the home*
- *30 individuals received videos/support diet/fitness on a weekly basis*
- *32 individuals received support on the school site*
- *21 individuals received well-being and emotional support*
- *13 individuals from yr 11 at high risk of being NEET, received provision with ADTRAC*

Cinio Am Ddim / Free School Meals

- **Pecyn Bwyd (23 Mawrth - 20 Ebrill 2020)**

224 pecyn bwyd cinio am ddim ar 17 Ebrill 2020

10% o deuluoedd cymwys yn dod i nôl pecyn bwyd.

Page 2

- **Taliadau Uniongyrchol (20 Ebrill 2020 ymlaen)**
2249 o blant yn derbyn taliad uniongyrchol cinio am ddim ar 14 Awst 2020.

89% o deuluoedd cymwys yn derbyn taliad uniongyrchol.

Cymorth ariannol i rieni/gwarcheidwaid i brynu bwyd i'r plant dros gyfnod gwyliau ysgol hyd at Pasg 2021.

Taliadau uniongyrchol i blant cymwys sydd yn rhan o swigen mewn ysgol ac yn gorfod hunan ynysu.

- *Packed Lunch (23 March – 20 April 2020)*

224 free school meals packed lunches on 17 April 2020.

10% of eligible families collected the packed lunches.

- *Direct Payments (20 April 2020 onwards)*

2249 of children received free school meal direct payments on 14 August 2020.

89% of eligible families receiving direct payments.

Financial support for parents/guardians to buy food for children during school holidays until aster 2021.

Direct payments for eligible children that are part of a bubble in a school that have to self-isolate.

Tlodi Mislif / *Period Poverty*

Ysgolion

- Mae nwyddau mislif ar gael am ddim i holl ddisgyblion ysgol sydd eu hangen o flwyddyn 5 i flwyddyn 13.
- Tra bo disgyblion wedi cael eu haddysgu o adref, roedd modd cysylltu â'u hysgol am y nwyddau.

TRAC 11-24

- Dosbarthu pecynnau o nwyddau mislif eco-gyfeillgar, y gellir eu ail-ddefnyddio i bobl fregus, difreintiedig neu nad ydynt mewn cyswllt â'r system addysg brif-ffrwd.
- Dros 160 o becynnau wedi cael eu dosbarthu i unigolion bregus (oedran ysgol).
- 420 o becynnau wedi'u rhannu hefo grwpiau cymunedol i gefnogi unigolion a theuluoedd bregus yn y cyfnod yma.

Schools

- *Period products available for free for all school pupils that need them from year 5 to year 13.*
- *Whilst pupils were receiving their education from home, they were able to contact their school for products.*

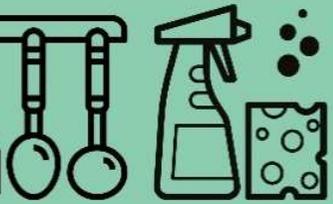
TRAC 11-24

- *Eco-friendly packs of period products that can be re-used were distributed to vulnerable and disadvantaged people or people that aren't in contact with the mainstream education system.*
- *Over 160 packs have been distributed to vulnerable individuals (of school age).*
- *420 packs have been distributed to community groups to support vulnerable individuals and families during this period.*

Arlwyo a Glanhau / Catering and Cleaning

- Staff arlwyo yn cynorthwyo i ail-becynnu bwyd ar gyfer y banciau bwyd.
- **230** o staff arlwyo yn glanhau ysgolion yn ystod y dydd o 29 Mehefin 2020 ymlaen.
- Ers Medi 2020 mae staff yn glanhau ysgolion yn ystod y dydd ac ar ôl ysgol.
- Ymgyrch recriwtio yn parhau
- *Catering staff assisting to re-package food for food banks.*
- *230 catering and cleaning staff during the day from 29 June 2020 onwards.*
- *Since September 2020 staff are cleaning schools during the day and after school.*
- *The recruitment campaign continues.*

Arlwyo a Glanhau / Catering and Cleaning



ARLWYO A
GLANHAU

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“Dod i’r ysgol, dal ati i ddysgu, paratoi ar gyfer yr haf a mis Medi.”



- Ar 3 Mehefin 2020, LIC yn datgan ysgolion i ailagor yn rhannol ar 29 Mehefin 2020.
- Ar 29 Mehefin 2020, bu i 1,972 (12.5% o holl ddysgwyr Gwynedd) o ddysgwyr fynychu’r ysgol ar sail derbyn gwahoddiad.
- **Wythnos 1: 10,673** (67%) o ddysgwyr fynychu’r ysgol ar sail derbyn gwahoddiad
- **Wythnos 2: 14,855** (94%) o ddysgwyr fynychu’r ysgol ar sail derbyn gwahoddiad.
- **Wythnos 3: 13,944** (88%) o ddysgwyr fynychu’r ysgol ar sail derbyn gwahoddiad.
- Ysgolion yn parhau i: ddarparu gofal i blant bregus a phlant gweithwyr allweddol, darparu addysg o bell i’r rheiny nad oedd yn mynychu’r ysgol.

On the 3rd of June 2020, WG announced that schools will reopen partially on 29 June 2020.

On the 29th June, 1,972 (12.5% of the whole number of Gwynedd learners) returned to school by invitation.

Week 1: 10,673 (67%) learners attended the schools by invitation

Week 2: 14,855 (94% learners attended the schools by invitation

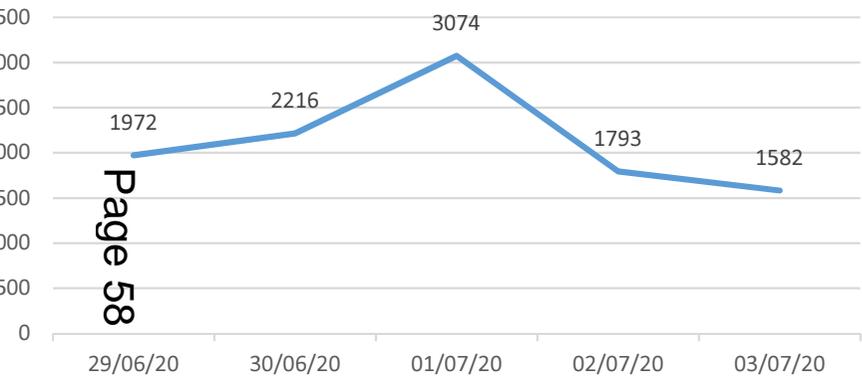
Week 3: 13,944 (88%) learner attended the schools by invitation

Schools continued to provide care to children who are vulnerable and key workers children and they provided distance/remote learning to those who did not attend school.

“Dod i’r ysgol, dal ati i ddysgu, paratoi ar gyfer yr haf a mis Medi.”

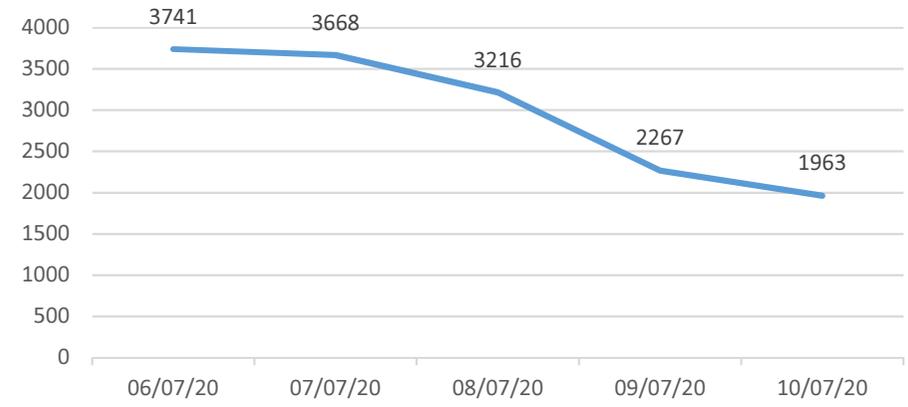
Wythnos 1 / Week 1

Niferoedd plant fynychodd sesiynau dychweyd i Addysg bore a prynhawn w/c 29 o Fehefin



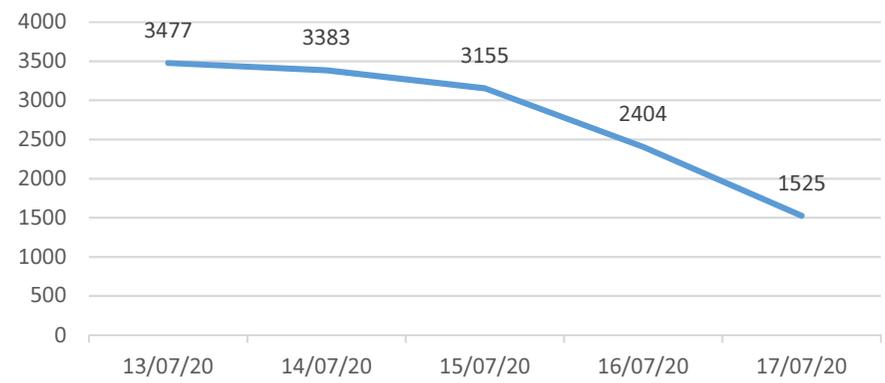
Wythnos 2 / Week 2

Niferoedd plant fynychodd sesiynau dychwelyd i Addysg bore a prynhawn w/c 6 o Fehefin



Wythnos 3 / Week 3

Niferoedd plant fynychodd sesiynau dychwelyd i Addysg bore a prynhawn w/c 13 o Fehefin



Ysgolion yn Ail-Agor (Medi 2020) / Schools Re-opening (Sept 2020)

Ysgolion yn ail-agor (Medi 2020)

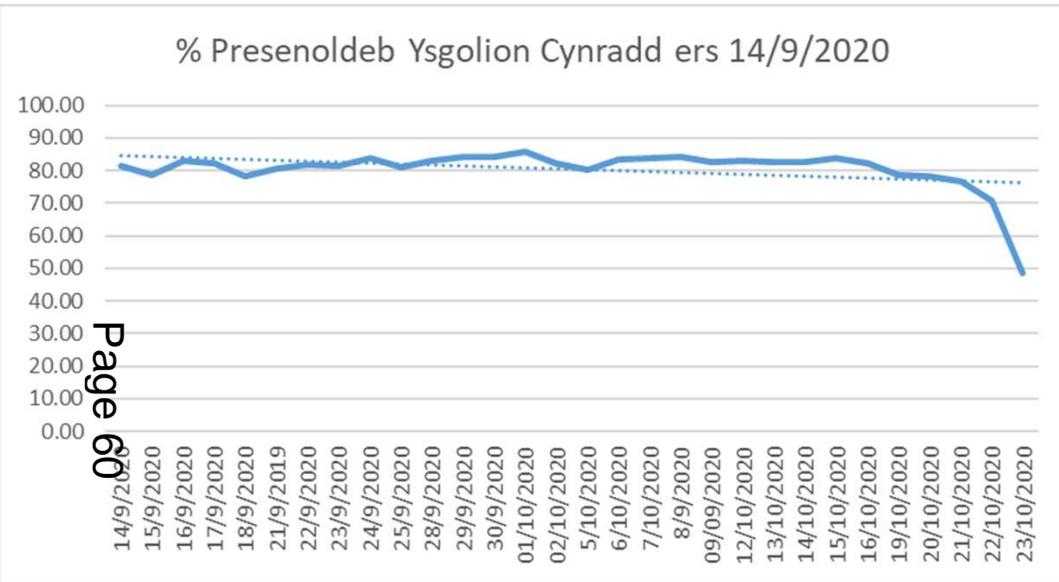
- Pob ysgol yn ail-agor ym Medi 2020 ac yn croesawu'r holl ddysgwyr yn ôl.
- Deuddeuddydd o gyfnod paratoi ac ysgolion yn ail-agor yn raddol.
- Pawb yn mynychu'r ysgol erbyn 14 Medi 2020.
- Pawb yn mynychu yn Ysgol Hafod Lon ac Ysgol Pendalar erbyn 21 Medi 2020.

Schools re-opening (Sept 2020)

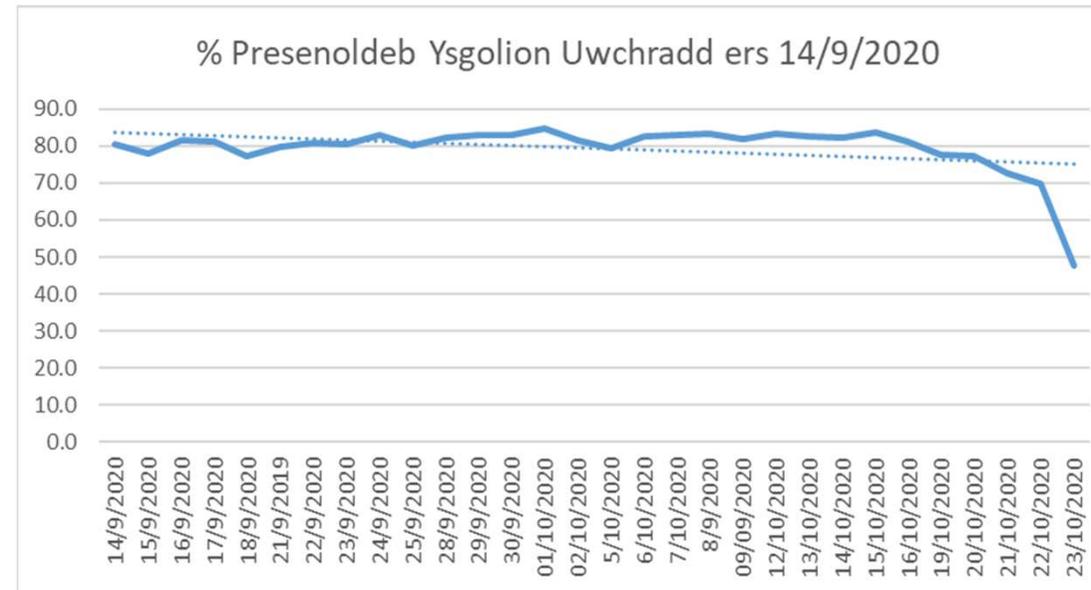
- *Every school re-opening in September 2020 and welcome all learners back to school.*
- *Two days of preparation for schools to re-open gradually.*
- *All learners to attend school by 14 September 2020.*
- *All learners in Ysgol Hafod Lon and Ysgol Pendalar by 21 September 2020.*

Presenoldeb (Medi 2020) / Attendance (Sept 2020)

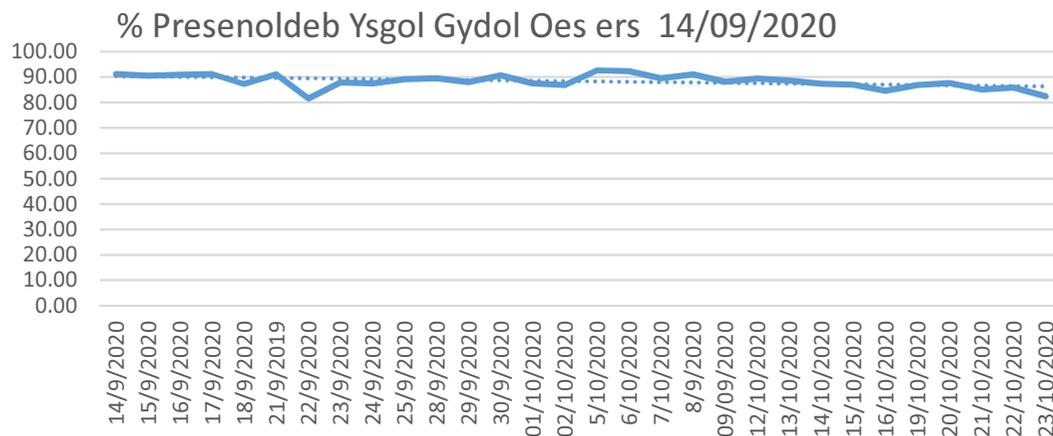
% Attendance in Primary Schools since 14/09/2020



% Attendance in Secondary Schools since 14/09/2020



% Attendance in Through Schools since 14/09/2020



Blaenoriaethau Addysg / Education Priorities

Materion sydd angen sylw:

- Gagendor lles a chyrhaeddiad dysgwyr yn sgil y cyfnod clo, gan gynnwys TGCh a'r Gymraeg.
- Cysondeb yn ansawdd y ddarpariaeth addysgol.
- Addysg ôl-16.
- Cyfundrefn addysg uwchradd Meirionnydd.
- Gweithredu'r egwyddorion addysg.

Matters that need attention:

- *Gagendor lles a chyrhaeddiad dysgwyr yn sgil y cyfnod clo, gan gynnwys TGCh a'r Gymraeg.*
- *Consistency in the quality of the education provision.*
- *Post-16 Education.*
- *Meirionnydd secondary education system.*
- *Implementing the education principles.*

Diolch yn fawr
Thank-you



REPORT TO LOCAL AUTHORITY SCRUTINY COMMITTEES Autumn 2020

Report by: GwE Core Leads

Subject: GwE work programme and support to schools during the COVID Pandemic

Purpose of the report

To present a report to Local Authority scrutiny committees on how the regional consortium, in partnership with the Local Authorities, has evolved and adapted to support schools during the COVID pandemic.

Background, context and outline

Staff in the Local Authorities and GwE have adapted their work in order to continue to provide effective services and support for all their school communities during the COVID pandemic. During this very difficult period, GwE have kept true to their vision and values as an organisation that is continually learning. The OECD's transversal themes of Trust, Thinking together, Time and Technology have remained at the heart of the work with schools and partners.

The service in its entirety has re focused several times during this period to meet the needs of the range of stakeholders. The ability to be flexible and agile and to work effectively together in different teams, often cross sector, has had significant impact on organisational behaviour and external perception. At the heart of the refocusing has been the need to ensure that the well-being of school leaders, their staff and learners is paramount to the decision-making and ensuring that the right level of support, operational or professional, can be directed accurately by the service. Regular contact with school leaders has been well received and has contributed to Head teachers feeling that they could turn to a professional colleague to share challenging issues and to find solutions to address day-to-day issues. These included operational discussions on opening school safely as well as professional discussions regarding distance and blended learning.

Weekly staff meetings have contributed to a consistency of approach in ensuring common messages to school teachers and leaders. There has been a strong emphasis on modelling appropriate and supportive behaviour throughout the period. This has included very regular contact with headteachers to ensure that they get the appropriate support to operate effectively and also as a sounding board to support their own well-being. Further support for senior leaders well-being has been provided through a series of workshops and webinars which will support their resilience during

this difficult period. GwE staff are also conducting face to face pastoral visits to schools during the autumn term on behalf of the Local Authorities.

GwE sees itself as a partnership organisation, especially with the Local Authorities and even more so during the lockdown period and in moving forward. GwE have worked effectively with Welsh Government on policy and continuity of learning. It has also worked consistently with the other regions and with Estyn in preparing guidance and resources for distance and blended learning and to provide advice on formative and continuous assessment. It has also strengthened the working relationship between those parties with positive professional exchanges, ensuring that the stakeholders are getting quality advice and resources.

One of the main strengths of work across North Wales has been the consistent messaging from the six local authorities through their political education portfolio holders and directors working with GwE to have one common message for the schools in North Wales. This consistency of messaging has been not only welcomed by schools but also by teacher unions and non-teaching unions who welcomed the clarity of messaging and support for their staff. One such example is the operational group of local authority and regional staff working on and developing risk assessments policy, advice and guidelines, and creating a regional dashboard which is a strong foundation for all schools to be able to reopen with risks being identified and locally managed and supported.

The six local authorities and GwE have taken a collegiate and collective regional approach to supporting schools throughout the COVID pandemic. This was clearly demonstrated in the consistent regional approach in developing a supportive framework to ensure that all regional schools had the right policies in place together with a comprehensive risk assessment in order to create a safe environment to welcome the children back into schools.

The framework included resources to support planning for:

- 1) Health and safety requirements
- 2) Site and facilities arrangements
- 3) Transport
- 4) Staffing arrangements
- 5) Blended teaching and learning
- 6) Inclusion and pupil support
- 7) Key management tasks.

Teamwork, joint working and collaboration has also been at the heart of the work with schools. All schools in the region are part of a cluster or a forum where they can come together to discuss operational issues as well as sharing best practice regarding distance and blended learning. This joint work facilitated by GwE staff has been very successful and sets a very strong infrastructure in place for future work and working relationship across the region.

One noteworthy aspect of the work has also been the bespoke nature of support for teachers and schools. GwE have worked on the strengths of individuals within the team and redeployed them where they have provided the maximum impact in their roles in supporting individual local authorities, schools, clusters, subject and phase networks. This bespoke provision of support based on strong principles of collaboration, exchanging and sharing and developing the best practice is a key learning principle that we will continue to develop in the next stages of evolving the service.

Schools who were causing concern prior to lockdown have had access to clear and targeted support to help them through this difficult period. This has been at several levels including network support, support to senior leadership and middle management in those schools and support with provision of

distance and blended learning. Schools that have found the lockdown and post lockdown period difficult due to staff having to self-isolate have been supported in various ways. This has included modelling of exemplar materials, webinars, shared materials and resources. Also, GwE staff directly leading, directly teaching in schools or providing distance learning to learners.

A lot of time and energy have been put in place to contact international experts and to research international practice to learn and establish the principles of effective distance and blended learning. Discussions with international colleagues including the OECD have also deepened thinking within the organisation. GwE have provided practical support for leaders to enable them to consider their whole school strategic planning of provision for distance and blended learning, refine and evaluate their evolving provision and consider planning for various scenarios where pupils may be in school and / or at home over the coming academic year. This has supported schools to have a better strategic overview of their provision.

GwE is also supporting schools in evaluating the quality of their blended learning and distance learning provision, sharing local examples and case studies of effective provision to reduce variation where it exists. Live streaming is developing well and enhancing the blended learning experience. Schools now realise that COVID will be with them for an extended period and are planning more strategically and effectively.

Self-evaluation and improvement processes have become an intrinsic part of the work of schools. As schools and settings are becoming more confident with the delivery of learning at a distance, so they will be better able to adapt their self-evaluation processes and tools to monitor, evaluate, review and revise if appropriate, the provision.

School leaders acknowledge that one of the greatest challenges to the delivery of blended and distance learning has been and continues to be ensuring that staff and pupils have the necessary skills' set and resources available to them. There has been a rapid pace of upskilling for some staff to move to digital platforms. Schools have undertaken a range of planned professional learning offered by regional consortia around the use of digital technology to support learning. This has also proved to be an opportunity as a greater number of practitioners are now able to confidently use an increasing range of technology to support learning.

Many schools acknowledge that parental engagement has been a key factor in securing effective distance/blended learning. GwE and the Local Authorities have provided a range of guidance to support school in improving parental engagement, including the sharing of good practice.

Many schools also acknowledge that there are ongoing operational challenges that change on a day-to-day basis, where a range of scenarios have to be planned for including cohorts of learners self-isolating or individual / small groups of learners and staff self-isolating. There are many examples of how schools are managing these complex situations well, having clear whole school strategies. GwE and the Local Authorities continue to support schools, using clusters and networks of schools to support each other and share resources and strategies.

GwE have also adopted a regional approach to accelerating learning, working on a tri-level approach which includes universal support led by the consortium, targeted support jointly led by the consortia and the local authority, with the acute being the responsibility of the local authority. This work has been developed on an evidence base approach working closely with Bangor University and regional staff to ensure a range of high-quality resources to support physical and emotional wellbeing, literacy and numeracy, these being made available to all learners across, all age range in all schools. The impact of this work will be captured through a regional dashboard which will include all grants made available to schools by Welsh Government during this financial year.

During the autumn term, GwE have provided opportunities for schools to form alliances or to work within developed clusters to address gaps in provision and alternative ways of delivery to meet any future lockdown scenarios. This work will:

- Identify, develop and share blended learning resources within the cluster/alliance and with other regional clusters/alliances;
- Ensure all identified and developed resources are submitted through their Supporting Improvement Adviser to be included on the GwE Support Centre;
- Support schools within the cluster with their provision to meet any future 'lockdown scenarios';
- Prioritise additional support for the secondary sector in preparation for the awarding of examination grades in 2021.

Schools in the GwE region will have a significant collection of resources for each age group.

The GwE Professional Offer for this academic year has been rationalised and concentrates on 5 main areas: Wellbeing, The Reform Journey, Developing the Workforce, Accelerating the Learning and Digital Learning. In addition, GwE will continue to facilitate cluster working to support the development of Curriculum for Wales, ALN Transformation and the Welsh Language.

During the COVID period GwE has continually reflected on the effectiveness of the work. Both internal and external resources have been used to ensure that we have a balanced perspective on the quality of the work. This has included working with the Education Development Trust and Steve Munby to develop the organisation and plan our future infrastructure.

Main outcomes and impact of the work

- Effective collegiate and collective regional approach between the six local authorities and GwE.
- Joint working has ensured strong governance and regional consistency in support, messaging and guidance given to schools.
- Strengthened collaboration between peers at a cluster/forum level has ensured effective co-constructed strategic thinking and direction.
- Clear regional and local approach in place for effective repurposing of both the service and its schools.
- Schools are well informed and confident that effective support is available should any needs arise.
- School leaders' wellbeing supported through regular and clear communication.
- Clear guidance given on how to prioritise and structure both Distance and Blended Learning.
- Schools provided with coherent guidance and resources to effectively support vulnerable learners with their wellbeing, engagement and learning.
- Best practice being shared across schools and clusters, i.e. engaging with reluctant learners and families, digital platforms and communication systems, blended learning models, etc.

Other outcomes and impact

- Effective communication provided via single point of contact (SIA) for school leaders and ease of access to support.
- Schools have been able to remain open to key workers in the event of staff shortages.
- Schools are well informed and confident that support is available should any needs arise. School leaders' wellbeing is supported through regular communication.
- Shared understanding of the importance of the welfare of pupils, parents and staff
- Clear guidance given on how to prioritise and structure both Distance and Blended Learning.
- Schools having access to a wealth of quality resources for reference as they plan for and deliver distance and blended learning.
- Comprehensive distance and blended learning models available for schools to adopt, adapt or refer to. This has in turn ensured strengthened leadership and improved balance of work that can be completed at home.
- Co-ordinated approach to supporting schools which has led to greater consistency and quality of distance and blended learning across the region.
- Best practice being shared across schools i.e. engaging with reluctant learners and families, digital platforms and communication systems etc.
- Strengthened use of ICT to enable effective communication between schools, within schools and with school stakeholders.
- School staff being upskilled through the use of a digital platform for professional development.
- Information shared with the LA is up to date and timely support is given to any School.
- In conjunction with the LA, ensured that the process of appointing school leadership candidates is appropriate and fair.
- Consistent messages disseminated to schools by GwE / LA officers.
- Strengthened collaboration between peers at a cluster level through digital means ensuring co-constructed strategic thinking.
- Strengthened collaboration between local authority officers and GwE.
- Clear regional and local approach in place for adapting schools for different purposes.
- Effective cascading of key messages to school staff to ensure consistency and clarity.
- Increased collaboration between regions and other stakeholders.
- Increased understanding of key messages and work streams.
- Stronger awareness amongst school leaders of effective strategies to ensure continuation of school business.
- Quality Professional Learning developed in readiness for future needs.
- Newly Qualified Teachers having clarity regarding completing their induction year.
- Strong partnership work with Bangor University to ensure initial teacher training students have clarity on the appointment system for next year.
- Strong partnership working with Caban to ensure increased research opportunities and recognition of excellence by School staff.

Next Steps

1. Support schools to implement the recommendations of the Design and Delivery Board for the awarding of qualifications in summer 2021.
2. Continue to work closely in partnership with Local Authorities to support the wellbeing of Head teachers and school staff.
3. Deliver an effective professional learning offer to support schools to address immediate needs and to implement the Welsh Government reform journey

4. Continue to support clusters/alliances to plan for the continuity of learning so that they can effectively meet any future lockdown scenarios.
5. Strengthen the culture, behaviour, systems and processes so that leaders and teachers are incentivised to adopt a collegiate approach to school improvement.
6. Develop a regional qualitative framework for holistically capturing and evaluating progress in a school.

Supporting Documents

- Appendix 1 – Summary of work undertaken
- Appendix 2 – Professional Learning Report
- Appendix 3 – Risk Assessment Dashboard
- Appendix 4 - Accelerating Learning Programme (ALP) Resources
- Appendix 5 - GwE Professional Offer 2020-21

Summary of work undertaken

Phase 1: Pre-lockdown

- Communication strategy agreed with Directors of six local authorities.
- Regular phone contact with each school through SIA to support head teachers to keep schools open and assuage concerns.
- Deploy GwE staff in schools and PRUs where identified to support them to stay open.
- Deploy GwE staff in the authorities to support them with essential services.
- GwE teams upload initial resources to a designated Google classroom to support schools with initial planning for distance learning.

Phase 2: Supporting schools at the beginning of lockdown

- Keeping regular contact with schools in order to ensure health and wellbeing of both staff and pupils.
- Continuing to support individual schools or Hubs when there was a shortage of staff to attend.
- Upskilling of GwE staff for digital learning.
- Developing guidance, support and learning resources for schools to begin to support distance learning in schools.
- Supporting schools with Digital Learning and producing useful 'How To' videos so that teachers can develop and vary their distance learning methodology.

Phase 3: Distance Learning (DL)

- Developed distance learning guidance for schools in collaboration with other regions.
- Initially, google classrooms populated with appropriate materials and ideas for all Key Stages to refer to.
- Support to enable leaders and teachers to act in line with best practice in creating and using online learning resources.
- Effective DL Models were developed in GwE and were shared nationally and adopted by all regions.
- Schools, leaders and teachers were encouraged to share resources across the system and to encourage schools to use Hwb to share their approaches, plans and learning resources.
- Ensured all learners have an equitable access to learning and learning resources.
- All SIAs to have appropriate Professional Learning as to what makes effective DL.

Phase 4: Supporting schools to re-open

- Joint work with 6 Local Authorities.
- Establish clear lines of communication with key stakeholders.
- Weekly meetings with Directors and Education portfolio holders.
- Created a Policy Framework and Dashboard.
- Modelled risk assessment for each sector.
- Regional and local roles identified in supporting vulnerable learners.
- Upskilled GwE staff to support school leadership in these areas.

Phase 5: Blended Learning

- Upskilling of GwE team with international research on blended learning.
- Naturally blending Curriculum for Wales into current practice.
- Multi-disciplinary units to consolidate and develop skills.
- CAGs / Qualifications / Exams.

Phase 6: Accelerating Learning / Recruit, Recover and Raise Standards (RRRS)

- Regional approach to Accelerating Learning / RRRS – included Physical wellbeing; Emotional wellbeing and Literacy and numeracy.
- Evidence based approach based on research.
- Triangle of need – GwE leading the universal, GwE and Local Authorities targeted and Local Authorities leading the acute.

Phase 7: Deepening collaboration and developing robust networks

- Work within developed collaborations or opportunities to form alliances to address gaps in provision and alternative ways of delivery to meet any future lockdown scenarios.
- Clusters and alliances to identify the appropriate level of support which will be required for the different scenarios.
- Facilitate schools supporting each other in this time of crisis. Each cluster or alliance supporting each other by sharing plans and resources so that schools can respond to different operational scenarios that they might find themselves in.
- These resources will be collated regionally, ensuring a significant bank of quality resources for all age groups across the school system in North Wales.
- The aim of the work is to reduce workload and reduce pressure on schools.
- Provided rationalised Professional Offer to support clusters and individual schools.

Professional Learning



REPORT ON PROFESSIONAL LEARNING OFFER IN RESPONSE TO COVID-19

Background and context

The response to COVID-19 has dramatically changed our lives. In this challenging context, the education system and schooling has been significantly disrupted but remains of central importance.

On 23rd March, schools were re-purposed to support children of key workers and some vulnerable learners whilst also supporting all learners to stay safe and keep learning at home.

At this time, schools and settings were advised to make all efforts to:

- keep all children safe and well;
- offer access to childcare for critical workers;
- ensure learners who are at most risk are being supported;
- support the well-being of the education workforce;
- allow learners to access learning through digital or other accessible methods in a practical and uncomplicated way;
- support all partners' shared understanding of how effective, organised distance learning can provide a breadth of learning experiences;
- support parents/carers access to guidance to understand their role in supporting their children within distance learning;
- support the well-being and basic skills of learners through effective contact and communications.

Background and context (cont'd)

On June 3 the Welsh Government (WG) announced that there would be a phased opening of schools from 29th June, 2020 to give all pupils the opportunity to “check in, catch up and prepare.” Welsh Government published their Learning Guidance [<https://gov.wales/keep-education-safe-guidance-learning-over-summer-term>] to provide advice on learning and teaching taking place in schools and settings for the remainder of the summer term and to support practitioners as they prepare for the autumn term.

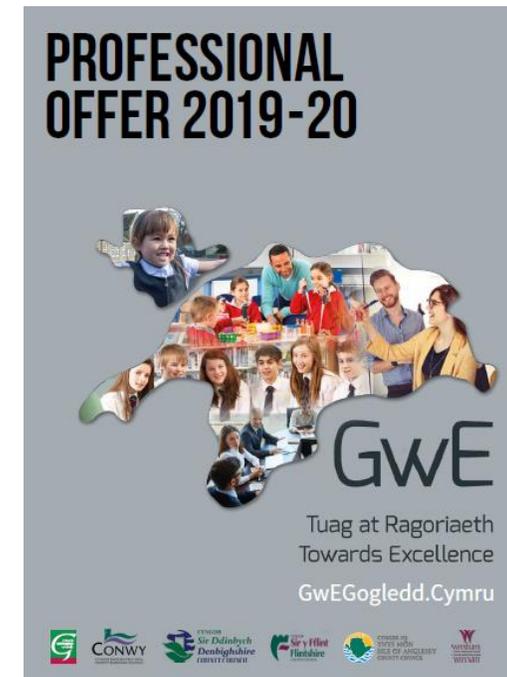
On July 9th, the Education Minister confirmed that all pupils will be able to return to school in September, and that schools will return to full capacity by September 14th, subject to continuing, steady decline in the presence of COVID-19 in the community. Welsh Government have published further learning guidance [<https://gov.wales/guidance-learning-schools-and-settings-autumn-term-covid-19>] for the autumn term that gives schools and supporting partners a common set of priorities for learning, regardless of the level of operations in response to COVID-19.

Introduction

Under normal circumstances, GwE's professional learning offer is both comprehensive and wide-ranging providing effective professional learning opportunities for all school staff, from teaching assistants wanting to achieve a Higher Level Teaching Assistant qualification, an Aspiring Leader Development Programme, a Middle Leadership Development Programme, to prospective head teachers through the NPQH. It also includes Professional Learning opportunities in numerous other aspects of school life, for example: literacy and numeracy in the primary, core subjects in the secondary, curriculum planning and wellbeing.

The service has evolved to be in a position to offer training based on the principles of schools as 'learning organisations'. There is a focus on professional learning, based on providing support using various approaches including specific off-site and remote professional learning, mentoring, and effective school-to-school collaboration and peer engagement. All promote self-improvement and pedagogy with the aim of rolling out good practice.

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Introduction (cont'd)

GwE's professional offer has been planned to ensure effective support for aspiring and experienced leaders at all levels, for the development of classroom practitioners and for whole school areas/aspects such as pedagogy, assessment and wellbeing.

We actively encourage schools to collaborate and engage in clusters and are able to respond to the specific requirements and needs of our partner LAs.

The professional offer is identified following careful consultation with all stakeholders and user groups and is further underpinned by the sound knowledge held by Supporting Improvement Advisers. We are confident that the comprehensive package on offer to school robustly meets national, regional and local requirements.

The principles of Curriculum for Wales are embedded in all our training offers and the four curriculum purposes are fundamental when planning relevant, up-to-date and engaging training. Furthermore, the Professional Standards for Teaching and Leadership form the basis of professional learning and support teachers and leaders with pedagogy, collaboration, leadership, innovation and professional learning.

As part of GwE's professional learning offer, we have maintained an integrated approach to the Reform Journey and supported collaborative working across clusters looking at the 3-16 continuum. Working closely with leaders, we have identified resources and areas of professional learning to include the 12 Pedagogical Principles within the broader context of teaching and learning, assessment, regional AOLE networks and curriculum design and planning at school level.



Supporting Professional Learning (PL) to address the educational needs of the learners in response to COVID-19

Staff in the local authorities and GwE have adapted and repurposed their work in order to continue to provide effective services and support for their school communities. The 'normal' professional offer has been modified to ensure that schools and settings receive relevant and purposeful support. This has enabled them to successfully deal and adapt to the challenging circumstances that they find themselves in. The regional approach of supporting collaboration through cluster working has continued throughout this period.

During the COVID-19 pandemic the health and wellbeing of all learners and teaching staff has been prioritised by GwE and the LAs. Working within the National Approach to Professional Learning, principles of engagement have been established. The Professional Learning offer prioritised supporting schools to improve the digital skills of their staff and enabling them to develop effective Distance and Blended Learning approaches and more effective learner engagement. The development and sharing of distance and blended learning exemplar models were very warmly received by schools and ensured that we had higher levels of consistency in the quality of provision and delivery across the region.

The new Professional Standards for Teaching and Leadership form the basis of the PL and support teaching staff and leaders with pedagogy, collaboration, leadership, innovation and their professional learning.

Supporting Professional Learning (PL) to address the educational needs of the learners in response to COVID-19 (cont'd)

The six local authorities and GwE have also taken a collegiate and collective regional approach in developing a supportive framework to ensure that all regional schools had the right policies in place together with a comprehensive risk assessment in order to create a safe environment to welcome the children back into schools.

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The framework included resources to support planning for:

1. Health and safety requirements
2. Site and facilities arrangements
3. Transport
4. Staffing arrangements
5. Blended teaching and learning
6. Inclusion and pupil support
7. Key management tasks.

Supporting Professional Learning (PL) to address the educational needs of the learners in response to COVID-19 (cont'd)

The Local Authorities and GwE have worked collaboratively to ensure extensive professional learning to support the repurposing of schools.

This work included:

- Sharing of successful practice across the region with regard to distance learning and learner engagement.
- Facilitating cluster working and peer to peer support across the region.
- Supporting those schools that were finding engaging with specific learners challenging.
- Supporting teachers in the transition from consolidating previous learning to teaching of new aspects.
- Learning from national and international models on how to develop blended learning.
- Publishing a blended learning guidance that was co-constructed with Estyn and the other regional consortia.
- Developing exemplar blended learning models in collaboration with Estyn and the other regional consortia.
- Providing professional learning to schools on effective blended learning models and pedagogy.
- Continuing to support the health and wellbeing of teachers (who may be teaching several age groups) when they need to teach some learners in schools and continue to support others at home.
- Continuing to support schools in ensuring the health and wellbeing of learners who are returning to a very different classroom during the phased return.
- Providing further Professional Learning to teachers and classroom assistants on how to best model this 'mixed economy' of provision.
- Supporting wide range of opportunities to develop digital skills to enhance teaching and learning experiences

Purpose of the report

This report outlines the professional learning offer to schools during the COVID-19 pandemic.

It provides summaries and links to the resources developed and shared with schools as well as a brief outline of the professional learning opportunities that have been offered.

Click on options below:

Professional Learning Resources

Professional Learning Opportunities

Professional Learning Resources

Content

Digital Learning

Teaching & Learning

Wellbeing

Leadership

Teaching Assistants

Y Gymraeg

Early PL Pathways

Digital Learning

- Webinars
- How to Videos
- Distance Learning Resources

Teaching and Learning

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- Curriculum for Wales
- Feedback
- Distance Learning
- Blended Learning
- Networks
- Accelerated Learning

Wellbeing

- Universal wellbeing
- Targeted/Differentiated Wellbeing Approaches
- Staff Wellbeing
- Engaging with Learners

Content (cont'd)

Leadership

- Preparation to re-open schools
- School Development Plan

Teaching Assistants

- Introduction
- Classroom content
- Joining the Classroom

Page
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Y Gymraeg

- Cynradd
- Uwchradd
- Newyddlenni
- Cynllun Gwefeillio

Early Professional Learning Pathway

- Initial Teacher Education
- Newly Qualified Teachers



Digital

Digital

Webinars

How to Videos

Distance learning resources





Digital

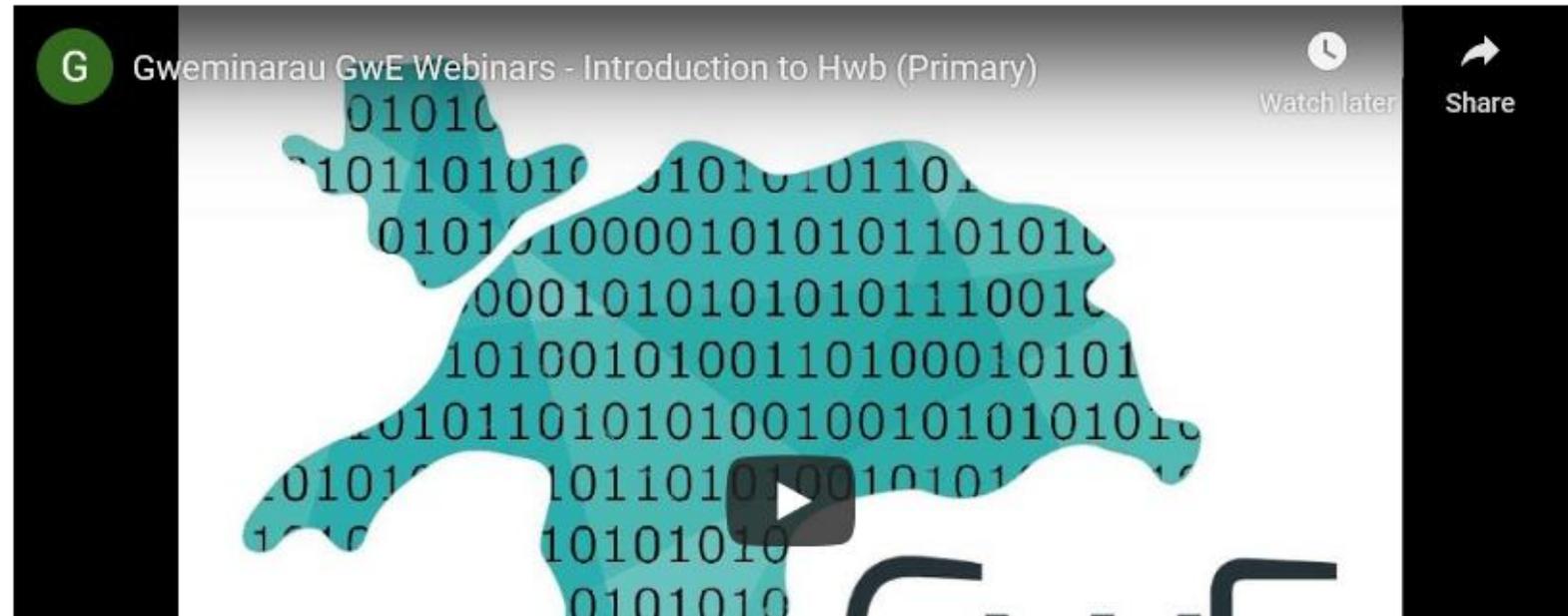
Digital Webinars

How to Videos

Distance learning
resources

INTRODUCTION TO HWB FOR PRIMARY SCHOOLS

This webinar gives an overview of all the tools available on Hwb that are suitable for use in primary schools.



<https://sites.google.com/hwbcymru.net/digital/webinars>



Digital

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Webinars

How to Videos

Distance learning
resources



Hwb
Home > Distance learning > Distance learning made through Hwb > Senior leaders

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How to video guides

Part of: [Senior leaders](#)

- How can I..... Scenarios
- G suite for education
- Microsoft

NATIONAL HOW TO GUIDES FOR SENIOR LEADERS

A distance learning site was created in conjunction with the other regions which included helpful video clips for senior leaders to



Digital

Digital
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Webinars
How to Videos

Distance learning
resources



DISTANCE LEARNING WEBSITE

A distance learning site was created at the start of the lockdown period which collated all the support available to practitioners to

Teaching and Learning

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Teaching and Learning

Teaching and Learning

Curriculum for Wales

Feedback

Accelerated Skills

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Blended Learning

Subject Networks

PISA

Research

Post 16



CURRICULUM FOR



FEEDBACK



ACCELERATED SKILLS

Teaching and Learning (Curriculum for Wales)

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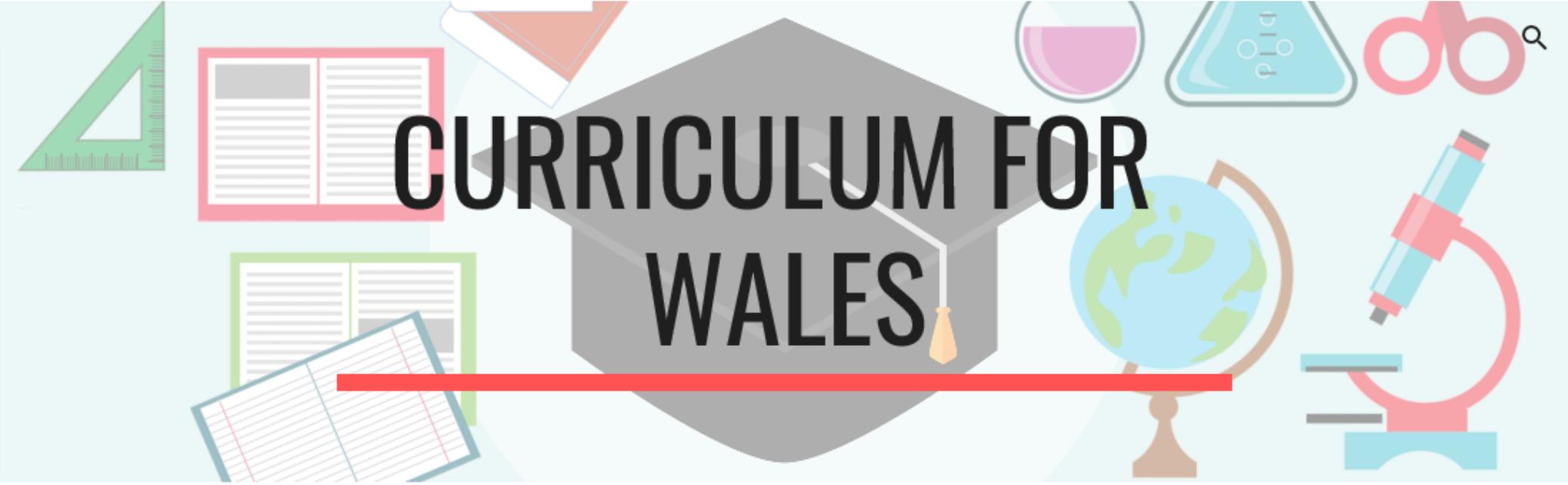
Curriculum for Wales

Feedback

- Accelerated Skills
- Distance Learning
- Blended Learning
- Subject Networks

PISA

Research



A thumbnail image of the Curriculum for Wales Guidance document cover. It features the 'ADDYSG CYMRU EDUCATION WALES' logo with a checkmark, the Welsh Government logo with a dragon, and the word 'Curriculum' in large green letters.

CURRICULUM FOR WALES GUIDANCE

National guidance produced for Curriculum

<https://sites.google.com/hwbcymru.net/teaching-and-learning/curriculum-for-wales>

Teaching and Learning (Feedback)

Home

Teaching and Learning

Teaching and Learning

Curriculum for Wales

Feedback

✓ Accelerated Skills

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✓ Subject Networks

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The document below offers general considerations for feedback during the periods when learners are in school or working at home

Returning to School Feedback Considerations

When returning to school, the time spent in school and class is going to be very different for everyone. Ensuring the safety, well-being and health of all will remain a priority and learners will need opportunities and time to:

- engage, socialize and collaborate with peers who have not seen them for some time
- re-establishing relationships with teachers and teaching assistants,
- get used to new classroom routines
- reconnect with their learning, regain motivation and confidence
- progress in their learning

<https://sites.google.com/hwbcymru.net/teaching-and-learning/feedback>

Teaching and Learning

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DISTANCE LEARNING



PRIMARY DISTANCE LEARNING



SECONDARY DISTANCE LEARNING

Teaching and Learning

Teaching and Learning

Curriculum for Wales

Feedback

Accelerated Skills

Distance Learning

Primary Distance Learning

Secondary Distance Learning

Blended Learning

Subject Networks

PISA

FOUNDATION PHASE

Nursery and Reception:

[Model 1 Nursery and Reception](#)

[Model 2 Nursery and Reception - with voiceover](#)

[Model 3 Nursery and Reception](#)

[Model 4 Nursery and Reception](#)

Years 1 and 2

[Model 1 Years 1 and 2](#)

[Model 2 Years 1 and 2](#)

[Model 3 Years 1 and 2](#)

Teaching and Learning

Curriculum for Wales

Feedback

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✓ Distance Learning

Primary Distance Learning

✓ Secondary Distance Learning

✓ Blended Learning

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KEY STAGE 2

Years 3 and 4

[Model 1 Learning at Home](#)

[Model 1 Dream Island](#)

[Model 2 Themes](#)

[Model 2 Choice Model](#)

[Model 3 Generic Model](#)

[Model 4 Weekly Model](#)

[Model 4 Ysgol GwE Model](#)

Years 5 and 6

[Years 5 and 6 Models](#)



Teaching and Learning

Teaching and Learning

Curriculum for Wales

Feedback

Accelerated Skills

Distance Learning

Primary Distance Learning

Secondary Distance Learning

GwE Guidance

KS3

KS4

KS5

Blended Learning

KS1

KS2

KS6



GWE GUIDANCE

GwE guidance that sets the context and the rationale for the distance learning models. This is the suggested starting point for practitioners when familiarising themselves with the models.

Guidance for Distance Learning

'At the heart of any Distance Learning plan is the need to protect pupils, families and teachers' health and wellbeing, whilst supporting a continuation of learning.'

Teaching and Learning (DL)

Teaching and Learning

Teaching and Learning

Curriculum for Wales

Feedback

Accelerated Skills

Distance Learning

Primary Distance Learning

Secondary Distance Learning

GWf Guidance

KS3

KS4

KS5

Blended Learning

Subject Networks

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KS3

KEY STAGE 3

Star 8 weekly model plan

Reference for the model:	<ul style="list-style-type: none">The content represents the typical curriculum for the subject in the subject area. It is not intended to be a prescriptive curriculum. It is intended to be a guide to the content of the subject in the subject area.The content is intended to be used as a guide to the content of the subject in the subject area. It is not intended to be a prescriptive curriculum. It is intended to be a guide to the content of the subject in the subject area.
Guidance/implementation notes:	<ul style="list-style-type: none">Ensure appropriate skills are used in the learning process.Ensure that the content is appropriate and suitable for all students.Supporting staff through the process of a curriculum model to act with some degree of autonomy. This can be done by providing them with the content and the resources they need to deliver the content.Ensure that all staff are aware of the content and the resources they need to deliver the content.Ensure that all staff are aware of the content and the resources they need to deliver the content.

KS3 MODEL 1

Year 8 Media Learning Plan

Reference for the model:	<ul style="list-style-type: none">The content represents the typical curriculum for the subject in the subject area. It is not intended to be a prescriptive curriculum. It is intended to be a guide to the content of the subject in the subject area.The content is intended to be used as a guide to the content of the subject in the subject area. It is not intended to be a prescriptive curriculum. It is intended to be a guide to the content of the subject in the subject area.
Guidance/implementation notes:	<ul style="list-style-type: none">Ensure appropriate skills are used in the learning process.Ensure that the content is appropriate and suitable for all students.Supporting staff through the process of a curriculum model to act with some degree of autonomy. This can be done by providing them with the content and the resources they need to deliver the content.Ensure that all staff are aware of the content and the resources they need to deliver the content.Ensure that all staff are aware of the content and the resources they need to deliver the content.

KS3 MODEL 2

QED - Digital Learning plan model

Reference for the model:	<ul style="list-style-type: none">The content represents the typical curriculum for the subject in the subject area. It is not intended to be a prescriptive curriculum. It is intended to be a guide to the content of the subject in the subject area.The content is intended to be used as a guide to the content of the subject in the subject area. It is not intended to be a prescriptive curriculum. It is intended to be a guide to the content of the subject in the subject area.
Guidance/implementation notes:	<ul style="list-style-type: none">Ensure appropriate skills are used in the learning process.Ensure that the content is appropriate and suitable for all students.Supporting staff through the process of a curriculum model to act with some degree of autonomy. This can be done by providing them with the content and the resources they need to deliver the content.Ensure that all staff are aware of the content and the resources they need to deliver the content.Ensure that all staff are aware of the content and the resources they need to deliver the content.

KS3 MODEL 3

Final BSW Distance Learning Plan - First Engineering KS3

Reference for the model:	<ul style="list-style-type: none">The content represents the typical curriculum for the subject in the subject area. It is not intended to be a prescriptive curriculum. It is intended to be a guide to the content of the subject in the subject area.The content is intended to be used as a guide to the content of the subject in the subject area. It is not intended to be a prescriptive curriculum. It is intended to be a guide to the content of the subject in the subject area.
Guidance/implementation notes:	<ul style="list-style-type: none">Ensure appropriate skills are used in the learning process.Ensure that the content is appropriate and suitable for all students.Supporting staff through the process of a curriculum model to act with some degree of autonomy. This can be done by providing them with the content and the resources they need to deliver the content.Ensure that all staff are aware of the content and the resources they need to deliver the content.Ensure that all staff are aware of the content and the resources they need to deliver the content.

KS3 MODEL 4

Teaching and Learning (DL)



- Teaching and Learning
- Curriculum for Wales
- Feedback
- Accelerated Skills
- Distance Learning
 - Primary Distance Learning
 - Secondary Distance Learning
- GwE Guidance
- KS3
- KS4**
- KS5

KS4 MODEL 1

KS4 MODEL 2

KS4 MODEL 3

Teaching and Learning

Teaching and Learning

Curriculum for Wales

Feedback

Accelerated Skills

Distance Learning

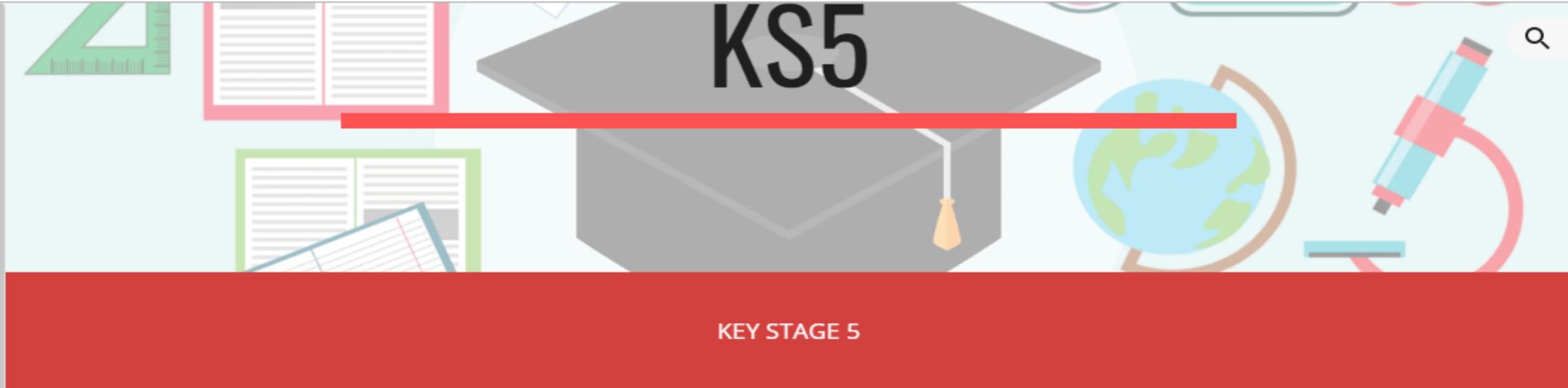
Primary Distance Learning

Secondary Distance Learning

GW Guidance

KS3

KS4



KEY STAGE 5

TRANSITION BOOKLETS YEAR 11 TO AS

Tutorial 1
Preparing for Year 12

Tutorial 1
Preparing for Year 12

Mae'r adran hon ar ganol cael ei datblygu. Byddwn yn parhau i uwchlwytho cynnwys dros yr wythnosau nesaf

[Cartref-Home](#)[Cymraeg](#) ▾[English](#) ▾

CEFNOGAETH DYSGU CYFUNOL

BLENDED LEARNING SUPPORT

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DEWISIWCH EICH IAITH - CHOOSE YOUR LANGUAGE

[Cymraeg](#)[English](#)

<https://sites.google.com/hwbcymru.net/dysgucyfunol-blendedlearning/cartref-home>

This section is being developed. We will be populating this section between now and September.

FOUNDATION PHASE BLENDED LEARNING

BLENDED LEARNING MODEL FOR FOUNDATION PHASE

SCROLL DOWN TO THE BOTTOM OF THE PAGE FOR ACTIVITIES THAT EXEMPLIFY THE MODEL





EXAMPLES OF ACTIVITIES

All activities to be planned and delivered in line with current operational guidance and school's risk assessment.

These are activities for focus and enhanced provision. Focus tasks are designed for short repeated bursts of teaching 10 – 15 minutes for Nursery and Reception and 15 - 20 minutes for Years 1 and 2. Continuous provision will need to be available.

<https://sites.google.com/hwbcymru.net/blended-learning-fp/examples-of-activities>

This site is currently being developed. We will be adding more content between now and September.



BLENDED LEARNING - KS2

BLENDED LEARNING MODELS - KS2

This is a video that introduces the concept of blended learning and gives an overview of the models that can be followed to develop blended approaches to teaching and learning.



<https://sites.google.com/hwbcymru.net/blendedlearnings2>



EXAMPLE MODELS

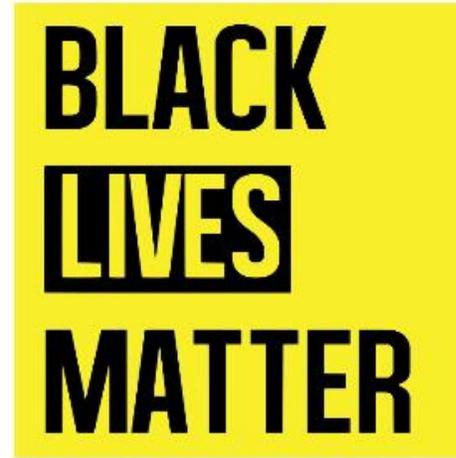
Page 100



ON YOUR MARKS



SPECIAL DAY



BLM / WILDLIFE

BLENDED LEARNING GUIDANCE

Blended Learning Guidance

This guidance is a concise, coherent and practical guide to blended learning for teachers and leaders. It provides clear definitions, helps to identify the opportunities and challenges through strategic questions for consideration and supports teachers in developing provision and practice. It includes • Key tasks and considerations for senior and middle leaders in planning for blended learning

- Models of blended learning highlighting the strengths of each
- Detailed guidance for subject leaders and teachers on planning blended learning based on best practice and including direct links to the latest research
- Subject exemplars for English Language, English Literature, Welsh, Mathematics, Science and History
- Review of the digital tools available to support blended learning

Teaching and Learning (BL)

Teaching and Learning

Teaching and Learning

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Accelerated Skills

Distance Learning

Blended Learning

Secondary

Learning Together

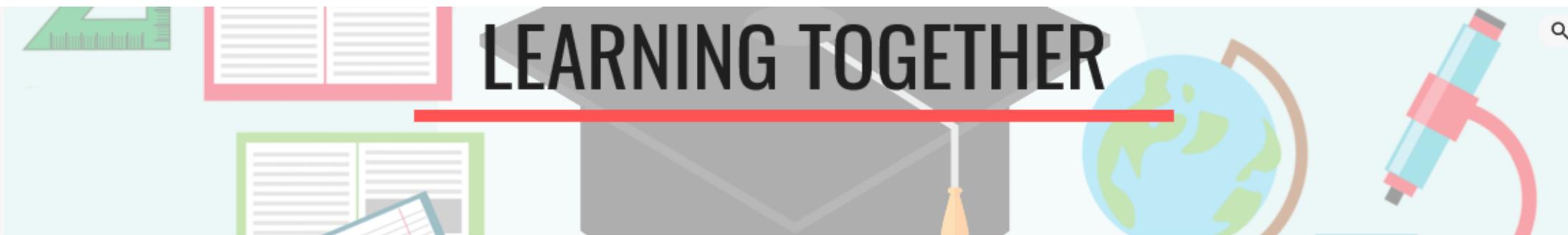
Blended Learning Guidance

Subject Networks

PISA

Research

Post 16



Learning Together

Materials to support Blended Learning at Key Stage 3

Guide for Schools:

- The materials have a multi-disciplinary content with a focus on consolidating, applying and developing literacy, numeracy and digital skills
- Students will also be developing their knowledge and understanding of cultural and societal issues that may be currently prevalent
- They also focus on developing wider skills such as interpretation, evaluation, creativity and coming to a conclusion
- They draw on an opportunity for parents/carers/teachers to use their own skills and experience to help develop the child's ability to learn
- They are set in engaging, real life situations.
- The materials exemplify a multi-disciplinary approach to planning which supports the thinking behind the new Curriculum for Wales.

Considerations for Implementation:

Layout of Units:

The units have been prepared in the form of a learning map so that pupils can navigate around the tasks in order to build their skills and understanding around the topic. Each learning map contains all the learning opportunities for the child and includes supporting documents that can be accessed by clicking on the links. This allows for one document to be sent to the child rather than a number of documents. However, if the school wishes, the tasks may be numbered or be broken into smaller chunks and presented to the child one at a time if

Page 1 / 1

Supporting the Learning Process

In order to help your child develop their ability to learn we need to promote curiosity, creative and critical thinking. Here are some strategies for you to try as you support your child's learning.

Developing Curiosity

In order to do this you must try to avoid giving them clues about the answer. It is actually better if you join your child on their learning journey using 'could be' language such as 'the solution could be...'. Some people have suggested that it might work like this: 'or it could be like this...'

Developing Questioning

When discussing learning with your child encourage them to ask their own questions. You may need to model this at first by asking questions such as 'why do you think...?', 'how come...?', 'what might that mean for...?'. Also encourage them to ask their inquiries to explore possibilities by asking 'what if...?' and to not take things for granted by asking 'no, but...'

Developing Listening

Learning needs to be a social event where we have a conversation about our ideas and listen to other people's ideas in order to identify what is working forward and improve our ideas. In order to do this ask your child to explain their ideas, the reasoning behind them, their methods using questions such as 'what do you mean by...?', 'how would that work?' and 'why would you do it that way?'. Encourage your child to listen to the ideas of others (including yours) in order to improve on their own. This is very important! We and enjoyably

Supporting the Learning Process

In order to help your child develop their ability to learn we need to promote curiosity, creative and critical thinking. Here are some strategies for you to try as you support your child's learning.

Developing Persistence

Help your child to become 'unstuck' by asking questions such as:
- What do you know already that might help you?
- What do you need to know/find out?
- How could you learn about...?
- Could someone else help you?

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LEARNING TOGETHER - GUIDANCE FOR

LEARNING TOGETHER - SUPPORTING

LEARNING FITNESS

Teaching and Learning (MFL Network)

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✓ Accelerated Skills

✓ Distance Learning

✓ Blended Learning

✓ Subject Networks

✓ **MFL / International Languages**

Webinars and links to professional learning

Online resources and platforms

MFL / INTERNATIONAL LANGUAGES

Teaching and Learning

- Teaching and Learning
- Curriculum for Wales
- Feedback
- Accelerated Skills
- Distance Learning
- Blended Learning
- Subject Networks
- MFL / International Languages

Webinars and links to professional learning

Online resources and platforms

DISA



HOW TO SHARPEN YOUR MICROSOFT TOOLS AND RELATED APPS FOR TEACHING AND LEARNING (PART 1) JANE BASNETT- WEBINAR
Using meetings and one note
[Click here to view the webinar](#) or click on the video.

A thumbnail image for the first webinar, showing a globe icon and the text 'How to sharpen your Micro...'. The thumbnail is partially obscured by a white box.

HOW TO SHARPEN YOUR MICROSOFT TOOLS AND RELATED APPS FRO TEACHING AND LEARNING (PART 2) JANE BASNETT- WEBINAR
Recording on PPT, Forms, Flipgrid, puzzlemaker
[Click here to view the webinar](#)

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Distance Learning

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MFL / International Languages

Webinars and links to professional learning

Online resources and platforms

ONLINE RESOURCES AND PLATFORMS

GWE GOOGLE CLASSROOM- MFL

Over the school-closure period, I have selected various useful webinars and resources to support teachers and schools to develop strategies to best deal with distance learning and more recently blended learning. All resources and links have been shared and can also be found on the GWE Google classroom.

If you have trouble accessing the site, please send an email to SEW@friars.gwynedd.sch.uk.

[Click here to access the classroom for MFL KS 2.](#)

[Click here to access the classroom for MFL KS3 AND 4](#)

[Click here to access the classroom for MFL KS 5](#)

Teaching and Learning (Accelerated Learning)

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EXAMPLES OF LEARNING SEQUENCES



EVIDENCE REVIEWS



TEACHING AND LEARNING STRATEGIES

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Grammar: Model for teaching the writing skills of grammar in KS2

SKILLS: ORACY/WRITING	Grammar, punctuation and experimenting with new vocabulary. Accelerated model TEACHER2021	Year	4/5/6
---------------------------------	--	-------------	-------

This Accelerating Skills model is designed to sit within your current overall Blended Learning model and be used to accelerate specific isolated skills that the pupils may need to help them access the rest of their learning, at this point in time. It is designed to be initially taught by the teacher in school (see Home or School headings), as a directed slot of learning and then consolidated with follow up developmental activities at home, to complete the cycle of learning. The sections are flexible, however, and could be delivered in school or at home, with only moderate amendments needed and could be accessed fully by those learners who are at home every day. The level of skill can be differentiated and adapted by the teacher and the context/text can be changed for any relevant alternative.

Approach	What is it?	Why include it?	Examples (online / offline)
Activate	Presenting pupils to think about what	An important aspect of metacognition is	HOME: teacher to share a passage of writing using Google Docs. The passage should have many spelling, grammar, punctuation errors, along with ineffective vocabulary such as 'nice', 'stuff', 'thingy', etc. Either collaboratively, sharing the same passage

Teaching and Learning (Accelerated Learning)

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Literacy

Numeracy

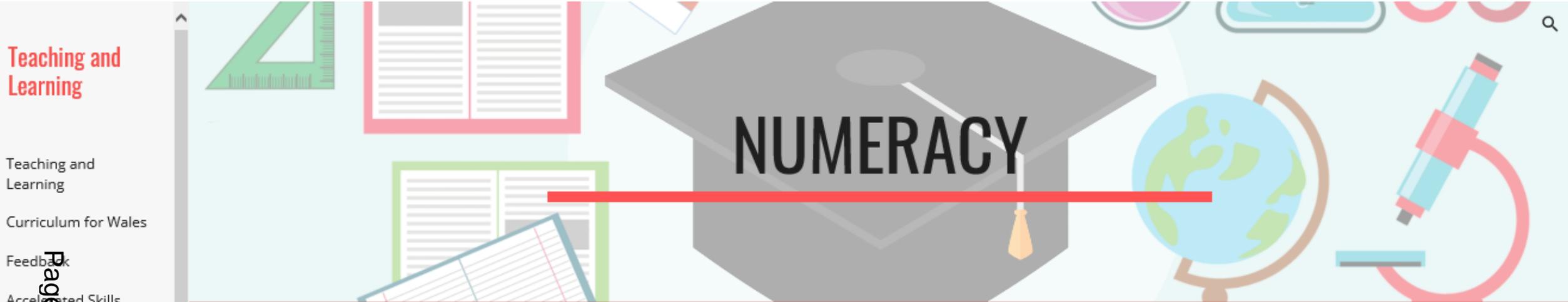
Evidence reviews

Teaching and learning strategies

Distance Learning

Blended Learning

Subject Networks



Model for teaching time skills in KS2

SKILLS: NUMERACY	<ul style="list-style-type: none">Read hours and minutes on a 12 hour digital clock using am/pm conventions.Tell the time to the nearest 5 minutes on an analogue clock and calculate how long it is to the next hour	Year	3
----------------------------	--	-------------	---

AJDAccelerated model TEACHER2020

This Accelerating Skills model is designed to sit within your current overall Blended Learning model and be used to boost specific isolated skills that the pupils may need to help them access the rest of their learning, at this point in time. It is designed to be initially taught by the teacher in school (see Home or School headings), as a directed slot of learning and then consolidated with follow up developmental activities at home, to complete the cycle of learning. The sections are flexible, however, and could be delivered in school or at home, with only moderate amendments needed and could be accessed fully by those learners who are at home every day. The level of skill can be differentiated and adapted by the teacher and the context/text can be changed for any relevant alternative.

Approach	What is it?	Why include it?	Examples (online / offline)
----------	-------------	-----------------	-----------------------------

Teaching and Learning (Accelerated Learning)

Home



BEHAVIOUR AND WELLBEING PROGRAMMES

Well-being & behaviour programmes evidence reviews

An overview of a range of well-being and behaviour programmes. The database also includes a review of the available research evidence in support of each programme.

	A	B	C	D	E	F	G
1	Resource	Age Range	The programme supplements the	The programme has an evidence base	Areas of well-being targeted	Are there supported activities that can be	Delive

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Behaviour and wellbeing programmes

Numeracy programmes

Literacy programmes

Online literacy and numeracy programmes

ONLINE LITERACY AND NUMERACY PROGRAMMES

Online literacy & numeracy programmes evidence reviews

An overview of a range of online literacy and numeracy programmes. The database also includes a review of the available research evidence in support of each programme.

	A	B	C	D	E	

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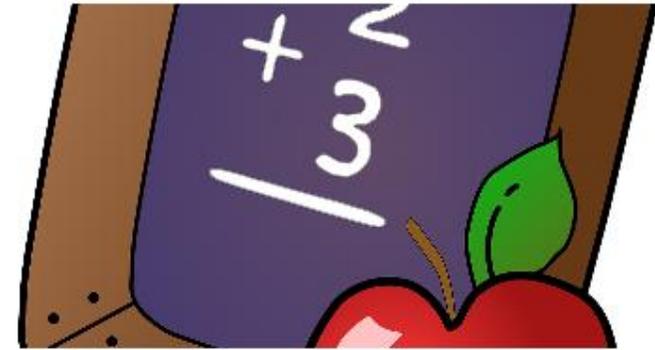
Distance Learning

Blended Learning

TEACHING AND LEARNING STRATEGIES



LITERACY



NUMERACY



LLES

Personal Wellbeing

Universal wellbeing

Targeted / Differentiated Wellbeing Approaches approaches

Staff Wellbeing

Engaging with Learners



UNIVERSAL WELLBEING

- ① This section includes a range of guidance, resources and professional learning opportunities in regards to supporting the physical, social, mental and emotional wellbeing of all learners.

<https://sites.google.com/hwbcymru.net/lles/wellbeing>





LLES

Wellbeing

Universal wellbeing

Targeted /
Differentiated
Wellbeing Approaches
Page 113

Staff Wellbeing

Engaging with Learners



GOOGLE CLASSROOM

KS2, KS3 and KS4 Google Classroom

Google Classroom were created to support schools with their Distance Learning each classroom contained a Wellbeing section with resources on physical, social, mental and emotional learning and support. To access the classroom you will need the class code that has been shared with your school.

KS2

Lles | Wellbeing



ACEs on line training. Hvyfforddiant ar-lein A...

Posted 21 Jul





LLES

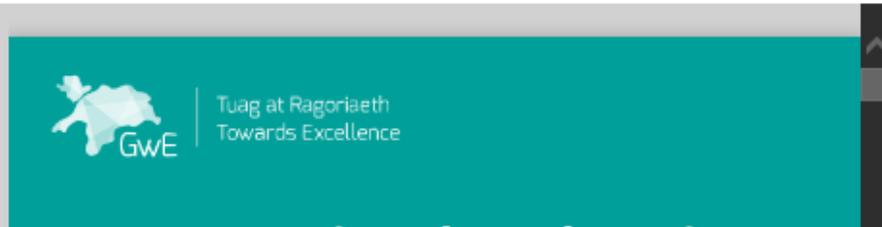
Wellbeing

Universal wellbeing

**Targeted /
Differentiated
Wellbeing Approaches
approaches**

Staff Wellbeing

Engaging with Learners



Professional learning on strategies that support learners who are looked after / formally looked after.





LLES

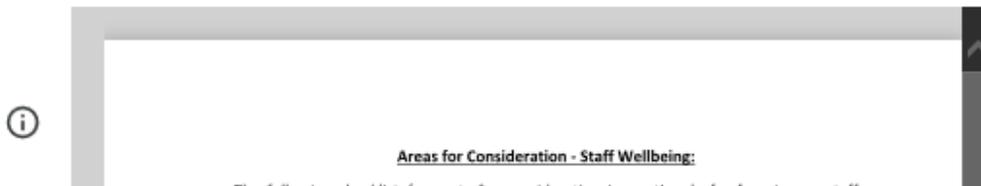
Wellbeing
Page 115
Universal wellbeing
Targeted /
Differentiated
Wellbeing Approaches
approaches

Staff Wellbeing

Engaging with Learners



AREAS FOR CONSIDERATION



Checklist / framework for schools to use in regard to supporting staff wellbeing. There is also a section on further information and guidance with practical





LLES

Page 1 of 6

Wellbeing
Universal wellbeing
Targeted /
Differentiated
Wellbeing Approaches
approaches

Staff Wellbeing

Engaging with
Learners



REGIONAL LEARNER ENGAGEMENT REPORT



Yswyddau a Llywodraeth
Cymru a Lloegr
Yswyddau a Llywodraeth
Cymru a Lloegr
Yswyddau a Llywodraeth
Cymru a Lloegr





Leadership

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Leadership

Risk Assessment

School Development
Plan



<https://sites.google.com/hwbcymru.net/leadership/leadership>

PARATOADAU I AIL-AGOR YSGOLION

- Trosolwg Dashfwrdd
- Egwyddorion Trosfwaol
- Diogelwch
- Safle a Chyfleusterau
- Trafnidiaeth
- Staffio
- Dysgu ac Addysgu
- Cefnogi Dysgwyr
- Cyfathrebu
- Tasgau Rheolaethol Allweddol Eraill
- Dogfennaeth a Chanllawiau LIC
- Aseidiadau Risg
- Trosolwg
- Sgorio
- Canllawiau
- Ysgol Gynradd
- Ysgol Uwchradd
- Ysgol Arbennig
- UCD

PREPARATION TO RE-OPEN SCHOOLS

- Dashboard Overview
- Overarching Principles
- Safety
- Site & Facilities
- Transport
- Staffing
- Teaching & Learning
- Learner Support
- Communication
- Other Key Management Tasks
- WG Guidance Documents
- Risk Assessments
- Overview
- Scoring
- Guidance
- Primary Schools
- Secondary Schools
- Special Schools
- PRU

Fel ar y 15-06-2020



As at 15-06-2020



Preparation to re-open schools

COVID-19 - PREPARATION TO RE-OPEN SCHOOLS - SECONDARY SCHOOL RISK ASSESSMENT												
Grouping	Area of Concern	Existing Measures	Likelihood	Severity	Score	Additional Controls	Likelihood	Severity	Score	Additional Comments	responsibility	Are you satisfied identified risks have been
			▼	▼			▼	▼				
Logistics	Accommodation	<ul style="list-style-type: none"> School capacity calculation 	4	3	12	<ul style="list-style-type: none"> Capacity calculations suggest that a standard 56 m² could accommodate 8 learners under 2 metre social distancing. For a typical school with a variety of accommodation this would suggest a potential capacity of 35% of normal usage. The modal average classroom, with furniture and additional staff, is 6 learners. Schools may wish to apply other constraining factors or look to phase capacity from a range of 20% to 33% dependent on their individual constraints. Schools may wish to start at the 				<ul style="list-style-type: none"> LAs have capacity data and it may be possible to run a variety of models as the advice on social distancing matures with the prevailing scientific advice. The same safeguarding principles should be applied to staffroom. 		
Logistics	Accommodation Function	<ul style="list-style-type: none"> Health and safety requirements related to school classroom and infrastructure Very school specific, ranging from minimal requirements with the majority living within 3 miles with safe travel to school to schools that require the majority of their learners to be 	4	4	16	<ul style="list-style-type: none"> Schools will need to conduct an audit of controls related to cleaning, hand washing, toilets, catering and social space usage. 				<ul style="list-style-type: none"> Schools need to ensure that all the necessary health and safety checks have been undertaken after period of closedown such as Legionnaires' disease, sprinkler and fire alarm testing, dust extraction, etc. Please note this is not an exhaustive list and schools will need to liaise with their Health and 		
Logistics	Transport	<ul style="list-style-type: none"> Very school specific, ranging from minimal requirements with the majority living within 3 miles with safe travel to school to schools that require the majority of their learners to be 	3	4	12	<ul style="list-style-type: none"> Liaise with LA over transport related to revised school day and volume required. Continue to reduce numbers in transport. 				<ul style="list-style-type: none"> All gates other than front gate will be closed. SLT on gate to let buses and taxis in and out once safe. This has to be relevant to each site - should be flexible for each school. Children on buses will need to be on a rota as well. Drop off zones created - nearby car parks, etc. It may be required that learners do not use public transport at peak times and as a result 		



SCHOOL DEVELOPMENT PLAN

PROGRESS TOWARDS SDP PRIORITIES 2019-20

Reviewing the progress of the 2019-20 school development plan remains statutory. Most schools have reviewed their priorities up to March 2020. This document offers sentences and possible content to report on progress since then. It can usually be reviewed at the school's G6 site or an annex to the SDP 2019-20 document.

[Click here to open the document in a new window](#) - there will be an option here for you to download.

<https://sites.google.com/hwbcymru.net/school-development-plan/school-development-plan>



Welcome to the page for the professional development of teaching assistants. The aim of the page is to introduce you to the Google Classroom that has been created in Hwb, for the promotion of professional development for teaching assistants. For those of you who have not seen or joined the Google Classroom, here is a taster below.



GwE Cymorthyddion + | Teaching Assistants +

Class code



<https://sites.google.com/hwbcymru.net/teaching-assistants/introduction>

CLASSROOM CONTENT

There are a variety of professional development resources included within the topics and the sub-sections in the Google Classroom. These resources include links to online training, reading materials, video clips, webinars, instructions for using digital tools and much more. Examples are shown below.

The screenshot shows a Google Classroom post with the following content:

- Title:** Creu cyfrif ar gyfer mynediad i'ch PDP | Creating an account for access to your PLP
- Author:** C Jones • 12 May
- Text:**

Y pasbort dysgu proffesiynol (PDP) yw'r llwyfan ar-lein a ddytuniwyd ar gyfer pob ymarferydd i fyfyrlo ar eu hymarfer, nodi dysgu proffesiynol a chofnodi cynnydd. Dylai ymarferwyr ei ddefnyddio i gasgu tystiolaeth fel rhan o'r cyich rheoli perfformiad. Mae'r PDP yn 'symudol' a bydd yn dilyn yr ymarferydd drwy gydol ei yrfa.

Gwylwch y fideos isod er mwyn dysgu sut i greu cyfrif gyda'r Cyngor Gwethlu Addysg a chael mynediad at eich Pasbort Dysgu Proffesiynol.

The professional learning passport (PLP) is the online platform designed for all practitioners to reflect on their practice, identify professional learning and record progress. Practitioners should use it to gather evidence as part of the performance management cycle. The PLP is 'portable' and will follow the practitioner throughout their career.

Watch the videos below to learn how to create an account with the Education Workforce Council and gain access to your Professional Learning Passport.

Teaching Assistants



Teaching Assistants

Introduction

Classroom content

Joining the classroom

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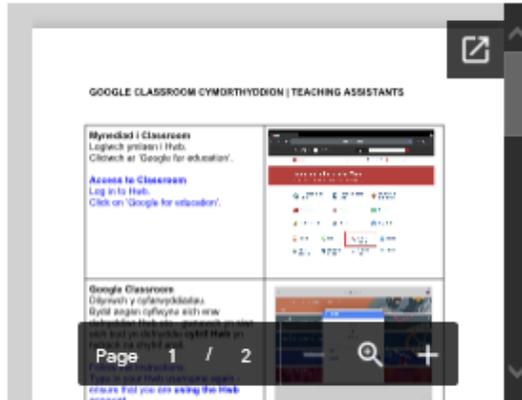
How to join the Classroom

The code for joining the Google Classroom for teaching assistants has been shared with all head teachers within the region. Ask your head teacher for the code, or contact WendyWilliams@gwegogledd.cymru or CarysEirijones@gwegogledd.cymru to receive the code through email, stating your name, school and local authority.

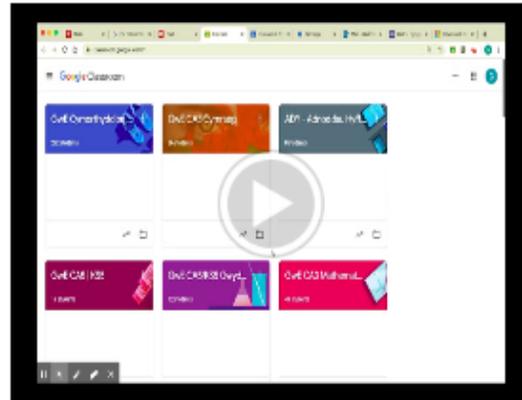
You will need to use your Hwb account to register for access to the Classroom.

Guidelines on how to join the Classroom

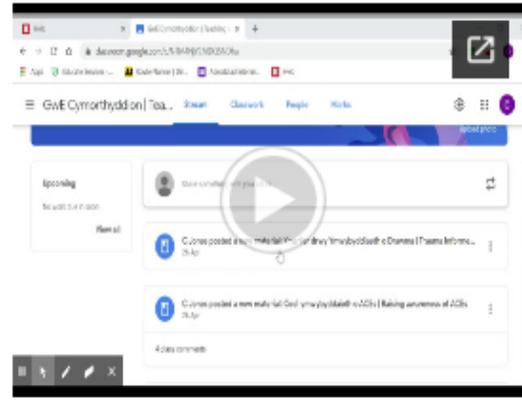
There are written guidelines on how to join the Classroom, and two videos with voiceovers are available through following the links below. The first voiceover explains how to gain access to your Hwb account, and the second one explains how to gain access to the Google Classroom. (The code included in the voiceover is no longer valid).



Written instructions to access Hwb and join the Classroom



Voiceover on how to access your Hwb account



Voiceover on how to join the Classroom



<https://sites.google.com/hwbcymru.net/teaching-assistants/joining-the-classroom>



Y GYMRAEG

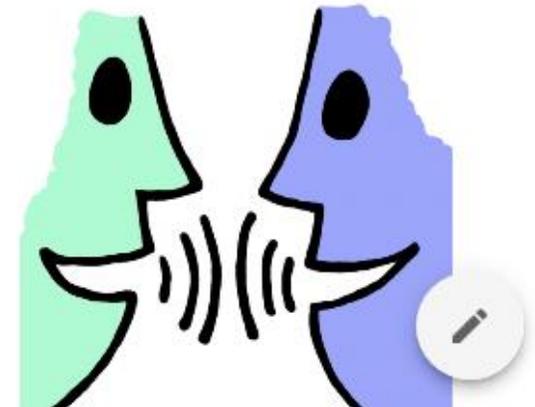
Y Gymraeg

Cynwedd

Uwchradd

Newyddlenni

Cynllun Gwefeillio





Y GYMRAEG

Y Gymraeg

▼ Cynradd

▼ **Cyfnod Sylfaen**

Adnoddau

Modelau Dysgu

O Bell

Modelau Dysgu

Cyfunol

Model

Dwyieithog i

Rieni Di-

Gymraeg

▼ Cyfnod Allweddol

2

▼ Uwchradd

Newyddlenni

CYFNOD SYLFAEN



ADNODDAU



MODELAU DYSGU

O BELL



MODELAU DYSGU

CYFUNOL



MODEL

DWYIEITHOG I

RIENI DI-

GYMRAEG



Y GYMRAEG

Y Gymraeg

▼ Cynradd

▼ Cynnod Sylfaen

▼ **Cynnod Allweddol 2**

Llythrennedd

Siarad a Gwranddo

Ysgrifennu

Darllen

Cymraeg Ail-iaith

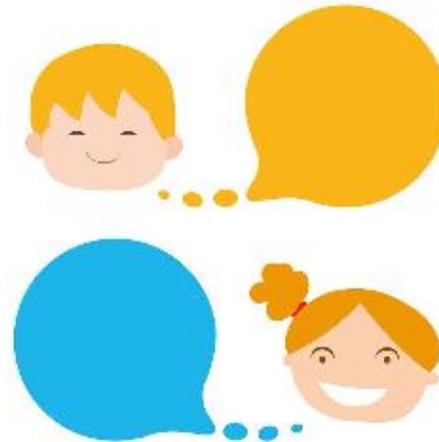
Cyffredinol

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CYFNOD ALLWEDDOL 2



LLYTHRENNEDD



SIARAD A GWRANDO



YSGRIFENNU



Y GYMRAEG

Y Gymraeg

▼ Cynradd

▼ Uwchradd

Adnoddau Dysgu o
Ben / Dysgu
Cyfunol
Cenedlaethol

▼ CA3

Adnoddau CA3

Model Dysgu
Cyfunol "Ein
Byd" Bl. 9

Model Dysgu
Cyfunol "Ein
Byd" Bl. 5-9

Model Dysgu
Cyfunol "Ein

CA3



ADNODDAU CA3



MODEL DYSGU
CYFUNOL "EIN
BYD" BL. 9



MODEL DYSGU
CYFUNOL "EIN
BYD" BL. 5-9



MODEL DYSGU
CYFUNOL "EIN
BYD" AIL-IAITH
BL. 7-8



Y GYMRAEG

Y Gymraeg

▼ Cynradd

▼ Uwchradd

Adnoddau Dysgu o
Bwrdd Dysgu
Cyfunol
Cenedlaethol

▼ CA3

▼ **CA4**

Adnoddau CA4

Model Dysgu
Cyfunol
Cymraeg CA4

Model Dysgu
Cyfunol "Ein
Byd" Bl. 10

CA4



ADNODDAU CA4



MODEL DYSGU
CYFUNOL
CYMRAEG CA4



MODEL DYSGU
CYFUNOL "EIN
BYD" BL. 10



MODEL DYSGU
CYFUNOL "EIN
BYD" AIL-IAITH
BL. 10



Y GYMRAEG

Y Gymraeg

▼ Cynradd

▼ Uwchradd

Newyddleni

Cynllun Gwfeillio

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NEWYDDLENNI

Yn ystod y cyfnod clo fe greoedd Tîm Cymraeg fel pwnc Uwchradd GwE gyfres o Newyddleni sy'n coladu gwahanol adnoddau defnyddiol yn Y Gymraeg i athrawon Cymraeg ac athrawon cyfrwng Cymraeg. Mae thema penodol i bob newyddlen.



NEWYDDLEN MIS EBRILL

Canolbwynt y Newyddlen gyntaf yma ym mis Ebrill oedd Adnoddau Dysgu o Bell.

<https://sites.google.com/hwbcymru.net/ygymraeg/newyddleni>



Y GYMRAEG

Y Gymraeg

▼ Cynrad

▼ Uwchradd

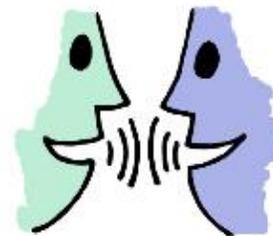
Newyddlenni

Cynllun Gwfeillio

CYNLLUN GWFEILLIO

GWFeillio

CYNLLUN I GEFNOGI'R DEFNYDD O SIARAD,
SGWRSIO A DEFNYDDIO'R GYMRAEG AR
BLATFFORM NEWYDD.



' Dyma gynllun sy'n cynnig cyfleon i'n dysgwyr siarad Cymraeg ac mae'r syniad o o rwydweithio yn ddigidol yn wirioneddol gyffrous gan osod swyddu a safon datblygiadu pellach i'r cyfneithiau aros yn ymroddedig.



ITE/NQT

Early Professional Development Pathways

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ITE/NQT

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Early Professional Development Pathways

ITE

Learning to teach

Thinking of teaching?

Professional learning and schools information



For further information on learning to teach in North Wales please see gwegogledd.cymru/ITE

As a newly qualified teacher, we have programmes for you including further training and an extensive support network of other NQTs are more experienced teachers. Visit gwegogledd.cymru/NQT

Professional Learning Opportunities

Digital Learning

Teaching & Learning

Wellbeing

Leadership

Teaching Assistants

Y Gymraeg

Early PL Pathways

Brief Overview	Initial impact	Time and attendees
<p>Live and recorded webinars for leaders and teachers that included:</p> <ul style="list-style-type: none">• Introduction to Hwb• Presentations on how to use Flipgrid, Office 365, Google for Education, Screencastify, Adobe Spark• Sharing of further professional learning resources should the audience require additional information	<ul style="list-style-type: none">• Raised awareness of tools and services offered through Hwb• Increased understanding amongst schools of the advantages of using Hwb• Increased use of Hwb to support distance learning	<p>5 sessions 14 hours 470 attended live sessions 720 watched recorded sessions</p>

Brief Overview	Initial impact	Time and attendees
<p>Digital learning workshops delivered to GwE staff to enable them to support all schools and clusters across the region with their distance and blended learning strategies.</p>	<ul style="list-style-type: none">• Support available and delivered to all 413 schools and 53 clusters across the region• Increased confidence and use of digital learning across all schools• Increased professional learning opportunities and resources available to schools to support distance and blended learning	<p>60 sessions 132 hours 65 GwE staff</p>

Brief Overview	Initial impact	Time and attendees
<p>Professional learning opportunities provided to all leaders and teachers in all schools across the region by:</p> <ul style="list-style-type: none">• Creating distance learning website to share information and tools to support schools• Creating Google Classrooms to share resources and good practice with teaching staff• Creating Google Classroom to offer professional learning for teaching assistants• Creating blended learning website to present blended learning modules and approaches to schools	<ul style="list-style-type: none">• Resources and information available and delivered to all 413 schools and 53 clusters across the region• Information collated in one place for ease of access• Raised awareness of different methodologies and approaches to distance and blended learning• Increased professional learning opportunities and resources available to schools to support distance and blended learning• Sharing of good practice across the region	<p>25 hours</p> <p>Resources and guidance available to all 413 schools and 53 clusters across the region</p>

Brief Overview	Initial impact	Time and attendees
<p>Up-skilling Foundation Phase Practitioners and SLT, providing bespoke training and support on FP provision for individual schools and clusters of schools.</p> <ul style="list-style-type: none">• Guidance and support for the re-opening of schools, focused upon foundation phase provision for individual schools, clusters and SIAs.• Outdoor Learning cluster training sessions and using the outdoors effectively when pupils return to school and ongoing provision.• Bespoke guidance, support and training to schools in Estyn category and schools at risk with their planning and delivery of distance learning.• Maths and Numeracy training to support FP staff to plan purposeful learning experiences through distance and blended learning.• Shared FP Blended Learning model and exemplar activities with SIAs and clusters of schools across the region to support transition and localised school closures.	<ul style="list-style-type: none">• Up-skilling FP practitioners and SLT on good FP pedagogy.• Increased knowledge and understanding of the need to provide a beneficial and high quality environment for pupils to return to school.• An increased understanding of the need to plan purposeful activities and provide step by step instructions/materials, to support parents and pupils with distance learning.	<p>33 sessions 50 hours 172 attendees</p>

Brief Overview

Guidance for GwE staff on KS2 blended learning guidance and exemplar models - content and school support

- A team of 6 Supporting Improvement Advisers collaborated to write blended learning exemplar plans supported by 5 other SIAs with Literacy, Numeracy and Digital specialties. Three different exemplar plans, were written with a guidance to parents accompanying each one. All 3 examples are in line with the pedagogical principles and 4 purposes of Curriculum for Wales and the guidance on curriculum planning.
- A PowerPoint presentation accompanies the examples, providing guidance to the different blended learning models, considerations for effective implementation and digital guidance for teachers.
- Information about the examples shared with every primary SIA through presentations in core and local meetings across the region. Guidance was also shared to prepare SIAs for sharing information with all regional primary schools as part of the Blended Learning workshops held in the final weeks of the summer term.

Initial impact

The SIAs had clear guidance to help them share information with schools across the region to give clear and consistent messages to schools.

As a result:

- The region's primary schools are well informed about the exemplar materials and their content.
- Schools have a clear guidance on the different blended learning models. They also have practical guidance and ideas to help teachers plan for September and beyond.
- Leaders and teachers have welcomed the materials noting that they will be very useful.
- Seeing and discussing the materials has reduced uncertainty among teachers, deepening their understanding of how blended learning could look in practice and has reduced teacher planning workload.

Time and attendees

- Material preparation 400 hours
- Meetings 5 hours
- 32 primary school SIAs

Brief Overview	Initial impact	Time and attendees
<p>PL for primary Distance Learning models and provision</p> <ul style="list-style-type: none"> • Further upskilling GwE staff and producing exemplar DL models - sharing of distance learning models developed by GwE primary team for FP N/R, FL1/2, Y3/4, Y5/6 • PL meetings with LAs (through BAS meetings) to ensure clarity and feedback on DL approaches. • Professional learning for head teachers – all SIAs held individual PL sessions by phone with all head teachers, follow up emails were sent containing all documentation and models, so that models were not sent out cold and misinterpreted – week of 20/04/20 • SIAs professional developed head teachers on an individual basis on how to use teams and how to work the models SIAs – follow up professional learning and sharing of best practice cluster meetings, bespoke professional learning to clusters 	<ul style="list-style-type: none"> • Team members more effectively equipped to support schools. • Consistency in messaging, guidance and support to schools. • High quality professional learning opportunities delivered to schools [including bespoke guidance when and where required]. • Greater degree of consistency in adopted approaches across schools and within LAs • Upskilling of head teachers and teachers in skills and resources available and tools for distance learning • Improved collaboration across clusters • Improved distance learning provision for children • Improved standards of children’s engagement, wellbeing and skills 	<ul style="list-style-type: none"> • 330+ individual head teacher professional learning conversations <ul style="list-style-type: none"> 54 cluster meetings x2 (revisit) 1 primary team meeting 1 FTM – 30 mins 3 local area meetings x3 (revisit) 6 x heads stakeholder meetings 6 x BAS meetings • 240 hours

Brief Overview	Initial impact	Time and attendees
<p>Blended Learning Workshops for KS2</p> <p>The session was designed to develop an initial understanding of the basics of Blended Learning in order to prepare schools to provide effective provision for pupils.</p> <p>Individuals / schools were expected to:</p> <ul style="list-style-type: none">• Contribute to conversations and discussions following background reading about Blended Learning before the workshop• Watch a video about the basics of Blended Learning, discuss possible definitions and models• Identify what opportunities there are for schools in adapting their provision for September 2020 (specifically under the themes of Wellbeing, Pedagogy, CfW , Blended Learning and Feedback).• Consider how they might respond to any challenges of adapting for September 2020.• Consider what further support they will need for the successful delivery of Blended Learning and consider how cluster collaboration can assist in moving forward.	<ul style="list-style-type: none">• Improved understanding of the basics of Blended Learning. Motivate Head teachers and Teaching and Learning Leads to develop Blended Learning models in their schools• Teaching and Learning Leads upskilled and equipped to develop Blended Learning in their schools and be able to better support their teaching staff.• All cluster schools able to work with the SIA to identify what further support is required for effective delivery through Blended Learning so that these can be targeted in follow-up meetings.• Improvement in Head teachers and T&L Leads' digital skills through participation in an online workshop. Heads and Leads able to successfully discuss and engage with practical tasks in a digital manner.• Developing skills to digital collaboration amongst cluster schools - e.g., create a joint document to respond to current opportunities and challenges.	<p>54 sessions</p> <p>54 hours</p> <p>330 schools (with up to 2 reps per school attending)</p>

Brief Overview	Initial impact	Time and attendees
<p>PL delivered to secondary team to effectively support schools with Distance Learning</p> <ul style="list-style-type: none"> In the initial lockdown period, a significant amount of time was invested in communicating with schools regarding their understanding of distance learning, leading to research into current national and international practice, in order to support schools effectively. This time included researching DL from the perspective of school leaders, teachers, pupils and parents. Much time was spent then in creating a rationale for DL that recognised best practice, was realistic, yet aspirational for all learners. The rationale led to discussion and creation of a number of structural and organisational approaches to DL for schools, ranging from fairly rigid plans that recognised a curricular need to consolidate learning and explore new ideas, to more fluid plans that encouraged thematic learning and flexibility and choice for parents and learners. 	<ul style="list-style-type: none"> Up-skilling of secondary team members, through either direct involvement or subsequent sharing, of the fundamental principles of DL and its application in various school settings Team members more effectively equipped to support schools, having a wide understanding of DL and knowledge of various approaches that could work within a school's individual context. As a result, Head teachers and SLT members were more effectively equipped to support teachers within their own schools, in providing suitable leaning for pupils, and supporting parents. Consistency in messaging, guidance and support to schools. High quality models shared with all schools across region, through confident delivery by GWE staff, due to the investment of time in research and creating a rationale. Schools developing their own Distance Learning strategy based on GwE Guidance. Greater understanding by all schools of planning either a subject-based or a multi-disciplinary approach in KS3 and deploying staff to work collaboratively to plan and deliver. Empowered Headteachers and SMT to lead, develop and support staff in their schools. High quality professional learning opportunities delivered to schools [including bespoke guidance when and where required]. 	<ul style="list-style-type: none"> All staff in full GWE meeting when ideas shared and rationale explained 6+ staff in Core team, and 13+ staff in secondary team meetings to share ideas and update staff in order for them to work productively in schools, informed with the necessary detail. 6 GWE secondary staff worked on the DL research, rationale and modelling. 350 hours

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Brief Overview	Initial impact	Time and attendees
<p>Professional learning delivered through secondary forums and networks and supplemented by webinars to raise awareness of the principles of effective Distance Learning and the considerations that could impact any planning.</p>	<ul style="list-style-type: none">• All regional secondary schools compliant with Welsh Government guidance and most schools adopted the GwE models and adapted practice to be in line with the guidance and models.• Greater understanding by all schools of the fundamentals of effective Distance Learning.• Greater understanding by all schools of planning a multi-disciplinary approach in KS3 and deploying staff to work collaboratively to plan and deliver.• Greater degree of consistency in adopted approaches across schools and within LAs.• Good practice shared through the '10 Ways' document and the wider June teaching and learning guidance.	<ul style="list-style-type: none">• 12 sessions + SIA regular meetings and contact with Head teachers and SMT- 325 hours• 200 (Head teachers, SLT, Core Subject forums and teachers who attended webinars)• Additional bespoke support also delivered to individual schools as needed.

Brief Overview	Initial impact	Time and attendees
<p>Professional learning on Blended Learning for Head teachers and SLT Learning Leads</p> <ul style="list-style-type: none"> • To develop an understanding of blended learning in order to prepare schools for providing effective provision for pupils To give an overview of the blended learning guidance developed by the GwE team • Focus on the key tasks for school leaders to undertake before the end of the summer term • Raise awareness of considerations that could impact any planning for the autumn term • Focus on specific blended learning models including subject exemplars and KS3 multi-disciplinary models (Learning Together) • Support HTs and learning leads in using technology to deliver blended learning and maximise pupil engagement • Enable schools to share ideas and good practice • Use SIA links to provide bespoke support to schools 	<ul style="list-style-type: none"> • High quality professional learning opportunities provided to schools including bespoke guidance as and when required • HTs and SLT leads more effectively equipped to support their staff teams in planning and delivering blended learning • Greater awareness and understanding of blended learning, the various models and how to plan for them • Consistency in support, messaging and guidance to schools achieved • Schools across the region responded well to the quality and usefulness of the GwE guidance and developed their strategies based on it • Guidance informed schools' decisions on professional learning requirements for the autumn term. Teaching and learning leads empowered to deliver inset on blended learning in their own schools. • Teaching and learning groups provided opportunities for collaboration and the sharing of good practice • Blended learning forms part of schools contingency planning for the autumn term 	<ul style="list-style-type: none"> • 12 HT meetings and 18 teaching and learning group meetings • 54 HTs and 62 teaching and learning leads • 65 hours

Brief Overview	Initial impact	Time and attendees
<p>Professional learning on Blended Learning delivered through secondary forums, teaching and learning groups and middle leader core subject networks.</p> <ul style="list-style-type: none">• Sharing GwE blended learning guidance including a summary of international research around effective models and the latest guidance on effective teaching and learning• Guidance on effective planning for blended learning• Use of digital tools to support blended learning• Sharing of subject specific exemplar materials for English, Welsh, Literature, science, maths and history to provide practical examples of the above	<ul style="list-style-type: none">• Senior and middle leaders in schools better able to plan for the opportunities and challenges of blended learning. Guidance very positively received.• Teachers supported at a practical level to plan and deliver blended learning. This has been used by schools and adapted to context.• Schools able to build on the experience of distance learning in areas such as the use of digital tools• Blended learning guidance used by schools to model effective teaching and learning• Consistency in messaging, guidance and support for schools across the region achieved	<ul style="list-style-type: none">• 46 sessions• 350 hours• 236 (54 HTs, 62 teaching and learning leads, 120 core subject middle leaders)

Brief Overview

Blended Learning secondary working group

- A central theme of the sessions was the researching and writing of the guidance to schools for the 'check in, catch up and prepare' period which started on 29 June. This was shared with schools on 16 June as the secondary teaching and learning section of the Dashboard
- The 29 June guidance included key principles to guide learning in this period, supporting health and wellbeing, blending in-school and distance learning, the implications for curriculum, timetable and classroom practice and guidance on learning fitness
- The 29 June guidance also signposted other materials developed and included on the Dashboard. These materials were on feedback and assessment, models of blended learning, 10 ways to develop distance learning, health and wellbeing, transition and the recovery curriculum
- A second central theme of the sessions was the researching and writing of the GwE blended learning guidance to support schools with their planning and preparations for September. This was shared with schools on 30 June. An updated version was shared on 6 July
- The blended learning guidance included definitions of the key terms, common principles, key summer term tasks, whole school planning for blended learning, models of blended learning, subject planning, exemplar materials for six subjects and a review of the digital tools available to support the delivery of blended learning.
- The guidance was shared and explained in detail to HTs, teaching and learning leads and core subject leaders across the region by GwE core and core subject leads
- Support materials shared with schools also included webinars in English and Welsh to further explain the guidance
- Led by MH, GwE collaborated with the other regional consortia and Estyn to devise a national blended learning guidance document

Initial impact

- Dashboard approach provided schools with a one stop shop for the full range of guidance on reopening.
- Schools were given ready access to the latest research and support materials in the key health and wellbeing and learning fitness aspects of provision and were better able to support pupils as they returned
- The guidance supported schools in planning their curriculum and in ensuring effective classroom practice in the context of social distancing
- Collaboration between and within schools was improved by providing a common framework and definitions as the basis of planning. Good practice was developed and shared at the various forums.
- The key considerations approach supported effective whole school and departmental planning for blended learning and provided access to the latest research
- The practical, exemplar subject materials in English, Welsh, literature, science, maths and history were used to plan autumn term provision. The format was accessible and could be used by all subject teams
- The guidance was recognised to include best teaching and learning practice and is being used on an ongoing basis to inform professional learning in schools

Time and attendees

- 18 sessions
- 36 hours plus preparation time
- 6 SIAs

Brief Overview	Initial impact	Time and attendees
<p data-bbox="91 585 140 771">Page 146</p> <p data-bbox="91 432 907 525">Upskilling GwE SIAs to support with KS3 <i>Learning Together Materials</i></p> <ul data-bbox="91 539 907 1035" style="list-style-type: none"><li data-bbox="91 539 907 682">• PL of team creating materials - research undertaken into effective distance and then blended learning models<li data-bbox="91 689 907 882">• Presentation to Secondary SIA's on the journey taken and the principles behind the creation of the first '<i>Learning Together</i>' unit<li data-bbox="91 889 907 1035">• 2 x updates for Core Leads on the developments of the '<i>Learning Together</i>' materials	<ul data-bbox="919 432 1768 778" style="list-style-type: none"><li data-bbox="919 432 1768 575">• Provide SIA's with information about the 'Learning Together' materials in order to support schools effectively and consistently<li data-bbox="919 582 1768 778">• Provide Core Leads with up to date information on the materials in order to be relayed to all Head Teachers across the region	<ul data-bbox="1768 432 2491 525" style="list-style-type: none"><li data-bbox="1768 432 2491 475">• 3 sessions<li data-bbox="1768 482 2491 525">• 25 attendees

Brief Overview	Initial impact	Time and attendees
<p data-bbox="91 654 142 839">Page 147</p> <p data-bbox="91 311 677 354">KS3 Learning Together Materials</p> <ul data-bbox="91 368 899 1365" style="list-style-type: none">• PL of team creating materials - research undertaken into effective distance and then blended learning models)• Initial Power Point presentation prepared for Core Leads to present '<i>Learning Together</i>' materials to Head Teachers across all counties• Further discussions and more in-depth presentations to Head Teachers on how '<i>Learning Together</i>' materials support distance/blended learning at KS3• Detailed presentation on the '<i>Learning Together</i>' materials to Teaching & Learning Leads• Meetings with subject leads to discuss possible use for materials• Follow on meetings and discussions with individual schools to discuss implementation of the '<i>Learning Together</i>' materials	<ul data-bbox="919 311 1753 1268" style="list-style-type: none">• Consistent guidance and support to schools across all counties• Raise awareness and understanding of schools to the exemplar integrated learning units to support blended learning at KS3• High quality professional learning opportunities delivered to individual schools• Meetings of Teaching and Learning Leads provided opportunity for collaboration and sharing of good practice• Empowered Teaching and Learning leads to lead and support staff in their schools• A few schools make use of an exemplar unit as a basis for providing learning experiences during pre 29th June phase• Some schools make use of exemplar units as a basis for learning experiences during post 29th June phase	<ul data-bbox="1768 311 2423 572" style="list-style-type: none">• 22 sessions plus individual school support• 500 hours creating materials• 105 hours delivery• 108 attendees

Brief Overview	Initial impact	Time and attendees
<p>English subject network for Heads of English and English Teachers</p> <ul style="list-style-type: none">Principles of effective distance learning methods shared and discussedPractical training on the use of various digital tools to improve engagement and quality of learningPrinciples of effective blended learning model shared and each aspect explored in detailResearch around retrieval practice and connecting learning sharedCurriculum planning and the importance of mapping knowledge as well as skills in EnglishExemplar curriculum planning documentation shared and strengths discussed	<ul style="list-style-type: none">Improvement in skills and expertise of teachers when using digital tools available on HwbImproved provision for learnersIncreased understanding of the features of effective blended learning and practical strategiesGreater understanding of the importance of curriculum planning and the impact this has on classroom teachersGreater understanding of the need to plan knowledge to be taught, as well as skills, in order to improve performance in English	<ul style="list-style-type: none">18 session (3 per LA)28 hours110 attendees

Brief Overview	Initial impact	Time and attendees
<p>Global Futures network and support through Google Classroom</p> <ul style="list-style-type: none">• Research useful and effective digital tools or websites to facilitate remote language learning.• Compile and share resources easy to use for remote learning (digital or not).• Watch and share the most useful webinars on digital tools and pedagogical advice for remote learning.• All secondary and pilot primary schools were contacted via email to inform about any developments and to offer support if needed.	<ul style="list-style-type: none">• Primary teachers felt supported and were, as a result, able to set appropriate and quality work.• Secondary teachers who needed support could rely on the network and access upskilling training as and when they felt it necessary.• Good practice modelled and shared.	<ul style="list-style-type: none">• 70 hours• Available to all Modern Foreign Language Heads of Department and teachers

Brief Overview	Initial impact	Time and attendees
<p>Post 16 networks Network forums have focussed on:</p> <ul style="list-style-type: none">• Supporting schools in putting in place effective strategies for transition into Year 12 in a distance learning environment• Supporting schools in preparing Year 13 for transition to university <p>Sharing materials and effective booklets to support Year 11 transition</p> <p>Sharing ideas around effective distance learning work with Year 12</p> <ul style="list-style-type: none">• Disseminating and looking at implications of national 'How to approach' results' days. Sharing ideas and approaches <p>A session for schools in the VESPA project – led by the VESPA team. Reviewing progress so far and planning interventions for next year – 10 schools attended)</p> <p>Discrete session for national post-16 leadership delegates – 'catch up' session - held on a cross-consortia basis. Topic – impact of pandemic on practice in schools post-16.</p>	<ul style="list-style-type: none">• Feedback on transition material has been very good. Schools have used them with Year 11 students and also used them to augment existing provision in some cases (response across Wales has been good)• Colleagues have commented on how helpful they have found heads of 6 network meetings –particularly at this time• VESPA review – all schools have found the programme useful and plan to implement it further next year	<ul style="list-style-type: none">• 8 sessions• 10 hours• 40+ attendees

Brief Overview	Initial impact	Time and attendees
<p>Curriculum for Wales</p> <ul style="list-style-type: none">• Provided access to CFW national resources as requested and approached by schools.• Shared overview of regional workshops previously delivered prior to lockdown through G6 resource base to include summary of CFW principles, information on the structure of the new curriculum, Professional Learning and support available from GwE.	<ul style="list-style-type: none">• Those individuals who wanted to access resources were able to do this at their discretion to engage in further reading, develop a deeper understanding of the CFW principles and in particular familiarise with Health and Wellbeing AoLE• GwE able to provide equity of access to resources and consistent messaging	<ul style="list-style-type: none">• In line with regional and national agreement, no formal sessions offered however SIAs able to respond to sharing information as requested from schools/clusters during regular link sessions

Brief Overview	Initial impact	Time and attendees
<p>Guidance on assessment and feedback</p> <ul style="list-style-type: none">• Develop and share guidance and principles based on current. Research.• Upskill staff on use so that they can effectively support schools.	<ul style="list-style-type: none">• All SIAs have resources and relevant information to effectively support schools• Clear guidance and consistency of message and support offered to all schools across the region.• Guidance shared will all consortia across Wales.	<p>Full GwE team meeting attended by all SIAs.</p> <p>SIAs in regular contact to offer advice to all 413 schools and clusters</p>

Teaching and Learning

Brief Overview	Initial impact	Time and attendees
<p>Accelerated skills workshops to develop guidance for schools</p> <p>The identification of effective teaching strategies is an important feature of schools' blended learning plans. However, during the period of school closure, it is likely that many learners will require additional support—in the form of high quality, structured, targeted interventions—to accelerate their learning.</p> <p>Through a review of the available research literature, together with research undertaken with GwE schools, this guide aims to help schools identify the most effective teaching strategies and online programmes that could help schools improve the following core skills:</p> <ul style="list-style-type: none"> • Basic reading and reading fluency • Reading comprehension and vocabulary skills • Basic numeracy and numeracy fluency skills <p>Some of the strategies and support materials in this guidance have been specifically designed to be used in school and by parents at home to support their child's learning.</p>	<ul style="list-style-type: none"> • GwE officers gained an understanding of best practice in planning for teaching discrete skills in a blended learning context, and were able to augment and improve existing blended learning models for schools. • GwE officers benefited from several meetings with research students to learn how to undertake a rapid review of the evidence base for literacy, numeracy and well-being programmes. • GwE staff learned about key aspects of effective instruction, and worked with external authors to design bespoke Welsh medium materials • GwE staff learned about key aspects of effective instruction as well as precision teaching and direct instruction strategies • GwE staff learned about key aspects of effective instruction for synchronous and asynchronous provision. 	<ul style="list-style-type: none"> • 5 GwE officers • 4 Bangor University research staff • 2 Bangor University research students • 1 Denbighshire teacher • 15 sessions • 30 hours • Many of the resources and strategies in this proposal stem from recent collaborative research projects undertaken by CIEREI, Bangor University, with GwE schools.

Teaching and Learning

Brief Overview	Initial impact	Time and attendees
<p>Accelerated skills workshops for all primary, special and secondary schools</p> <p>The main features of the new <i>Accelerated Learning</i> resources to be shared through workshops are:</p> <ul style="list-style-type: none"> • Worked examples of effective literacy and numeracy teaching strategies using the EEF planning framework (from Foundation Phase to key stage 2) • A systematic search of the evidence for commonly used targeted approaches for improving literacy skills • A systematic search of the evidence for commonly used targeted approaches for improving numeracy skills • A systematic search of the evidence for commonly used targeted approaches for improving behaviour and well-being • An evidence review for online teaching programmes • Projects to help schools and parents/carers rebuild pupils' literacy and numeracy skills in English and Welsh from Foundation Phase to key stage 3. 	<ul style="list-style-type: none"> • School leaders and teachers will gain an understanding of best practice in planning for teaching discrete skills in a blended learning context, and were able to augment and improve existing blended learning models for schools • School leaders will gain an understanding of the key features of effective literacy, numeracy and well-being programmes, and the primary and secondary inclusion criteria that should be used to judge whether to adopt a particular programme • Schools will have access to a suite of school and parental teaching materials that will be available in both languages by September 2020. • Parents engaging and supporting their learners to improve basic skills. 	<ul style="list-style-type: none"> • Up to 55 cluster training events and termly LA implementation support sessions thereafter • All GwE clusters invited • Parental support materials also available • Time allocated TBC

Brief Overview	Initial impact	Time and attendees
<p>Return to School Trauma Informed Schools PL A whole School approach session facilitated by Dr Coral Harper, Trauma Informed Schools on strategies to consider when learners return to schools in relation to impact of pandemic & school ethos / key principles and models within teaching and learning. Session funded by Local Authority targeting all schools across the authority, but with focus on schools/settings who have already done the 1 day professional learning via GwE and the LAC PDG funds. Also targeted settings with high numbers of learners who are looked after. LA - Gwynedd / Anglesey/Denbighshire and Conwy had the 3 hour session via ZOOM. GwE SIA's also had the opportunity to attend and the regional PRU/LACE group.</p>	<ul style="list-style-type: none">• Stronger communication strategies in place to inform LACE coordinators, LA staff / school staff and wider stakeholders of the processes for accessing funding that is linked to evidence based research and practises.• Increase in the number of schools /settings who are trauma informed/ACE aware. This will impact on teaching staff being more confident in dealing with learners and identifying suitable support and provision and more schools who have an inclusive approach in relation to the teaching and learning with focus on the blended learning.• More settings confident in using a range of Impact and evaluation measures in regards to vulnerable learners.	<ul style="list-style-type: none">• 1308 attendees• 12 hour delivery for Trauma Informed Schools• Support for individual organisations (6 hours)

Brief Overview	Initial impact	Time and attendees
<p>Regional LACE PDG Group</p> <p>The group had fortnightly meetings with focus on sharing key approaches / research for supporting children who are looked after across the schools of the region. Information available on each LA's shared drive and on the Regional Dashboard. In 1 of the meetings, PL was delivered by Fostering Network on the wellbeing masterclasses. In addition a session on the effective use of the LAC PDG was delivered to the team to share key information on PDG for 2020/21 across the schools and LA.</p>	<ul style="list-style-type: none">• Consistency in key approaches / research for supporting children who are looked after across the region.• Raised awareness of issues regarding wellbeing.• Sharing of good practice / masterclasses.	<ul style="list-style-type: none">• 18 attendees• 12 hours

Brief Overview	Initial impact	Time and attendees
<p>Regional ALN/Inclusion Team</p> <p>The group is facilitated by the LA and meet fortnightly, the focus of the collaboration with GwE was to identify the key challenges in regards to return to school and impact on key groups of learners. A range of key documents have been developed in addition to some information sessions on the regional dashboard / update on the GwE distance learning and blended learning models and a session on the PDG for LAC for 2020/21.</p>	<ul style="list-style-type: none">• Consistence of messaging and support to schools.• Raised awareness of issues and shared good practice	<ul style="list-style-type: none">• 6 attendees• 6 hours

Brief Overview	Initial impact	Time and attendees
LAC PDG Sharing of information delivery session on the universal and targeted support with PDG FSM and PDG for LAC	<ul style="list-style-type: none">• Consistency in support for schools and raised awareness of issues and shared good practice.	<ul style="list-style-type: none">• 18 attendees• 6 hours

Brief Overview	Initial impact	Time and attendees
<p>Universal Wellbeing & Learner Support dashboard</p> <p>A range of guidance / professional learning directory has been developed and shared with all schools / settings across the region. This was communicated via the cluster approach and core leads meetings with LA. A clear overview was produced for Core Leads / SIA's in regards to this element on the dashboard. This information will be captured by Core Leads time.</p>	<ul style="list-style-type: none">• Clear guidance shared with school.• Consistent approach to ensure SIA's are aware of the key strategies to support schools in regards to wellbeing models and learning offer.• Effective co-ordination and collaboration with LA key staff in regards to developing the Learner Support and Wellbeing dashboard for schools.	<ul style="list-style-type: none">• Information captured within SIA work programme.• Guidance shared with all 53 primary clusters and secondary head teacher forums.• Bespoke support provided to individual school through SIAs.• Approach communicated with LA through weekly local quality boards.

Brief Overview	Initial impact	Time and attendees
<p>Learner Engagement (Key Themes) 7 key themed digital sessions (webinars / screencastify) have been produced for schools and settings across the region in regards to sharing effective practise on learner’s engagement in regards to the distance learning and approaches taken by schools during school lockdown. 6 can be accessed through our Wellbeing Section and available to all settings and key partners</p>	<ul style="list-style-type: none">• Sharing of effective practice on learner’s engagement in regards to the distance learning and approaches taken by schools during lockdown.• Increase in learner engagement following initial period of lockdown.	<ul style="list-style-type: none">• 50 hours for overall production.• Available to all staff across 413 schools and key partners.• Regular SIA contact will all schools/cluster with focus on improving learner engagement and sharing good practice.

Brief Overview	Initial impact	Time and attendees
<p data-bbox="89 654 140 853">Page 161</p> <p data-bbox="89 411 777 449">Engagement with Learners and Parents</p> <ul data-bbox="89 521 917 1120" style="list-style-type: none">• Work collaboratively with schools to complete a series of questions in regards to engagement of learners.• Develop a regional overview of current practice in regards to how learners are accessing distance learning and engaging.• Identify effective practice to inform and support regional guidance and models going forward• Identify key barriers and how to support schools in collaboration with Local Authority and partners	<ul data-bbox="973 411 1661 1249" style="list-style-type: none">• This work has resulted in a valuable overview of the regional picture of how schools are engaging with learners.• The report fed into a national report which has been used to share the best practice nationally.• The content of the report has been used to build on the effective and successful practice identified from across the region and also to develop and provide support to schools regarding key areas that need strengthening.• A bank of webinars showcasing the best practice is to be made available to schools.	<ul data-bbox="1686 411 2247 899" style="list-style-type: none">• Sessions with whole GwE team x3• All SIAs held discussions with cluster x 53 involving all 413 schools• One SIA collated each LA's information x 6• Sessions with team who pulled the work together x 3• 60 hours

Brief Overview	Initial impact	Time and attendees
<p>Bespoke School / Cluster Support</p> <p>Individual support has been delivered to specific schools as required in regards to whole school wellbeing strategies /wellbeing measures such as PASS / Boxall /individual guidance on good practise models and effective use of the PDG to support children who are looked after with the LAC PDG.</p>	<ul style="list-style-type: none">• Raised awareness of whole school wellbeing strategies /wellbeing measures such as PASS / Boxall.• Sharing of individual guidance on good practice and effective use of PDG / LAC PDG.• Strengthened cluster collaboration in regard to the LAC PDG.	<ul style="list-style-type: none">• 14 sessions• 26 attendees• 18 hours

Brief Overview	Initial impact	Time and attendees
<p>Primary Core Lead Meetings have been held regularly to agree upon the professional learning focus for local area meetings. The objective was to ensure SIA capabilities, knowledge and skills were promptly updated and enhanced in order to deliver what schools required.</p> <p>Professional learning for SIAs has included:</p> <ul style="list-style-type: none"> • <i>How to develop a cluster approach to professional learning for schools</i> • <i>How to develop distance learning across clusters and in schools</i> • <i>How to support and develop the return to school, including risk assessments</i> • <i>How to develop blended learning across clusters</i> • Individual SIAs have been further supported by Core Lead and by SIAs who have identified areas of expertise. 	<ul style="list-style-type: none"> • Team members were effectively upskilled with knowledge and skills to support schools e.g. IT skills. SIAs were also equipped with consistent answers and responses to questions raised by schools. • SIAs had a shared understanding of WG strategies and National guidance. As a result, consistent messaging, guidance and support to schools was pertinent to schools across the region. • High quality professional learning opportunities were provided to all schools (including bespoke guidance when and where required). • Greater consistency in adopted approaches within local authorities and across the region. . • Improved collaborative working in Local Area Primary Team Meetings, including sharing of identified SIA expertise. • Improved consistency and collaboration across the full primary team. • SIAs encouraged resilience in schools, facilitating schools to plan for more than one scenario in order to be better prepared. 	<ul style="list-style-type: none"> • 1 Full Primary Team Meeting • 12 Local Area Primary Team Meetings held in each area (36 meetings in total). • 39 hours • 35 SIAs attended

Brief Overview	Initial impact	Time and attendees
<p>Briefing sessions to upskill head teachers on various aspects of support available to school during pandemic including:</p> <ul style="list-style-type: none">Distance Learning - Sharing of information, delivery processes and resources. Bespoke sessions with some clusters.Blended Learning - Sharing of information, processes models and exemplar materials. Bespoke and individualised sessions with some clusters.Continuity of learning - Sharing of key guidance documents and approaches for supporting schools with planning provision and for the re-opening of schools.Sharing of research findings and good practice models.Sharing of information to ensure consistent approach for supporting schools across the region.Risk assessment - Identification of key challenges and approaches/models for mitigating risks to schools.Digital Learning – sharing of digital tools and training on the effective use of the tools to support distant and blended learning	<ul style="list-style-type: none">All head teachers informed and updated on the support available to schools.Consistency in messaging across the region, guidance and support to schools.Head teachers aware and informed on the professional learning opportunities available to schools [including bespoke guidance when and where required].Improved use of digital tools to engage with pupils and their learning.	<ul style="list-style-type: none">60 sessions across the 6 LAs119 hoursPrimary head teachers and cluster chairs

Brief Overview	Initial impact	Time and attendees
<p>PL for GwE team to support schools with re-opening of schools including:</p> <p>Guidance on regional framework/dashboard jointly developed by LA and GwE Officers to support schools with planning for reopening schools including:</p> <ul style="list-style-type: none">• Health and safety requirements• Site and facilities arrangements• Transport• Staffing arrangements• Blended teaching and learning• Inclusion and pupil support• Key management tasks <p>PL offered to all GwE staff so that they are upskilled to provide school/cluster training and clusters and follow up bespoke support.</p>	<ul style="list-style-type: none">• Regional approach in place for developing a supportive framework to ensure that all regional schools had the right policies in place together with a comprehensive risk assessment in order to create a safe environment to reopen schools• Effective collegiate and collective regional approach between the six local authorities and GwE to support schools during the pandemic lockdown• All GwE staff upskilled and confident to provide training and bespoke support for schools/clusters	<ul style="list-style-type: none">• 12 sessions• 6hours• 60 attendees• SIAs upskilled to support all schools and clusters in bespoke sessions.

Brief Overview	Initial impact	Time and attendees
<p>PL for re-opening of schools including:</p> <p>Joint guidance and support provided by LA and GwE Officers through regional framework/dashboard to support schools with planning for reopening schools including:</p> <ul style="list-style-type: none">• Health and safety requirements• Site and facilities arrangements• Transport• Staffing arrangements• Blended teaching and learning• Inclusion and pupil support• Key management tasks <p>This included a comprehensive modelled risk assessment in order to create a safe environment to welcome the children back into schools.</p> <p>Formal training sessions/workshops and bespoke support offered to all regional schools/clusters.</p>	<ul style="list-style-type: none">• Regional approach in place for developing a supportive framework to ensure that all regional schools had the right policies in place together with a comprehensive risk assessment in order to create a safe environment to welcome learners back into schools• Effective collegiate and collective regional approach between the six local authorities and GwE to support schools during the pandemic lockdown• Head teachers' response has been positive with appreciation of the support and guidance available• Head teachers, Core Leads and LA representatives shared views and concerns, learning from best practice	<ul style="list-style-type: none">• All 413 regional secondary, primary, special school and PRU Heads• Secondary 30 sessions• 53 Primary Clusters delivered jointly with LA Officers x 2 meetings• 272 hours• Follow up bespoke support by SIAs/LA Officers to individual schools and clusters

Brief Overview	Initial impact	Time and attendees
<p>Up-skilling of Local Authority Education members on various aspects related to effective support provided to schools/clusters:</p> <ul style="list-style-type: none">• Distance Learning - Sharing of information, delivery processes and resources.• Blended Learning - Sharing of information, processes models and exemplar materials.• Continuity of learning - Sharing of key guidance documents and approaches for supporting schools with planning provision and for the re-opening of schools.• Sharing of research findings and good practice models.• Sharing of information to ensure consistent approach for supporting schools across the region.• Risk assessment - Identification of key challenges and approaches/models for mitigating risks to schools.	<ul style="list-style-type: none">• Local authority members informed and updated on the support for schools.• Consistency in messaging across the region, guidance and support to schools.• Local authority members informed on the professional learning opportunities delivered to schools [including bespoke guidance when and where required].	<ul style="list-style-type: none">• 35 sessions across the 6 LAs• 52 hours• 210+ attendees (6 per session with some additional members depending on agenda)

Teaching Assistants

Brief Overview	Initial impact	Time and attendees
<p>Professional learning platform developed and shared with schools. Google Classroom containing several PL activities for the following aspects:</p> <ul style="list-style-type: none">• EWC Professional Passport• Learning Pathway for Teaching Assistants• HLTA• Essential Skills• Professional Standards• Curriculum for Wales• Schools as Learning Organisations• Hwb• Teaching and Learning• ALN• Autistic Spectrum Disorders• Children’s rights• Safeguarding• Inspirational speakers• Information sources	<ul style="list-style-type: none">• Over 1,700 TAs accessing professional learning activities during the COVID-19 period• Positive feedback and evaluations from regional TAs• Many TAs have taken advantage of the lockdown period to update certificates, e.g. food hygiene• Many TAs have indicated an increased knowledge, understanding and skill set to help them in their daily work in supporting learners• Many indicated an increase in their digital skills and application• Increased interest in HLTA development programme	<p>Over 1,700 teaching assistants have joined the classroom and undertaken professional learning activities</p>

Teaching Assistants

Brief Overview	Initial impact	Time and attendees
<p>Prepare and develop national programme to support prospective HLTAs</p> <p>Series of national meetings/workshops for whole group and sub-groups for programme design and development.</p>	<ul style="list-style-type: none">• Programme delivery materials available for consortium to use regionally (power points / training materials) available and ready.• Candidate handbook, Assessors Handbook and Facilitator Handbook either completed or being produced.• Assessment process and criteria under development	<ul style="list-style-type: none">• 171 hours (meeting and preparation/development of national materials)

Welsh language

Brief Overview	Initial impact	Time and attendees
<p>Support for Foundation Phase practitioners, Senior Leadership Teams and Supporting Improvement Advisers with planning and preparing instructions/resources to promote the use of Welsh with pupils from non-Welsh speaking/second language homes with regard to distance learning and blended learning.</p>	<ul style="list-style-type: none">• Raised awareness among teachers, SLT and SIAs of the FP Welsh medium resources available on 'Google classroom' to support learning. FP teachers use them when searching for resources and ideas as part of their planning for distance learning.• Teachers plan and prepare step by step, bilingual instructions with voice overs so that pupils hear the Welsh language, listen and follow instructions.	<ul style="list-style-type: none">• 11 sessions• 13 hours• 140 attendees

Welsh language

Brief Overview	Initial impact	Time and attendees
<p>Support for Key Stage 2 practitioners, Senior Leadership Teams and Supporting Improvement Advisers with planning and preparing instructions/resources to promote the use of Welsh with pupils from non-Welsh speaking/second language homes with regard to distance learning and blended learning.</p>	<ul style="list-style-type: none">• 10 resources to fire the imagination and five different activities within each resource that support KS 2 and 3 Welsh first language learners' literacy skills. Available for all Welsh medium schools.• Guidance available for parents to support their children.• Modelling effective ways of presenting tasks to learners. Talking frames available for schools to promote Welsh oracy skills.	<ul style="list-style-type: none">• Resources and guidance shared with all Welsh-medium schools in the region

Brief Overview	Initial impact	Time and attendees
<p>Preparation of 'Google Classroom' distance learning materials for KS3 and KS4.</p> <p>GwE teachers were informed of the resource via direct emails to schools, the GwE Bulletin and GwE's Welsh Language Newsletter. Teachers were regularly updated by email about the content of the classroom and guidance on the resources was given in network meetings.</p>	<ul style="list-style-type: none">• Ensuring teachers have access to the best resources for promoting distance learning and blended learning in their departments• Ensuring opportunities for pupils to hear and see Welsh and to speak Welsh• Modelling good practice, in respect of distance learning and blended learning, to head teachers, heads of department and teachers• Sharing digital copies of reading texts, with publishers' permission, in order to give learners opportunities to read in Welsh.• Digital guidance and training for teachers on how to use Hwb software, such as Google Classroom, Screencastify, Adobe Spark, Flipgrid and webinars for their professional development.	<ul style="list-style-type: none">• 134 members in the KS3 class• 116 members in the KS4 class

Brief Overview	Initial impact	Time and attendees
<p>Meetings of the Welsh Language Network to present the KS3 and KS4 Blended Learning Models 'Ein Byd' (<i>'Our World'</i>).</p> <ul style="list-style-type: none">Professional learning sessions were held in digital network meetings for heads of Welsh language departments via Teams. In the meetings, attention was given to the different platforms available for Welsh language teachers to access materials that have been modified for distance learning and blended learning:<ul style="list-style-type: none">➤ The two Google Classrooms➤ The 'GwE Welsh Language' network in Hwb➤ 'Y Pair' in Hwb.Time was also allocated at the meeting to explain the Blended Learning Model created on the 'Our World' topic for Y.5-9 learners, for Y.9 learners transferring to Y.10 and for Y.10 learners. The main principles and research behind these models were explained and the research was shared with the middle leaders. The model was also presented and its versatility explained – it could be used as a complete work scheme from September onwards (with sufficient tasks for half a term) or the tasks could be used individually.	<ul style="list-style-type: none">The materials give middle leaders guidance on the best practice for distance learning/ blended learning by using primary and secondary sources (see below)Middle leaders will be more confident returning to their departments to lead on effective blended learningThe Models are ready to go and accessible and can be used with learners from September onwards. Everyone appreciated this – it offered a clear model in a period of uncertainty.	<ul style="list-style-type: none">3 sessions3 hours26 attendees

Brief Overview	Initial impact	Time and attendees
<p>Y GIST – Secondary Teachers’ Welsh as a Second Language Network on HWB</p> <p>The following were provided:</p> <ul style="list-style-type: none">• Useful advice and guidance• Digital Help and Guidance• Blended Learning Models:• Various challenges• Writing forms• Language resources• Literature resources• Skills development/language patterns/opinion• Newsletters• KS4 Work Packs• Google Classroom materials for KS3 and 4	<ul style="list-style-type: none">• Resources and guidance provided for heads of department and practitioners.• Improved teachers’ confidence to share good practice, show curiosity, engage interest and broaden horizons by suggesting alternative / cross-curricular topics to promote and learn Welsh.	<ul style="list-style-type: none">• Guidance and resources shared with all secondary schools that provide Welsh Second Language

Brief Overview	Initial impact	Time and attendees
<p>Welsh Language Advisers' Improvement Support Network (secondary) – the four consortia's response to Welsh Government's D9 objective.</p> <p>The purpose of the collaboration was to create and share appropriate distance learning resources in Welsh to be shared with teachers of Welsh-medium and bilingual schools. Another purpose was to ensure accessibility to those materials for non-Welsh speaking parents supporting their children at home – this was done by providing a bilingual explanation of the tasks and/or translating the resource as required.</p> <p>Representatives from Estyn, WJEC, Welsh Government, Yr Academi and leaders of the Welsh Language Plan were also involved and were very supportive of the work done.</p> <p>From the start, it was decided to invite teachers (4 from GwE) to be part of the national collaboration and they were split into two groups – KS3 Resource Team and KS4 Resource Team.</p>	<ul style="list-style-type: none">• Effective collaboration at national level to support and develop middle leaders and teachers to share good practice when promoting Welsh in their schools – among learners and non-Welsh speaking parents• It was a valuable professional development for the teachers involved in the working groups as they had the opportunity to share their distance learning experiences and share successful materials with each other• The principles of distance learning and blended learning were explored in the working groups and formed the basis of the models for Welsh produced by GwE's Welsh language advisers• Emphasis was placed on listening, watching and discussing in Welsh as there was grave concern that there were no opportunities for Welsh learners to hear and speak Welsh because of school closures• It was decided to start a new national network on Hwb so that Welsh teachers can easily share their distance and blended learning materials	<ul style="list-style-type: none">• 40 sessions• 45 hours• 29 attendees

Brief Overview	Initial impact	Time and attendees
<p>Y Pair – a national network within Hwb to share Welsh language distance learning / blended learning materials</p> <p>Establishing 'Y Pair' during lockdown, attention was given to teaching methods that work best in distance learning. We also looked at the findings of the international report on distance learning and the findings of the Parentkind report. The messages and principles of this research underpin all the resources in 'Y Pair'.</p>	<ul style="list-style-type: none">• Distance learning research shared with Welsh language teachers via emails, two Google classrooms and in Welsh language network meetings.• Upskilling middle leaders on distance learning requirements and best practice. This set a direction for their work in their departments so that they could identify issues to be developed e.g. using Flipgrid, recording lessons using Screencastify.• Emphasis on watching, listening and discussion tasks and resources with teacher's recorded voice (e.g. a video on to explain a task, reading text/story).	<ul style="list-style-type: none">• 168 members• Around half of GwE's Welsh departments have shared their most successful distance learning materials.

Brief Overview	Initial impact	Time and attendees
<p>GwE Welsh Language Newsletters</p> <p>It was decided to collate the Welsh language materials relevant to the distance learning and blended learning period. The newsletters were bilingual. They were shared via bilingual emails to secondary head teachers and also via direct emails to heads of Welsh language departments in GwE schools. The newsletters were also shared in the two Google classrooms and in GwE bulletins. They were also shared trans-regionally with Welsh language advisers in the other consortia to support their work.</p> <p>The newsletters had specific themes that were decided as a result of listening to teachers' voice e.g. Distance learning, Reading, Digital, National Welsh Language Resources on Hwb. They offered professional learning for teachers using them, as they explain best practice in relation to distance learning / blended learning and enrich their ideas by setting contemporary and relevant work for learners. The digital newsletter was also a way of offering teachers opportunities to improve their digital skills and to improve their engagement with learners e.g, by recording videos on Screencastify or by using Adobe Spark.</p>	<ul style="list-style-type: none">• Distance learning research shared with Welsh language teachers via emails, two Google classrooms and in Welsh language network meetings.• Upskilling middle leaders on distance learning requirements and best practice. This set a direction for their work in their departments so that they could identify issues to be developed e.g. using Flipgrid, recording lessons using Screencastify.• Emphasis on watching, listening and discussion tasks and resources with teacher's recorded voice (e.g. a video on to explain a task, reading text/story).	<ul style="list-style-type: none">• 14• 14 hours• 6 SIAs• Newsletter shared with 413 GwE schools and 53 Welsh language leaders in each cluster

Brief Overview	Initial impact	Time and attendees
<p>CA2 and CA3 Transition</p> <p>Introduction of a Journal model that could facilitate KS2/3 transition and a model that could be adapted and tailored for KS3 including reading and writing tasks to adapt to learners' needs. It includes long-term activities that can be developed in a blended approach covering distance learning and face-to-face learning. A pack was presented before the two sessions which highlighted the principles / guidance for teachers/pupils and exemplar tasks. The pack is available in English for non-Welsh speaking parents.</p> <p>Discussions were held on the following:</p> <ul style="list-style-type: none">• How the model promotes Well-being, Pedagogy, Blended Learning and CfW.• How the mode offers opportunities to nurture and stimulate writers, stretching more able and talented pupils and supporting the more vulnerable pupils	<ul style="list-style-type: none">• A model o good practice for transition shared with schools.• Clear guidance shared on how to adapt the model so that schools can take ownership of the resource and develop further examples.• The model has been piloted and evaluated.	<ul style="list-style-type: none">• 2 sessions• 2 hours• 20 attendees

Brief Overview	Initial impact	Time and attendees
<p data-bbox="107 656 147 842">Page 179</p> <p data-bbox="107 415 517 454">The <i>Gwfeillio</i> scheme</p> <p data-bbox="107 518 986 605">A scheme to support speaking Welsh through live streaming sessions</p> <p data-bbox="107 668 919 961">Presentations were given on: background/ aims of the scheme safeguarding guidance and arrangements / examples of models/pilot schemes</p> <ul data-bbox="107 868 486 961" style="list-style-type: none">• support pack/• guide for parents. <p data-bbox="107 972 952 1110">A question and answer session was held by the Language Charter Coordinator following piloting and modelling of the scheme in Gwynedd.</p> <p data-bbox="107 1175 970 1262">It is intended to present the scheme to schools in the autumn term.</p>	<p data-bbox="1003 465 1727 552">Ensure an understanding of the scheme's essentials and how it could:</p> <ul data-bbox="1003 568 1867 1262" style="list-style-type: none">• offer rich provision for pupils from non-Welsh speaking homes as they practice their oral skills and close the deprivation gap in terms of linguistic opportunities• ensure pioneering opportunities for digital interaction• promote late immersion• promote the Language Charter• provide opportunities for pupils to talk to other pupils in new communities - transition key stages / within a school, cluster and across county and regional• influence the use of language and establish the 'habit' of speaking Welsh	<ul data-bbox="1888 472 2346 559" style="list-style-type: none">• 30 representatives of the national D9 Group <p data-bbox="1888 632 2328 719">To be developed further with the region's schools</p>

Early Professional Learning Pathways

Brief Overview	Initial impact	Time and attendees
<p>ITE</p> <ul style="list-style-type: none">Professional learning for SIAs – sharing of next steps in ITE and future collaborative work in FTM 28/04/20. Individual queries and support provided following thisProfessional learning offers made to CaBan programmes by GwE staff for 2020-21 and planning materials – 23 GwE staffProfessional learning planning meetings for joint Doc Ed and Masters	<ul style="list-style-type: none">Team members more effectively equipped to support schools in their ITE needs.Consistency in messaging, guidance and support to schools.Professional Ed Doc and Masters programmes for school, GwE and LA staff, including improved closer to practice research	<p>Full Team Meeting All SIAs</p>

Early Professional Learning Pathways

Brief Overview	Initial impact	Time and attendees
<ul style="list-style-type: none"> • During lockdown, meetings were attended for both OU and CaBan where professional learning for schools (including student teachers and mentors) was planned for 2020-21 • Professional learning for SIAs – sharing of next steps in ITE and future collaborative work in FTM • Follow up professional learning for LA and school staff through BAS update 26/05/20 • Individual professional learning for schools on how OU programme will run and how they could get involved in the partnership, through phone calls • Prior to lockdown, meetings were attended for both OU and CaBan where professional learning was planned for schools, some of which was delivered, during lockdown, by the universities, for example, since lockdown, OU has delivered training to school staff on mentoring and tutoring, based on professional learning materials which were contributed to prior to lockdown • Professional learning document produced for schools on how to develop a timetable for students in OU schools • Professional learning for graduating CaBan students on induction process provided by IGJ Professional learning contribution made by attendance in CaBan staff development days • Contribution to development of professional learning materials for CaBan programmes with CaBan staff – blended learning • Professional learning offers made to CaBan programmes by GwE staff for 2020-21 and planning materials – 24 GwE staff • Professional learning planning meetings for joint Doc Ed and Masters 	<ul style="list-style-type: none"> • Consistency in messaging, guidance and support to schools. • Improved collaboration between GwE and universities • Improved professional learning opportunities for students and mentors • Improved university programmes – closer to practice in schools, for example, blended learning • Professional Ed Doc and Masters programmes for school, GwE and LA staff • Planned joint webinars for schools 	<ul style="list-style-type: none"> • 1 Full Team Meeting • 6 BAS meetings • 1 delivery to students • 6 university meetings • 12 x meetings with individual schools • 10 hours

Early Professional Learning Pathways

Brief Overview	Initial impact	Time and attendees
<p>Support for NQTs through initial online training:</p> <ul style="list-style-type: none">• Statutory Induction Arrangements for Newly Qualified Teachers, Induction Mentors and External Verifiers• Roles and responsibilities• Professional Standards for Teaching and Leadership• The induction profile / PLEs• Information regarding the LA / Authoritative Body / Consortium• “Induction for Newly Qualified Teachers”- EWC presentation.	<ul style="list-style-type: none">• Consistency in structure and support for all NQT’s in North Wales• High quality experience for the NQT• Fair and equitable process for all NQT’s• Greater understanding of the NQT on-line Profile• Greater understanding of logging NQT experiences (PLE’s)• Rigorous and consistent assessment for all NQT’s• Recognise the flexibility that exists within different patterns of NQT employment	<ul style="list-style-type: none">• 15 sessions• 30 hours• 300+ attendees

PARATOADAU I AIL-AGOR YSGOLION

Trosolwg Dashfwrdd Egwyddorion Trosfwaol

Diogelwch Safle a Chyfleusterau Trafnidiaeth

Staffio Dysgu ac Addysgu Cefnogi Dysgwyr

Cyfathrebu Tasgau Rheolaethol Allweddol Eraill Dogfennaeth a Chanllawiau LIC

Aseidiadau Risg

Trosolwg Ysgol Gynradd Ysgol Uwchradd Ysgol Arbennig UCD

Sgorio

Canllawiau

PREPARATION TO RE-OPEN SCHOOLS

Dashboard Overview Overarching Principles

Safety Site & Facilities Transport

Staffing Teaching & Learning Learner Support

Communication Other Key Management Tasks WG Guidance Documents

Risk Assessments

Overview Primary Schools Secondary Schools Special Schools PRU

Scoring

Guidance

Fel ar y 15-06-2020



As at 15-06-2020

CANLLAW DASHFWRDD

Cliciwch ar yr "i" am gyfarwyddiadau syml o sut i ddefnyddio'r dashfwrdd

Cliciwch yma i weld pa ddogfennaeth sydd yn y dashfwrdd

Cliciwch yma am yr egwyddorion trosfwaol

Cliciwch ar un o'r naw bocs am ddogfennaeth, canllawiau neu dempledi

Disgrifiad syml o'r ddogfen neu'r templed

Cliciwch ar yr hyperlink i agor y ddogfen. Ar ol agor y ddogfen, gallwch ei arbed ar eich cyfrifiadur yn eich ffordd arferol

Cliciwch ar y botwm cartref i ddychwelyd i'r fwydlen

PARATOADAU I AIL-AGOR YSGOLION

- Trosolwg Dashfwrdd
- Egwyddorion Trosfwaol
- Diogelwch
- Safle a Chyfleusterau
- Trafnidiaeth
- Staffio
- Dysgu ac Addysgu
- Cefnogi Dysgwyr
- Cyfathrebu
- Tasgau Rheolaethol Allweddol Eraill
- Dogfennaeth a Chanllawiau LIC
- Asesiadau Risg
- Trosolwg
- Sgorio
- Ysgol Gynradd
- Ysgol Uwchradd
- Ysgol Arbennig
- UCD
- Canllawiau

DYSGU AC ADDYSGU

DISGRIFIAD		HYPERDDOLENNI
1	Canllawiau Addysgu a Dysgu	https://www.gw.gov.cymru/wp-content/uploads/2020/03/Canllawiau-Addysgu-a-Dysgu.pdf
2	Dychwelyd i'r Ysgol - Ystyriaethau Adborth	https://www.gw.gov.cymru/wp-content/uploads/2020/06/Dychwelyd-i-r-Ysgol-Ystyriaethau-Adborth-Cym.docx
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TROSOLWG DASHFWRDD

Bwriad y dangosfwrdd hwn yw cefnogi pob lleoliad ysgol ar draws y rhanbarth drwy roi fframwaith cymorth iddynt. Bydd y llyfrgell hon o ddogfennau a chanllawiau wrth law i ysgolion, fel y bo'u hangen, yn ystod y cyfnod dyrys hwn. Ceir yma lawer o ddogfennau sydd wedi'u trefnu fesul thema. Gobeithio y bydd y cyfeiriadur canlynol yn ddefnyddiol i'ch tywys chi drwy hyn oll. Bydd rhagor o ddogfennau ar gael yn ystod yr wythnosau nesaf.

CYNNWYS

Materion i'w Hystyried	Disgrifiad o'r Ddogfennaeth
Diogelwch	Atodiad a awgrymir ar gyfer polisiau COVID-19
	Atodiad i Bolisi Iechyd a Diogelwch COVID-19 Ysgolion
	Addendum to School Visits Policy [Saesneg yn unig]
	Arweiniad i Ysgolion ynglŷn ag Ymwelwyr ar Safleoedd Ysgol
	Protocolau Pellhau Cymdeithasol
	HSE: Working safely during the coronavirus outbreak - a short guide [Saesneg yn unig]
	National Fire Chiefs Council: Covid-19 - Protection - Advice to Businesses [Saesneg yn unig]
	Atodiad Cofid-19 - Cymorth Cyntaf
	Llywodraeth Cymru: POLISI A STRATEGAETH: Coronafeirws a chyfarpar diogelu personol (PPE)
	Recommended PPE for healthcare workers by secondary care inpatient clinical setting, NHS and independent sector [Saesneg yn unig]
	Putting on personal protective equipment (PPE) [Saesneg yn unig]
	Taking off personal protective equipment (PPE) [Saesneg yn unig]
	Public Health England [PHE]: Putting on and removing Personal Protective Equipment [PPE] - a guide for health and social care settings [Saesneg yn unig]
Safle a Chyfleusterau	Llywodraeth Cymru: Coronafeirws (COVID-19): canllawiau lleoliadau addysgol (fersiwn 4)
	Safle a Chyfleusterau - protocolau hylendid
	Undebau: Preparations of teaching spaces - Commentary and Checklist [Saesneg yn unig]
	Atodiad COFID-19 i Polisi Gosod Ysgolion [templod llythyr]
	CILIP: COVID-19 Guidance for School Libraries [Saesneg yn unig]
	Zurich: School Site Reopening: Property Risk Management Guidance [Saesneg yn unig]
	Glanhau - Covid-19 - Peth dogfennaeth yn Saesneg
UK Government: COVID-19: Cleaning of Non-healthcare Settings [Saesneg yn unig]	

CYNNWYS

Materion i'w Hystyried	Disgrifiad o'r Ddogfennaeth
Trafnidiaeth	Teithio'n ddiogel yn ystod pandemig y coronafeirws: canllawiau i'r cyhoedd
Staffio	Canllaw Adnoddau Dynol
	Adnodd Asesu Risg COVID-19 Cymru Gyfan ar gyfer y Gweithlu
	Cynllun Profi Covid-19 Llywodraeth Cymru
	Sut i wneud cais am brawf Covid-19
	Prawf Cynhwysedd Gweithwyr Hanfodol
	Sut wyt ti? - Cyngor Iechyd Cyhoeddus Cymru ar les
	Neges y Gweinidog Addysg i holl staff ysgolion Cymru
Dysgu ac Addysgu	Canllaw Dysgu ac Addysgu Cynradd
	Canllaw Dysgu ac Addysgu Uwchradd
	Dychwelyd i'r ysgol - Ystyriaethau Adborth i Ddisgyblion
	Ystyriaethau yn ystod 'Dod i'r Ysgol, Dal Ati i Ddysgu' - Cynradd
	Deg Ffordd o ddatblygu Dysgu o Bell - Uwchradd
	Ystyriaethau Darparieth y Cyfnod Sylfaen
	Model Dysgu Cyfunol Cyfnod Sylfaen
	Model Dysgu Cyfunol CA2 - dewisol
	Model Dysgu Cyfunol CA2 - gemau olympaidd
	Model Dysgu Cyfunol CA2 - prosiect awyr agored
	Model Dysgu Cyfunol CA3 - Dysgu gyda'n gilydd
	Model Dysgu Cyfunol CA3 - Yr Amgylchedd
	Model Dysgu Cyfunol CA3 - Beth sydd i de? - Lasagne
	Canllaw a Model Dysgu Cyfunol CA4
	Crynodeb Ymgysylltu Rhanbarthol - yn ystod y cyfnod Dysgu o Bell
	Pam ystyried Cwricwlwm Adferiad?

CYNNWYS

Materion i'w Hystyried	Disgrifiad o'r Ddogfennaeth
Cefnogi Dysgwyr	Atodiad Polisi Diogelu - COVID-19
	Atodiad Polisi Diogelu Plant sy'n derbyn gofal (LAC)- COVID-19
	Agweddau i gael sylw - Cymorth i Ddisgyblion a Llesiant
	Cyfeirlyfr Cefnogi Llesiant Dysgwyr
	GDD Trosolwg Cynnig Proffesiynol GwE Cymraeg
	Pecyn Dull Ysgol Gyfan at Les
	Chi a'r '5 Ffordd' - holiadur
	Adroddiad Comisiynydd Plant Cymru: Coronafeirws a Fi
Cyfathrebu	Paratoi at y cam nesaf mewn addysg - Strategaeth Gyfathrebu Ddrafft i Ysgolion
	Llythyr i rieni
	Cwestiynau enghreifftiol i rieni
	Llyfryn i Ddisgyblion - i'w haddasu i'ch ysgol chi
	Llyfryn Dwyiethiog i Ddisgyblion - i'w haddasu i'ch ysgol chi
	Llyfryn Gwybodaeth i Rieni - i'w haddasu i'ch ysgol chi
	Esiampl o drosolwg i Rieni - i'w haddasu i'ch ysgol chi
	Canllaw i Lyfryn Staff (Saesneg yn unig) - Drafft
	Llyfryn Gwybodaeth i Staff - i'w haddasu i'ch ysgol chi
	Esiampl o Llyfryn Uwchradd (Saesneg yn unig)
	Esiampl o fideo i rieni (Saesneg yn unig)
	Cwricwlwm Adferiad Mehefin 2020 - Ysgol Tir Morfa (Saesneg yn unig)
	Ymateb i Covid-19 - Cadw ein cymuned yn ddiogel i Ysgol Tir Morfa (Saesneg yn unig)
	Protocol Dosbarth Covid-19 - Ysgol Tir Morfa (Saesneg yn unig)
Tasgau Rheolaethol Allweddol Eraill	Protocol Aseidiadau Risg
Dogfennaeth a Chanllawiau Llywodraeth Cymru	Llacio'r cyfyngiadau ar ein cymdeithas a'n heconomi; dal i drafod
	Arwain Cymru allan o'r pandemig coronafeirws: fframwaith ar gyfer adferiad
	Canllawiau gweithredol i ysgolion a lleoliadau Addysg: Diogelu Addysg (COVID-19)
	Canllawiau ar ddysgu dros dymor yr haf: Diogelu Addysg (COVID-19)

CYNNWYS	
Materion i'w Hystyried	Disgrifiad o'r Ddogfennaeth
Dogfennau i Ddilyn	Diogelwch - Canllawiau pellach ar bolisiau penodol
	Diogelwch - Asesiad Risg i staff
	Diogelwch - Siart lif safle
	Cymorth i Ddysgwyr - Caiff proffiliau gwasanaeth ar gyfer pob awdurdod lleol eu darparu i ysgolion gyda gwybodaeth am fynediad i wasanaethau ar gyfer grwpiau allweddol o ddysgwyr
	Cymorth i Ddysgwyr - Enghreifftiau o fesurau lles y gall ysgolion eu defnyddio i gefnogi pob dysgwr
	Cymorth i Ddysgwyr - Canllawiau rhanbarthol ar gymorth/darpariaeth allweddol fel CAMHS/Gyrfaoedd Cymru
	Cymorth i Ddysgwyr - Canllawiau rhanbarthol ar ddull adfer a chefnogi pob dysgwr yn ôl i'r ysgol
	Cyfathrebu - Rhagor o enghreifftiau o gynnwys/llythyrau i'w rhannu â rhieni a dysgwyr am ddisgwyliadau o ran trefniadau newydd yr ysgol
	Cyfathrebu - Enghraifft o weithdrefnau cyflwyno i staff a dysgwyr

EGWYDDORION TROSWAOL

Paratoi at y cam nesaf i addysg

Ddydd Mercher, 3 Mehefin, cyhoeddodd y Gweinidog Addysg, Kirsty Williams, y byddai "Pob plentyn yn cael y cyfle i **"Ddod i'r Ysgol, Dal Ati i Ddysgu, Paratoi ar gyfer yr Haf a mis Medi"**. Cyhoeddir canllawiau gan Lywodraeth Cymru yr wythnos yn dechrau 8 Mehefin.

Daw'r cyhoeddiad yn sgil cyhoeddiadau blaenorol gan Lywodraeth Cymru:

- **'Llacio'r cyfyngiadau ar ein cymdeithas a'n heconomi; dal i drafod' ar 15 Mai 2020.**

<https://llyw.cymru/llacior-cyfyngiadau-ar-ein-cymdeithas-heconomi-dal-i-drafod>

Law yn llaw â hyn, cyhoeddodd y Llywodraeth **'Fframwaith penderfyniadau ar gyfer y cam nesaf i addysg a gofal plant, gan gynnwys ystyriaethau, cynlluniau a heriau'**. Mae'r dogfennau hyn yn gosod y "meddylfryd presennol" ar gyfer sut fydd gweithrediadau ysgolion, lleoliadau addysg eraill a darparwyr gofal plant yn newid i ganiatáu ar gyfer cadw pellter cymdeithasol a ffactorau eraill.

- **'Arwain Cymru allan o'r pandemig coronafeirws: fframwaith ar gyfer adferiad' 24 Ebrill 2020.**

<https://llyw.cymru/arwain-cymru-allan-or-pandemig-coronafeirws>

Mae dull graddol yn cael ei ystyried i fwy o blant a dysgwyr eraill ddychwelyd i ofal plant neu addysg wyneb yn wyneb. Nid un penderfyniad fydd hwn, ond cyfres o benderfyniadau dros amser i gynyddu neu, os bydd angen, lleihau gweithrediadau ysgolion neu ddarparwyr eraill.

Nid yw'n glir eto am ba hyd y bydd angen i ofynion cadw pellter cymdeithasol fod ar waith. Cyn belled â bod y rhain yn bresennol, bydd ysgolion a darparwyr eraill yn gyfyngedig o ran nifer y plant/dysgwyr y gallant eu cymryd ar y tro. Rhaid i ni gymryd y bydd rhaid cadw pellter cymdeithasol am y dyfodol hyd y gallwn ragweld, a bydd angen i unrhyw benderfyniadau roi ystyriaeth i hyn.

Yn y Fframwaith Penderfyniadau, nodir y penderfyniadau lefel uchel y bydd angen i Weinidogion eu gwneud. Mae'r cyhoeddiad "Dod i'r Ysgol, Dal Ati i Ddysgu, Paratoi ar gyfer yr Haf a mis Medi" yn ategu hyn, a bydd angen penderfyniadau a gweithgarwch ar bob lefel. Bydd Llywodraeth Cymru yn rhoi canllawiau ar lefel uchel, ond ysgolion a darparwyr eraill, drwy weithio gyda'r awdurdodau lleol a'r consortia fel y bo'n briodol, fydd yn datblygu ffyrdd o weithio (yn unol â'r canllawiau pendant hynny) a fydd yn caniatáu i blant/dysgwyr ddychwelyd i amgylchedd sy'n ddiogel ac yn gefnogol.

Cyhoeddwyd canllawiau pellach gan y Llywodraeth ar 10 Mehefin, 2020.

<https://llyw.cymru/canllawiau-gweithredol-i-ysgolion-lleoliadau-addysg-diolgeu-addysg-covid-19>

<https://llyw.cymru/canllawiau-ar-ddysgu-dros-dymor-yr-haf-diogelu-addysg>

Mae'r Gweinidog Addysg wedi dweud yn glir y bydd unrhyw benderfyniad ar ailagor ysgolion yng Nghymru yn cael ei lywio gan y cyngor gwyddonol diweddaraf un, a bydd y penderfyniad hwn ar sail bodloni pum egwyddor allweddol:

1.	Diogelwch a lles meddyliol, emosiynol a chorfforol dysgwyr a staff.
2.	Parhau i gyfrannu at yr ymdrech a'r strategaeth genedlaethol i fynd i'r afael â lledaeniad COVID-19.
3.	Ennyn hyder rhieni a gofawyr, staff a dysgwyr – ar sail tystiolaeth a gwybodaeth – fel y gallant flaengynllunio.
4.	Y gallu i flaenoriaethu dysgwyr ar adegau allweddol, gan gynnwys y rhai o gefndiroedd difreintiedig.
5.	Cysondeb â fframwaith Llywodraeth Cymru ar gyfer gwneud penderfyniadau, rhoi canllawiau ar waith i gefnogi mesurau megis ymbellhau, rheoli presenoldeb a chamau diogelu ehangach.

Noda'r Fframwaith Penderfyniadau bod tri 'cam':

- Gweithredu Presennol
- Paratoi ar gyfer y 'normal newydd'
- Gweithio yn y 'normal newydd'

Paratoi ar gyfer y 'normal newydd' - gwaith tebygol y bydd angen ei wneud i baratoi am y 'cam nesaf'.

Mae angen i ALI / GwE / ysgolion:

- Ddechrau paratoadau nawr, cyn i unrhyw benderfyniad gael ei wneud neu ei gyhoeddi
- Ystyried anghenion ymarferol, lles a hyfforddiant staff ysgolion, a'u cynnal yn briodol
- Gweithio gydag ysgolion i asesu risg a chynhwysedd (gan gynnwys niferoedd tebygol unrhyw ddarpariaeth ychwanegol a risgiau)
- Dechrau paratoi yn barod am newidiadau mewn gweithredoedd (ystyried ystod eang o faterion ymarferol)
- Dechrau meddwl am anghenion a phrofiadau dysgu priodol plant / dysgwyr
- Datblygu ar y ddarpariaeth bresennol gan ysgolion / Hybiau i blant gweithwyr allweddol a phlant bregus
- Datblygu ar waith llwyfan Hwb yng Nghymru gyda phob ysgol yn cefnogi dysgwyr o bell

Ni fydd un ateb cyffredinol i bawb, gan fod y newidynnau yn niferus ac yn berthnasol i gyd-destun unigol pob ysgol. Bydd rhaid gwneud penderfyniadau ar lefel Awdurdod Lleol o fewn Fframwaith Cenedlaethol ac/neu gan ysgolion lleol i addasu i'r opsiwn gorau.

Cyfrifoldebau allweddol ar gyfer arwain y cam nesaf i addysg

Haen	Cyfrifoldeb
Llywodraeth Cymru	• Gosod pwrpas a rhesymeg sy'n glir ar gyfer y 'normal newydd'
	• Gosod Fframwaith a chanllawiau sy'n diffinio rolau'r ALI a'r ysgolion o ran ailagor ysgolion
Mewn partneriaeth efo GwE, bydd yr Awdurdodau Lleol yn:	• Gweithredu pwrpas a rhesymeg cenedlaethol ar gyfer 'normal newydd'
	• Mabwysiadu Fframwaith a chanllawiau Cenedlaethol
	• Llunio cyfres o bolisiau i ategu proses ailagor ysgolion yn ddiogel
	• Adnabod logisteg ac isadeiledd meysydd allweddol fel glanhau, arlwyo, cludiant a chynhwysedd i allu ailagor yn ddiogel
	• Cynnal asesiadau risg priodol ar gyfer pob sector i liniaru a rheoli ailagor yn ddiogel
Mewn partneriaeth â'r ALI a GwE, bydd ysgolion yn:	• Gweithredu pwrpas a rhesymeg cenedlaethol ar gyfer y 'normal newydd'
	• Mabwysiadu Fframwaith a chanllawiau Cenedlaethol
	• Mabwysiadu polisiau Awdurdodau Lleol
	• Cynnal asesiadau risg sy'n benodol i'r safle
	• Creu sefyllfaoedd a cynlluniau i weithredu'r pwrpas a'r rhesymeg cenedlaethol dros ailagor/y 'normal newydd'
	• Rhoi gwybod i rieni a disgyblion

Fframwaith ymarferol rhanbarthol GwE/ALI ar gyfer y 'normal newydd'

Bydd y fframwaith ymarferol rhanbarthol hwn yn arwain a chefnogi ysgolion ar draws y rhanbarth i gynllunio'r camau gweithredu a'r penderfyniadau penodol y bydd angen iddynt eu gwneud ym mhob cam. Gyda fframwaith cyffredin, gall ysgolion gydweithio i rannu syniadau a dogfennau.

Yn y fframwaith, bydd adnoddau i gefnogi'r gwaith cynllunio ar gyfer:

1.	Gofynion iechyd a diogelwch
2.	Trefniadau safle a chyfleusterau
3.	Cludiant
4.	Trefniadau staffio
5.	Dysgu ac addysgu cyfunol
6.	Cynhwysiant a chymorth i ddisgyblion
7.	Tasgau rheolaethol allweddol.

Dylai ysgolion unigol ddefnyddio'r fframwaith i ddatblygu a gweithredu eu cynlluniau manylach, unigryw eu hunain. Bydd y rhain yn adlewyrchu cyfnod, math a chyd-destun lleol yr ysgol.

DIOGELWCH

DISGRIFIAD		HYPERDDOLENNI
1	Atodiad a awgrymir ar gyfer polisïau COVID-19	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Atodiad-a-awgrymir-ar-gyfer-polisïau-COVID-19-Cym.pdf
2	Atodiad i Bolisi Iechyd a Diogelwch COVID-19 Ysgolion	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/XX-10771-COVID-19_SCHOOL_HEALTH_SAFETY_POLICY_SUPPLEMENT-CY.pdf
3	Addendum to School Visits Policy [Saesneg yn unig]	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Addendum-to-Schools-Visits-Policy.pdf
4	Arweiniad i Ysgolion ynglŷn ag Ymwelwyr ar Safleoedd Ysgol	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Arweiniad-i-ysgolion-ynglŷn-ag-ymwelwyr-ar-safleoedd-ysgol.docx.pdf
5	Protocolau Pellhau Cymdeithasol	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Protocolau-Pellhau-Cymdeithasol.pdf
6	HSE: Working safely during the coronavirus outbreak - a short guide [Saesneg yn unig]	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/HSE-Working-safely-during-the-coronavirus-outbreak-a-short-guide.pdf
Page 8 192	National Fire Chiefs Council: Covid-19 - Protection - Advice to Businesses [Saesneg yn unig]	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/NFCC-Covid-19-Protection-Advice-to-Businesses.pdf
	Atodiad Cofid-19 - Cymorth Cyntaf	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Atodiad-Cofid-19-Cymorth-Cyntaf-Cym.pdf
	Llywodraeth Cymru: POLISI A STRATEGAETH: Coronafeirws a chyfarpar diogelu personol (PPE)	https://llyw.cymru/coronafeirws-chyfarpar-diogelu-personol-ppe?_ga=2.207575572.643438286.1591539726-149540065.1582899712
10	Recommended PPE for healthcare workers by secondary care inpatient clinical setting, NHS and independent sector [Saesneg yn unig]	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Recommended-PPE-for-healthcare-workers-by-secondary-care-inpatient-clinical-setting-NHS-and-independent-sector-1.pdf
11	Putting on personal protective equipment (PPE) [Saesneg yn unig]	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Putting-on-personal-protective-equipment-PPE-1.pdf
12	Taking off personal protective equipment (PPE) [Saesneg yn unig]	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Taking-off-personal-protective-equipment-PPE-1.pdf
13	Public Health England [PHE]: Putting on and removing Personal Protective Equipment [PPE] - a guide for health and social care settings [Saesneg yn unig]	https://www.youtube.com/watch?v=-GncQ_ed-9w&feature=youtu.be&app=desktop
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SAFLE A CHYFLEUSTERAU

DISGRIFIAD		HYPERDDOLENNI
1	Llywodraeth Cymru: Coronafeirws (COVID-19): canllawiau lleoliadau addysgol (fersiwn 4)	https://llyw.cymru/coronafeirws-covid-19-canllawiau-leoliadau-addysgol?_ga=2.53977704.1102461197.1591005876-1061534209.1587670156
2	Safle a Chyfleusterau - protocolau hylendid	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Safle-a-Chyfleusterau-4.pdf
3	Undebau: Preparations of teaching spaces - Commentary and Checklist [Saesneg yn unig]	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/TU-Preparations-of-teaching-spaces-Commentary-and-Checklist.pdf
4	Atodiad COFID-19 i Polisi Gosod Ysgolion [templod llythyr]	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Atodiad-COFID-19-i-Polisi-Gosod-Ysgolion-templod-llythyr.doc
5	CILIP: COVID-19 Guidance for School Libraries [Saesneg yn unig]	https://www.cilip.org.uk/news/news.asp?id=506793
6	Zurich: School Site Reopening: Property Risk Management Guidance [Saesneg yn unig]	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/School-Reopening-Guide-1.pdf
7	Glanhau - Covid-19 - Peth dogfennaeth yn Saesneg	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Glanhau-Covid-19-2.docx
8	UK Government: COVID-19: Cleaning of Non-healthcare Settings [Saesneg yn unig]	https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings
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TRAFNIDIAETH

DISGRIFIAD		HYPERDDOLENNI
1	Teithio'n ddiogel yn ystod pandemig y coronafeirws: canllawiau i'r cyhoedd	https://llyw.cymru/teithion-ddiogel-yn-ystod-pandemig-y-coronafeirws-canllawiau-ir-cyhoedd.html?_ga=2.109056518.2054918999.1591895592-1375883983.1568812428
2	Mwy o ganllawiau i ddilyn	
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STAFFIO

DISGRIFIAD		HYPERDDOLENNI
1	Canllaw Adnoddau Dynol	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Dogfen-AD-Covid-15-Mehefin-2020.docx
2	Adnodd Asesu Risg COVID-19 Cymru Gyfan ar gyfer y Gweithlu	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Adnodd-Asesu-Risg-COVID-19-Cymru-Gyfan-ar-gyfer-y-Gweithlu.pdf
3	Cynllun Profi Covid-19 Llywodraeth Cymru	https://llyw.cymru/dull-cenedlaethol-cymru-o-brofi-am-covid-19-mai-2020?_ga=2.47083812.2054918999.1591895592-1375883983.1568812428
4	Sut i wneud cais am brawf Covid-19	https://llyw.cymru/gwneud-cais-i-gael-prawf-coronafeirws?_ga=2.117930250.2054918999.1591895592-1375883983.1568812428
5	Prawf Cynhwysedd Gweithwyr Hanfodol	https://llyw.cymru/gweithwyr-hanfodol-allweddol-y-coronafeirws-cymhwysedd-prawf?_ga=2.113261060.2054918999.1591895592-1375883983.1568812428
6	Sut wyt ti? - Cyngor Iechyd Cyhoeddus Cymru ar les	https://icc.gig.cymru/pynciau/coronafeirws/sut-wyt-ti/
7	Neges y Gweinidog Addysg i holl staff ysgolion Cymru	https://hwb-team-storage.s3-eu-west-1.amazonaws.com/ContentTeam/llythyr-agored-i-staff-ysgolion-cymru.pdf
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DYSGU AC ADDYSGU

DISGRIFIAD		HYPERDDOLENNI
1	Canllaw Dysgu ac Addysgu Cynradd	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Canllaw-Dysgu-ac-Addysgu-Cynradd-Cym-2.docx
2	Canllaw Dysgu ac Addysgu Uwchradd	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Canllaw-Dysgu-ac-Addysgu-Uwchradd.docx
3	Dychwelyd i'r ysgol - Ystyriaethau Adborth i Ddisgyblion	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Dychwelyd-i'r-ysgol-Ystyriaethau-Adborth-Cym.docx
4	Ystyriaethau yn ystod 'Dod i'r Ysgol, Dal Ati i Ddysgu' - Cynradd	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Ystyriaethau-yn-ystod-'Dod-i'r-ysgol-Dal-ati-i-ddysgu'-cynradd-Cym-1.docx
5	Deg Ffordd o ddatblygu Dysgu o Bell - Uwchradd	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Deg-Ffordd-o-Ddatblygu-Dysgu-o-Bell-Uwchradd.docx
6	Ystyriaethau Darparieth y Cyfnod Sylfaen	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Ystyriaethau-Darparieth-y-Cyfnod-Sylfaen.docx
Page 81 of 96	Model Dysgu Cyfunol Cyfnod Sylfaen	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Model-Dysgu-Cyfunol-Cyfnod-Sylfaen-Cym.docx
	Model Dysgu Cyfunol CA2 - dewisol	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Model-Dysgu-Cyfunol-CA2-Cym.docx
	Model Dysgu Cyfunol CA2 - gemau olympaidd	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Model-Dysgu-Cyfunol-CA2-Olympians-Cym.docx
	10 Model Dysgu Cyfunol CA2 - prosiect awyr agored	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Model-Prosiect-Dysgu-Cyfunol-CA2-1.docx
	11 Model Dysgu Cyfunol CA3 - Dysgu gyda'n gilydd	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Model-Dysgu-Cyfunol-CA3Cym-1.docx
	12 Model Dysgu Cyfunol CA3 - Yr Amgylchedd	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Model-1-CA3-Gydgag-ystyriaethau.docx
	13 Model Dysgu Cyfunol CA3 - Beth sydd i de? - Lasagne	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/CA3-Model-2-Dysgu-Cyfunol.docx
	14 Canllaw a Model Dysgu Cyfunol CA4	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Dysgu-Cyfunol-CA4.docx
	15 Crynodeb Ymgysylltu Rhanbarthol - yn ystod y cyfnod Dysgu o Bell	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Crynodeb-Ymgysylltu-Rhanbarthol-Cym.docx
	16 Pam ystyried Cwricwlwm Adferiad?	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Pam-ystyried-Cwricwlwm-Adferiad.pdf

CEFNOGI DYSGWYR

DISGRIFIAD		HYPERDDOLENNI
1	Atodiad Polisi Diogelu - COVID-19	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Atodiad-Polisi-Diogelu-COVID-19-1.pdf
2	Atodiad Polisi Diogelu Plant sy'n derbyn gofal (LAC)- COVID-19	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/COVID-19-Atodiad-polisi-plant-syn-derbyn-gofal-LAC.pdf
3	Agweddau i gael sylw - Cymorth i Ddisgyblion a Llesiant	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Agweddau-i-gael-sylw-Cymorth-i-Ddisgyblion-a-Llesiant.docx
4	Cyfeirlyfr Cefnogi Llesiant Dysgwyr	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Cyfeirlyfr-Cefnogi-Llesiant-Dysgwyr.pdf
5	GDD Trosolwg Cynnig Proffesiynol GwE Cymraeg	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/GDD-Trosolwg-Cynnig-Proff-GwE-Cymraeg.pdf
6	Pecyn Dull Ysgol Gyfan at Les	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Pecyn-Dull-Ysgol-Gyfan-at-Les.pdf
7	Chi a'r '5 Ffordd' - holiadur	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/5-ways-to-wellbeing-personal-questionnaire-Cymraeg -1.doc
8	Adroddiad Comisiynydd Plant Cymru: Coronafeirws a Fi	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/FINAL_formattedCVRep_CYM.pdf
9	Cefnogi lles corfforol a meddyliol drwy ddysgu o bell	https://hwb.gov.wales/dysgu-o-bell/cefnogi-lles-corfforol-a-meddyliol-drwy-ddysgu-o-bell/
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CYFATHREBU

DISGRIFIAD		HYPERDDOLENNI
1	Paratoi at y cam nesaf mewn addysg - Strategaeth Gyfathrebu Ddrafft i Ysgolion	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Paratoi-at-y-cam-nesaf-mewn-addysg-Strategaeth-Gyfathrebu-Ddrafft-i-Ysgolion.pdf
2	Llythyr i rieni	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Llythyr-i-rieni-Letter-to-parents.docx
3	Cwestiynau enghreifftiol i rieni	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Cwestiynau-enghreifftiol-i-rieni.pdf
4	Llyfryn i Ddisgyblion - i'w haddasu i'ch ysgol chi	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Pamffled-Disgyblion-Cynddelw.docx
5	Llyfryn Dwyieithiog i Ddisgyblion - i'w haddasu i'ch ysgol chi	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Llyfryn-Disgybl-Pupil-Booklet-Dwyieithog.docx
6	Llyfryn Gwybodaeth i Rieni - i'w haddasu i'ch ysgol chi	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Llyfryn-i-Rieni.docx
Page 8 198	Esiaml o drosolwg i Rieni - i'w haddasu i'ch ysgol chi	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Esiaml-o-drosolwg-i-rieni.docx
	Canllaw i Lyfryn Staff (Saesneg yn unig) - Drafft	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Draft-guidance-for-staff-document.docx
	Llyfryn Gwybodaeth i Staff - i'w haddasu i'ch ysgol chi	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Llyfryn-staff-Cynddelw.docx
10	Esiaml o Llyfryn Uwchradd (Saesneg yn unig)	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/School-Wider-Opening-Handbook.docx
11	Esiaml o fideo i rieni (Saesneg yn unig)	https://youtu.be/ji52lbfk4IQ
12	Cwricwlwm Adferiad Mehefin 2020 - Ysgol Tir Morfa (Saesneg yn unig)	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Recovery-Curriculum-Tir-Morfa-June-2020.pdf
13	Ymateb i Covid-19 - Cadw ein cymuned yn ddiogel i Ysgol Tir Morfa (Saesneg yn unig)	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Our-Response-to-COVID-19-SYMBOLS-YTM.pdf
14	Protocol Dosbarth Covid-19 - Ysgol Tir Morfa (Saesneg yn unig)	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/COVID-19-Class-Protocols-YTM.pdf
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TASGAU RHEOLAETHOL ALLWEDDOL ERAILL

DISGRIFIAD		HYPERDDOLENNI
1	Protocol Asesiadau Risg	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Protocol-Asesiad-Risg.pdf
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DOGFENNAETH A CHANLLAWIAU LLC

DISGRIFIAD		HYPERDDOLENNI
1	Llacio'r cyfyngiadau ar ein cymdeithas a'n heconomi; dal i drafod	https://llyw.cymru/llacior-cyfyngiadau-ar-ein-cymdeithas-heconomi-dal-i-drafod
2	Arwain Cymru allan o'r pandemig coronafeirws: fframwaith ar gyfer adferiad	https://llyw.cymru/arwain-cymru-allan-or-pandemig-coronafeirws
3	Canllawiau gweithredol i ysgolion a lleoliadau Addysg: Diogelu Addysg (COVID-19)	https://llyw.cymru/canllawiau-gweithredol-i-ysgolion-leoliadau-addysg-diolgeu-addysg-covid-19
4	Canllawiau ar ddysgu dros dymor yr haf: Diogelu Addysg (COVID-19)	https://llyw.cymru/canllawiau-ar-ddysgu-dros-dymor-yr-haf-diogelu-addysg
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TROSOLWG ASESIAD RISG

PUMP EGWYDDOR I DDYCHWELYD I'R YSGOL

1.	Diogelwch a lles meddyliol, emosiynol a chorfforol dysgwyr a staff.
2.	Cyfraniad parhaus at yr ymdrech a'r strategaeth genedlaethol i ymladd rhag i Covid-19 ledaenu
3.	Ennyn hyder rhieni, staff a myfyrwyr - ar sail tystiolaeth a gwybodaeth - fel y gallant gynllunio ymlaen
4.	Gallu blaenoriaethu dysgwyr ar adegau allweddol, gan gynnwys y rheiny o gefndiroedd difreintiedig
5.	Cysondeb â fframwaith Llywodraeth Cymru ar gyfer gwneud penderfyniadau, canllawiau ar waith i gynnal mesurau fel ymbellhau, rheoli presenoldeb a champau gweithredu eraill i amddiffyn.

CWESTIYNAU I'W HYSTYRIED

	Gan dybio y bydd angen i lai o ddisgyblion fod yn yr ysgol i ddechrau, pa fodel yr ydych chi'n ei ffafrio fwyaf i gyflawni hyn? A yw'n well cael pob myfyriwr i mewn ar sail rota, neu grwpiau blwyddyn penodol?
	I ba raddau y dylai'r Llywodraeth ddweud pwy ddylai fod yn yr ysgol, a faint dylai ysgolion allu penderfynu drostynt eu hunain?
	Beth yw'r camau a'r penderfyniadau penodol y byddai'n rhaid i ysgolion/ymddiriedolaethau eu cymryd cyn Mehefin 29ain?
	Pwrpas a disgwyliadau, Amserlenni, Polisiâu Diogelwch, Asesiadau risg a rheoliadau, Safle a chyfleusterau, Trafnidiaeth, Staffio, Dysgu ac Addysgu
	Pa amodau sydd angen bod yn eu lle cyn y gall ysgolion agor ymhellach?
	Pa amodau sydd angen bod yn eu lle cyn y gall ysgolion agor ymhellach?
	Yn arbennig, petai'n ofynnol i ysgolion gynllunio i fwy o ddisgyblion ddychwelyd, sut ellid cadw pellter cymdeithasol, a sut allai hyn amrywio o ysgol i ysgol?
	A oes unrhyw sefyllfaoedd y gallai ysgolion wynebu a fyddai'n ei gwneud hi'n amhosibl iddynt gymryd mwy o ddisgyblion ymhen agor mewn tair wythnos? (e.e. cwmnïau contractio wedi mynd i'r wal), ble byddai'n rhaid cael 'ffenestr' ail agor (h.y. rhwng dyddiad A a dyddiad B)?

Gall y canlynol fod yn fan cychwyn i gwmpasu eich asesiad risg a'ch ymateb strategol yn unol â'r cyfarwyddebau gwyddonol diweddaraf wedi'u cymeradwyo gan y Llywodraeth

•	Cynnal proffil staffio
•	Proffilio cynhwysedd eich adeiladau o dan y gofynion cadw pellter cymdeithasol cyfredol
•	Proffilio gofynion iechyd a diogelwch adeiladau
•	Proffilio adleoli staff mewn perthynas â gweithgareddau yn yr ysgol a gofynion dysgu o bell
•	Proffilio goblygiadau i gludiant
•	Proffilio trefn ddyddiol

SGORIO ASESIAD RISG

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Difrifoldeb	5	5	10	15	20	25	Tebygolrwydd		Difrifoldeb		
	4	4	8	12	16	20	5	Bron yn sicr – risg uchel iawn	5	Marwolaeth – risg uchel iawn	
	3	3	6	9	12	15	4	Tebygol – risg uchel	4	Analluogrwydd difrifol – risg uchel	
	2	2	4	6	8	10	3	50/50 – risg ganolig	3	Absennol 3 wythnos – risg ganolig	
	1	1	2	3	4	5	2	Annhebygol – risg isel	2	Yn absennol llai nag 1 diwrnod - risg isel	
		1	2	3	4	5	1	Bron yn amhosibl – risg isel	1	Dibwys – risg isel	
Tebygolrwydd											
1 - 4 ISEL			5 - 9 CANOLIG			10 - 15 UCHEL			16 - 25 UCHEL IAWN		
Parhau â'r rheolaethau presennol, fodd bynnag, monitro newidiadau. Gweithredu unrhyw reolaethau ychwanegol sydd eu hangen, o fewn yr amserlenni a roddir yn yr AR.			Angen sylw i leihau'r sgôr yn ogystal â monitro parhaus rheolaidd. Gweithredu unrhyw fesurau rheoli ychwanegol sydd eu hangen, o fewn yr amserlenni a roddir yn yr AR.			Angen sylw ar unwaith i ddod â'r risg i lawr i lefel dderbyniol. Gweithredu unrhyw fesurau rheoli ychwanegol sydd eu hangen, o fewn yr amserlenni a roddir yn yr AR, a pharhau i adolygu arferion gwaith i leihau'r tebygolrwydd o ddamwain i'r lefel isaf posibl.			Stopio ar unwaith – mae'r risg yn rhy uchel. Cymryd camau ar unwaith i leihau'r risg i'r lefel isaf bosibl.		

SUT I DDEFNYDDIO ASESIAD RISG COVID-19 - PARATOI I AIL AGOR YSGOLION

- Dyma asesiad risg enghreifftiol a ddarperir ar gyfer ysgolion ledled Gogledd Cymru. Mae'n cynnwys nifer o faterion i'w hystyried mewn nifer o wahanol feysydd.
- Maent wedi cael eu grwpio gyda'i gilydd fel a ganlyn:
 - Logisteg
 - Dysgwyr a Staff
 - Y Diwrnod Ysgol
 - Trefniadau Domestig
 - Arweiniad a Dogfennau
 - Parhad Dysgu
 - Sicrhau Disgwyliadau
- Gall ysgolion ddefnyddio'r hidlyddion i ganolbwyntio ar faes penodol sy'n peri pryder/rhannu cyfrifoldeb dros faes penodol.
- Bydd angen i bob ysgol ddiwygio'r naratif i adlewyrchu ei sefyllfa unigryw ei hun. Mae'r sgoriau ar gyfer y rheolaethau ychwanegol wedi'u gadael yn wag felly bydd angen i ysgolion gwblhau hyn i adlewyrchu'r rheolaethau sy'n cael eu rhoi ar waith o fewn eu hysgolion eu hunain.
- Dylai'r ysgol gyfeirio at ganllawiau cenedlaethol a lleol wrth gwblhau'r ddogfen. Bydd nifer o ganllawiau a dogfennau defnyddiol a pherthnasol yn dilyn yn fuan.
- Efallai y byddwch yn dewis lawrlwytho'r AR i'ch cyfrifiadur gan ddefnyddio'r botwm lawr lwytho ar ochr dde'r daenlen.

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Cliciwch ar yr icon i weld y tabl sgorio

Cliciwch ar yr icon i ddileu'r hidlyddion

Cliciwch ar yr saeth i hidlo'r wybodaeth

Cliciwch ddwywaith o fewn cell i fewnbynnu gwybodaeth. Gwasgwch Alt Return i ddechrau llinell newydd. Bydd angen datgloi'r daenlen yn gyntaf.

Cliciwch ar y "drop down" i ddewis sgôr ar gyfer pob risg

Cliciwch i lawrlwytho'r daenlen i'ch cyfrifiadur.

Cliciwch ar yr icon i gloi / ddatgloi'r daenlen

COVID-19 - PARATOI I AIL AGOR YSGOLION - ASESIAD RISG YSGOL UWCHRADD												
Grŵp	Maes Pryder	Mesurau Presennol	Tebygdirwydd	Difrifoldeb	Sgôr	Mesurau Ychwanegol	Tebygdirwydd	Difrifoldeb	Sgôr	Sylwadau Ychwanegol	Cyfrifoldeb	A ydych yn fodlon bod y risgiau a nodwyd wedi cael sylw?
Logisteg	Adeiladau	<ul style="list-style-type: none"> Cyfrifo cynhwysedd ysgol 	4	3	12	<ul style="list-style-type: none"> • Yn ôl cyfrifiadau cynhwysedd, gallai 56 m² safonol gymryd 8 disgybl i ganiatáu ar gyfer cadw pellter cymdeithasol o 2m. • Ar gyfer ysgol arferol efo amrywiaeth o ddogfenyddau byddai hyn yn awgrymu cynhwysedd posibl o 35% o ddefnydd arferol. • Mae'r dosbarth cyfartalog, efo dodrefn a staff ychwanegol yn 6 disgybl. • Gallai ysgolion fod eisiau gweithredu ffactorau cyfyngu eraill neu edrych ar raddoli cynhwysedd o 20% i 40% yn dibynnu ar eu cyfyngiadau unigol. • Gallai ysgolion fod eisiau dechrau ar ben isaf yr ystod ac, ar sail profiad, addasu cynhwysedd dros yr wythnosau dilynol. 				<ul style="list-style-type: none"> • Mae gan ALL ddata ar gynhwysedd a gellid cynnal amrywiaeth o fodolau wrth i'r cyngor ar gadw pellter cymdeithasol aeddfedu gyda'r cyngor gwyddonol cyfredol. Dylid gweithredu'r un egwyddorion diogelu i'r ystafell athrawon. 		
Logisteg	Yr ystafelloedd	<ul style="list-style-type: none"> • Gofnion iechyd a diogelwch o safbwynt yr ystafell ddogfenydd a defnyddio lle o fewn yr ysgol. 	4	4	16	<ul style="list-style-type: none"> • Bydd angen i ysgolion edrych ar y mesurau o ran glanhau, golchi dwylo, toiledau, arlwytho a defnydd o'r gofod cymdeithasol. 				<ul style="list-style-type: none"> • Mae angen i ysgolion ofalu bod yr holl wiriadau iechyd a diogelwch wedi'u cwblhau ar ôl cyfnod o gau fel clefyd Legionnaire, profi larymau tân a systemau chwistrellu dŵr, tynnu llwch ac ati. • Sylwch nad yw hon yn rhestr lawn ac y bydd angen i ysgolion gysylltu â'u hymgyngorwyr iechyd a Diogelwch am asesiad cyfansawdd. 		

COVID-19 - PARATO I AIL AGOR YSGOLION - ASESIAID RISG YSGOL GYNRADD

Grŵp	Maes Pryder	Mesurau Parod	Tebgolrwydd	Dirifoldeb	Sgôr	Mesurau Rheoli Ychwanegol	Tebgolrwydd	Dirifoldeb	Sgôr	Sylwadau Ychwanegol	Cyfrifoldeb	A ydych yn fodlon bod y risgiau a nodwyd wedi cael sylw?
Logisteg	Adeiladau	<ul style="list-style-type: none"> Cyfrifo cynhwysedd ysgol 	5	4	20	<ul style="list-style-type: none"> Yn ôl cyfrifiadau cynhwysedd, gallai 56 m² safonol gymryd 8 disgybl i ganiatáu cadw pellter cymdeithasol o 2m. Ar gyfer ysgol arferol efo amrywiaeth o ddsosbarthiadau byddai hyn yn awgrymu cynhwysedd posibl o 35% o ddefnydd arferol. Mae'r dosbarth cyfartalog, efo dodrefn a staff ychwanegol yn 6 disgybl. Gallai ysgolion fod eisiau gweithredu fffactorau cyfyngu eraill neu edrych ar raddoli cynhwysedd o 20% i 33% yn dibynnu ar eu cyfyngiadau unigol. Gallai ysgolion fod eisiau dechrau ar ben isaf yr ystod ac, ar sail profiad, addasu cynhwysedd dros yr wythnosau dilynol. 				<ul style="list-style-type: none"> Mae gan ALI ddata ar gynhwysedd a gellid cynnal amrywiaeth o fodelau wrth i'r cyngor ar gadw pellter cymdeithasol aeddfedu gyda'r cyngor gwyddonol cyfredol. Mewn ysgolion cynradd, mae canllawiau LIC yn cydnabod nad yw'n ymarferol disgwyl i ddysgwyr barhau i ymbellhau'n gymdeithasol 2 fetr. Fodd bynnag, dylech geisio sicrhau rhywfaint o bellhau rhwng dysgwyr. Mae hyn yn seiliedig ar gyngor a thystiolaeth feddygol sy'n awgrymu bod y risg o gael eu heintio a'u trosglwyddo i blant yn debygol o fod yn is. Dylai ymarferwyr gydnabod na fydd plant iau yn gallu cynnal ymbellhau cymdeithasol bob amser ond dylech geisio cynnal rhywfaint o bellhau lle y bo'n bosibl. 		
Logisteg	Yr ystafelloedd	<ul style="list-style-type: none"> Gofynion iechyd a diogelwch o safbwynt yr ystafell ddsosbarth a defnyddio lle o fewn yr ysgol. 	4	4	16	<ul style="list-style-type: none"> Bydd angen i ysgolion edrych ar y mesurau o ran glanhau, golchi dwylo, toiledau, arlwyio a defnydd o'r gofod cymdeithasol. 				<ul style="list-style-type: none"> Mae angen i ysgolion ofalu bod yr holl wiriadau iechyd a diogelwch wedi'u cwblhau ar ôl cyfnod o gau fel clefyd Legionnaire, profi larymau tân a systemau chwistrellu dŵr, tynnu llwch ac ati. Sylwch nad yw hon yn rhestr lawn ac y bydd angen i ysgolion gysylltu â'u hymgyngorwyr Iechyd a Diogelwch am asesiad cyfansawdd. 		
Page 204 Logisteg	Cludiant, Mynediad at y safle a'r Maes Parcio	<ul style="list-style-type: none"> Penodol iawn i'r ysgol, yn amrywio o ychydig iawn o ofynion gyda'r mwyafriaf yn byw o fewn 3 milltir ac yn teithio'n ddiogel i'r ysgol, hyd at ysgolion ble mae mwyafriaf y dysgwyr yn cael eu cludo i'r ysgol. Hefyd, mae angen ystyried dysgwyr bregus y mae arnynt angen trefniadau unigryw. 	3	4	12	<ul style="list-style-type: none"> Dylai gweithwyr fynd i'r gwaith ar droed neu gan ddefnyddio ffordd bersonol o deithio yn hytrach na thrafnidiaeth gyhoeddus. Ni ddylai gweithwyr rannu car (oni bai eu bod yn byw yn yr un tŷ). Rhaid cadw pellter cymdeithasol yn y maes parcio efo digon o le rhwng cerbydau a fydd yn lleihau faint o geir all barcio yno. Dylai dysgwyr a rhieni/gofalwyr fynd i'r ysgol ar droed neu gan ddefnyddio ffordd bersonol o deithio yn hytrach na thrafnidiaeth gyhoeddus. Ni ddylai dysgwyr a rhieni/gofalwyr rannu car efo teuluoedd eraill. Rhaid cadw pellter cymdeithasol yn y maes parcio/mannau danfon efo digon o le rhwng pobl/cerbydau. Bydd dysgwyr sy'n teithio ar fws ysgol yn gorfod cadw at reolau cadw pellter cymdeithasol. Bydd dysgwyr sy'n teithio mewn tacsï yn gorfod cadw at reolau cadw pellter cymdeithasol. 				<ul style="list-style-type: none"> Caiff clwydi mynediad eu nodi'n glir a chaiff phob un arall eu cloi. UDA ar y giât er mwyn gadael i diogelwch i dacsï a bysiau 		
Dysgwyr a Staff	Adnabod dysgwyr i'w hailintegreiddio	<ul style="list-style-type: none"> Wrthi'n gweithio ar ddiffiniad Llywodraeth Cymru (LIC) o weithwyr allweddol a bregus - niferoedd presennol angen cymorth yn codi. 	5	4	20	<ul style="list-style-type: none"> Ail integreiddio ar sail anghenion. Lleihau'r angen am gymysgu dosbarthiadau. Asesiadau risg unigol i bob dysgwr sydd â chynlluniau gofal. Ystyried dechrau efo cynhwysedd 20% a chynyddu yn ôl llwyddiant. Oni bai y caiff ei reoli'n ofalus iawn, gallai hyn achosi i'r ysgol fod ar gau am gyfnod hir. 				<p>Ystyriwch ailgyflwyno dysgwyr mewn blociau neu garfanau, megis grŵp gwahanol o ddysgwyr bob wythnos. Nid oes angen i grwpiau blwyddyn benderfynu hyn o reidrwydd.</p> <ul style="list-style-type: none"> Os yw'n bosibl, dylai ysgolion ystyried cymysgu grwpiau blwyddyn a gall hyn ganiatáu i blant o'r un aelwyd fynychu ar yr un pryd. Dylid ystyried hyn hefyd ar gyfer plant gweithwyr critigol a phlant sy'n agored i niwed. Ystyriwch hefyd dri grŵp posibl y gellir eu hadnabod: <ol style="list-style-type: none"> 1 - Yn yr ysgol ond mewn amgylchiadau anghyfarwydd 2 - Methu dod i mewn (bregus, ac ati) 3 - Ddim yn fodlon dod i mewn (awgrymu cyswllt â statws economaidd gymdeithasol) 		

COVID-19 - PARATOI I AIL AGOR YSGOLION - ASESIAD RISG YSGOL GYNRADD

Grŵp	Maes Pryder	Mesurau Parod	Tebygolrwydd Dirifoldeb	Sgôr	Mesurau Rheoli Ychwanegol	Tebygolrwydd Dirifoldeb	Sgôr	Sylwadau Ychwanegol	Cyfrifoldeb	A ydych yn fodlon bod y risgiau a nodwyd wedi cael sylw?
Dysgwyr a Staff	Crisialu pwrpas presenoldeb addysgol ar safleoedd ysgol	<ul style="list-style-type: none"> Bydd yn anodd gorfodi gofynion presenoldeb arferol gan fydd dymuniadau rhieni/gofalwyr yn amrywiol fawr o ran eu disgwyliadau am ddiogelwch eu plant mewn rhaglen ail ymgysylltu. 	3	4	12	<ul style="list-style-type: none"> Bydd angen i ysgolion gysylltu â'r ALL i weld a yw'r canllawiau a'r disgwyliadau i'w rhannu efo rhieni/gofalwyr a chreu gweithdrefnau gwirio ac olrhain os teimlant nad yw dysgwyr yn cyrraedd y disgwyliadau hyn. 		<ul style="list-style-type: none"> Dylai hyn fod yn broses o annog yn hytrach na gorfodaeth, oni bai ei fod yn dod o dan bryder diogelu. Ni ddylai neb sydd â symptomau Covid-19 fynychu lleoliad am unrhyw reswm. Dylai plant cymwys – gan gynnwys grwpiau blaenoriaeth - gael eu hannog yn gryf i fynychu'r ysgol, oni bai eu bod yn hunan ynysu neu'n agored i niwed (os felly, dylent ddilyn cyngor meddygol). Os yw rhywun yn eu cartref yn agored i niwed, dim ond os gellir cadw at ymbellhau cymdeithasol llym y dylid mynychu, a bod y plentyn yn gallu deall a dilyn y cyfarwyddiadau hynny. Dylai ysgolion a lleoliadau gadw cofnod o bresenoldeb a dylai teuluoedd hysbysu eu hysgol os nad yw eu plentyn yn gallu mynychu. Bydd hyn yn helpu ysgolion, lleoliadau ac awdurdodau lleol i ddeall unrhyw rwystrau sy'n rhwystro dysgwyr rhag dychwelyd i'r ysgol a nodi unrhyw gymorth pellach sydd ei angen. Ar hyn o bryd, ni fyddem yn disgwyl i rieni gael eu dirwyo am ddiffyg presenoldeb. Dylai ysgolion barhau i roi gwybod i weithwyr cymdeithasol os nad yw plant â gweithiwr cymdeithasol yn mynychu. 		
Dysgwyr a Staff	Staff sydd ar gael	<ul style="list-style-type: none"> Oherwydd y system rota, y staff sydd ar gael yn briodol. Tua xx% yn hunan ynysu ac xx% ddim ar gael i weithio am resymau eraill. xx% o staff â phlant oed ysgol. 	3	3	9	<ul style="list-style-type: none"> Wrth i gyswllt â mwy o ddygwyr gynyddu, bydd yr angen i staff sydd angen hunan ynysu hefyd yn codi. Mae staff sydd ag asthma ac/neu gyflyrau meddygol eraill yn llai tebygol o fynd i'r gwaith - angen dilyn canllawiau cenedlaethol. Bydd staff sydd â gorbryder efallai'n ei gweld hi'n anodd mynd i'r gwaith heb gael eu sicrhau. Adnabod staff sy'n gweithio gartref a staff sydd ar gael i weithio yn yr ysgol. Adnabod staff sydd â chyfrifoldebau gofal plant a gwneud rota bosibl. Ysgol i ystyried ail leoli staff i sicrhau tegwch a chydbwysedd. Darpariaeth i ddygwyr yn yr ysgol ac adref i fod yr un fath e.e. dewis a dethol, ychydig o dasgau ffocws dyddiol ac/neu brosiect thematig i'w gyflwyno'n electronig. Staff i weithio mewn timau (CS, CA2, Blynyddoedd Cynnar ac ati) i gynllunio ac ymateb i waith plant. 		<ul style="list-style-type: none"> Dilyn canllawiau cenedlaethol/leol ar asthma/cyflyrau meddygol eraill. Arweiniad i ysgolion ar gymarebau athro/dysgwr - yn enwedig yn y Cyfnod Sylfaen. Ni ddylai unrhyw un sydd wedi derbyn llythyr cysgodi fod yn bresennol ar hyn o bryd (yn unol â LIC). 		
Dysgwyr a Staff	Asesu'r risg i staff a dysgwyr bregus (agored i ddal Covid-19 ac/neu oherwydd diffyg cyswllt â'r ysgol)	<ul style="list-style-type: none"> Mae gan ysgolion dealltwriaeth o staff a dysgwyr sydd yn 'fregus' o dan y gofynion, ac mae mesurau diogelwch ar waith. 	2	4	8	<ul style="list-style-type: none"> Creu cofrestr staff a dysgwyr sydd yn 'fregus'. Bydd angen ei diweddarw wrth i'r sefyllfa ddeinamig hon newid a bydd angen cyfleu unrhyw newid mewn statws mewn da bryd cyn i'r statws newydd ddechrau. Grwpiau neu unigolion 'bregus' i gael asesiadau risg unrhyw os nad yw asesiadau risg arferol Covid-19 yn briodol i'w sefyllfaoedd. Os bydd unrhyw ddygwyr neu staff ar feddyginiaeth, gofalwch ei bod yn cael ei chadw yn yr ysgol ac nid ei hanfon gartref i osgoi unrhyw halogiad posibl. 		<ul style="list-style-type: none"> Dylid gwneud hyn mewn partneriaeth â'r ALL i sicrhau cysondeb ac ymgynghori priodol â'r holl randdeiliaid. 		
Dysgwyr a Staff	Dangos symptomau yn yr ysgol - Gweithwyr, Dysgwyr, Rhieni/Gofalwyr	<ul style="list-style-type: none"> Ni ddylai gweithwyr, dysgwyr neu rieni/gofalwyr sy'n teimlo'n wael/dangos symptomau Covid-19 fynd i'r ymweld â'r ysgol. 	2	4	8	<ul style="list-style-type: none"> Ni ddylai gweithwyr, dysgwyr neu rieni/gofalwyr sy'n teimlo'n wael/dangos symptomau Covid-19 fynd i'r ymweld â'r ysgol. Os bydd unrhyw un yn cael ei daro'n wael yn yr ysgol, rhaid iddynt adael yr ysgol cyn gynted ag y bo modd a dilyn canllawiau hunan ynysu. Ysgol i fonitro absenoldeb salwch dysgwyr a dweud wrth yr ALL am unrhyw achos a amheuir o symptomau Covid-19. 		<ul style="list-style-type: none"> Dylai ysgolion a lleoliadau gael gweithdrefnau clir os yw dysgwyr neu staff yn dechrau dangos symptomau ar y safle. Mae angen i'r staff a'r rhieni/gofalwyr ddeall y rhain yn llawn. Dylid cadw'r rhai sy'n dangos y symptomau ar wahân hyd nes y gellir eu casglu a mynd â hwy adref. Yn ddefnyddiol, dylai hyn fod mewn ystafell ar wahân, sy'n cael ei oruchwylio o bellter o ddau fetr. Dylai unrhyw un sy'n arddangos symptomau aros gartref am saith diwrnod. Dylai unrhyw un sy'n byw gyda rhywun sy'n arddangos symptomau ond sy'n aros yn dda aros gartref am 14 diwrnod o'r diwrnod y daeth y person cyntaf yn sâl. 		

COVID-19 - PARATOI I AIL AGOR YSGOLION - ASESIAD RISG YSGOL GYNRADD

Grŵp	Maes Pryder	Mesurau Parod	Tebygolrwydd			Mesurau Rheoli Ychwanegol	Tebygolrwydd			Sylwadau Ychwanegol	Cyfrifoldeb	A ydych yn fodlon bod y risgiau a nodwyd wedi cael sylw?
			Dirifroldeb	Sgôr			Dirifroldeb	Sgôr				
Dysgwyr a Staff	Anaf i ddysgwyr ar y safle	<ul style="list-style-type: none"> Pe byddai dysgwr yn cael anaf yn yr ysgol, byddai'r staff yn rhoi sylw i'r anaf neu'n trefn i weld meddyg neu fynd i'r ysbyty. 	2	4	8	<ul style="list-style-type: none"> Wrth roi sylw i unrhyw glwyfau ac ati, staff ysgol i ddefnyddio cyfarpar diogelu personol (PPE) pob amser. Gofyn am ganiatâd gan riant/gofalwr i fynd i'r feddygfa neu'r ysbyty yn ystod pandemig. Os oes unrhyw amheuaeth (neu'n methu cysylltu â rhiant/gofalwr), cysylltu â Galw GIG/Gwasanaethau Brys am gyngor. 				<ul style="list-style-type: none"> Mae angen ystyried beth fyddai'n digwydd petai dysgwr yn cael ei anafu'n ddirifrol, neu fod rhywun â chyflwr meddygol angen mynd i'r ysbyty. Wrth gwrs, gellid galw'r gwasanaeth brys ar gyfer rhai digwyddiadau dirifrol, ond nid pob tro. A yw staff yn fodlon mynd i'r ysbyty os na allai rhiant/gofalwr ddod i nol y dysgwr? A fyddai'r rhiant/gofalwr yn hapus i'r dysgwr fynd i'r ysbyty yn y lle cyntaf, gan gofio y gallai rhai fod yn amharod i fynd i'r ysbyty ar hyn o bryd? 		
Dysgwyr a Staff	Mynediad at Gyfarpar Diogelu Personol (PPE)	<ul style="list-style-type: none"> Ychydig o gyfarpar diogelu personol ar gael i ysgolion. 	5	4	20	<ul style="list-style-type: none"> Ysgolion angen cael mynediad at gyflenwad cyfarpar diogelu personol i gefnogi staff a lleddfau pryder. Angen cyfarpar diogelu personol ar gyfer gofal personol agos nes bydd y rheoliadau wedi'u llacio. 				<ul style="list-style-type: none"> Mae canllawiau LIC yn nodi bod yn rhaid i'r defnydd o PPE gan staff mewn lleoliadau addysg fod yn seiliedig ar asesiad clir o risg, gan ystyried pob lleoliad unigol ac anghenion y dysgwr unigol. Mae gan ysgolion, lleoliadau ac awdurdodau lleol brosesau asesu risg ar waith eisoes y dylid eu defnyddio i ddefnyddio PPE. Yn dilyn unrhyw asesiad risg, lle mae'r angen am PPE wedi'i nodi, dylai fod ar gael yn rhwydd a dylid ei ddarparu. Lle yr asesir bod angen defnyddio PPE, dylai'r holl staff gael eu hyfforddi ar sut i osod PPE a'i dynnu oddi ar y cyfarpar (fel sy'n ofynnol gan Reoliadau Iechyd a Diogelwch) a sicrhau bod staff yn cyfyngu lledaeniad Covid-19. 		
Dysgwyr a Staff	Gwisg ysgol	<ul style="list-style-type: none"> Dysgwyr yn gwisgo gwisg ysgol yn ystod diwrnod ysgol arferol. 	3	3	9	<ul style="list-style-type: none"> Yn wir, gallai'r sefyllfa fod yn waeth oherwydd problemau ariannol rhieni yn ystod cyfnod y cyfyngiadau, yn enwedig heb dâl llawn neu ddim tâl yn dod i mewn i'r tŷ. Mae angen i ysgolion ddangos cydymdeimlad ac efallai llacio rhai o'u rheolau o safbwynt gwisg ysgol. Os bydd dysgwyr yn defnyddio mwy ar y tu allan, gellid annog gwisgo dillad addas. Dylai dillad a wisgir fod yn hawdd eu golchi. 				<ul style="list-style-type: none"> Nid yw'n statudol i ddysgwyr cynradd gael gwisg ysgol. Mae'n bwysig bod y neges hon yn cael ei rhannu gyda'r holl rieni. Ble mae rhieni yn cael trafferthion ariannol, yna dylai ysgolion geisio darparu'r wisg ysgol i'r plentyn/plant. Gallai gwisgo dillad addas hwyluso gweithio tu allan a gallai hefyd gael effaith lleol ar y dysgwr - hwyluso'r trosglwyddo i'r 'normal newydd'. 		
Dysgwyr a Staff	Cod Gwisg Staff	<ul style="list-style-type: none"> Cod gwisg presennol ddim yn ymarferol efallai. 	4	3	12	<ul style="list-style-type: none"> Bu rhywfaint o drafodaeth y dylai staff ystyried golchi eu dillad ar ddiwedd pob diwrnod i leihau'r potensial i drosglwyddo haint. 				<ul style="list-style-type: none"> Efallai bydd ysgolion yn meddwl bod gwisg llai ffurfiol yn fwy addas - yn enwedig oherwydd gellid annog dysgwyr i weithio tu allan. 		
"Y Diwrnod Ysgol"	Cyrraedd yr Ysgol	<ul style="list-style-type: none"> Pob cerbyd (cyhoeddus a phreifat) i gyrraedd yr ysgol a pharcio yn y maes parcio neu ar y brif ffordd. Gall ceir ddefnyddio'r man gollwng i ddysgwyr hŷn. Dysgwyr iau (a rhai dysgwyr hŷn) yn cael eu danfon i'r ysgol gan rieni/gofalwyr. Gall fod yn amser prysur tu allan i'r prif adeilad - dibynnu ar gyd-destun yr ysgol. 	3	4	12	<ul style="list-style-type: none"> Trefn bendant ar gyfer dod i mewn i'r ysgol - defnydd posibl o wahanol giatiau/mynedfa i rieni/dysgwyr yn cerdded i'r ysgol i sefydlu system unffordd Ystyried defnyddio meysydd parcio lleol i osgoi tagfeydd diangen. Sefydlu rheolau cadw pellter cymdeithasol unwaith ar safle'r ysgol - o'r giatiau ymlaen. Sefydlu llwybrau o'r giatiau at ddothbarthiadau unigol. Ystyried manteision ac anfanteision amseroedd gwasgarog - gweithio i deuluoedd ond efallai dim grwpiau blwyddyn - efallai gorfod aros ar gychwyn/diwedd y dydd. Wrth ddod i mewn i'r ysgol, ystyried pwyntiau mynediad gwahanol i wahanol ddysgwyr - ydyn nhw'n gallu mynd i mewn i'r dosbarth yn syth o'r tu allan? Pob dysgwr i olchi dwylo yn drylwyr cyn neu wrth fynd i mewn i'r dosbarth. A ellir cadw drysau (ar wahân i ddrwsau tan, toiledau a diogelwch) ar agor i leihau lledaenu haint. 				<ul style="list-style-type: none"> Arweiniad pendant i bawb ar gadw pellter cymdeithasol ar safle'r ysgol. Staff ar rota i oruchwylio rhieni a disgyblion wrth gyrraedd yr ysgol 		

COVID-19 - PARATO I AIL AGOR YSGOLION - ASESAD RISG YSGOL GYNRADD

Grŵp	Maes Pryder	Mesurau Parod	Tebygolrwydd	Dirifoldeb	Sgôr	Mesurau Rheoli Ychwanegol	Tebygolrwydd	Dirifoldeb	Sgôr	Sylwadau Ychwanegol	Cyfrifoldeb	A ydych yn fodlon bod y risgiau a nodwyd wedi cael sylw?
"Y Diwrnod Ysgol"	Cyrraedd y Dosbarth	<ul style="list-style-type: none"> Gyda nifer llai o ddysgwyr, efallai mai ychydig iawn o ddysgwyr fydd ym mhob dosbarth. 	5	4	20	<ul style="list-style-type: none"> Pob dysgwr i olchi dwylo cyn/wrth gyrraedd y dosbarth. Golchi dwylo rheolaidd yn ystod y dydd. Symud desgiau/dodrefn i sicrhau cadw pellter cymdeithasol. Pob dysgwr i gael lle/ardal ac offer penodol i weithio. Sefydlu trefn glir ar gyfer dod i mewn i'r dosbarth i'w lle penodol - i gynnwys system unffordd o symud o gwmpas y dosbarth. Adnoddau penodol i bob dysgwr - gawn nhw ddod â rhai eu hunain? Monitro egwyl toiled. Atgoffa o reolau/canllawiau yn rheolaidd drwy gydol y dydd. 				<ul style="list-style-type: none"> Dylai ysgolion a lleoliadau sicrhau bod yr holl staff a dysgwyr yn golchi eu dwylo'n rheolaidd a bod y cyfleusterau hyn ar gael. Dylid eu golchi gyda sebon a dŵr am o leiaf 20 eiliad. Dylai staff hefyd sicrhau bod dysgwyr yn cael eu hatgoffa o dechnegau effeithiol o olchi dwylo. Dylai golchi dwylo'n rheolaidd gynnwys: <ul style="list-style-type: none"> - wrth gyrraedd ac wrth adael yr ysgol neu'r lleoliad - cyn ac ar ôl trafod bwyd - cyn ac ar ôl trafod gwrthrychau ac offer a allai fod wedi cael eu defnyddio gan eraill - lle bu unrhyw gyswllt corfforol - ar ôl i bobl chwythu eu trwyn, disian neu beswch. 		
"Y Diwrnod Ysgol"	Addoli ar y cyd a Gwasanaethau	<ul style="list-style-type: none"> Addoli ar y cyd/gwasanaethau dyddiol yn unol ag amserlen yr ysgol. 	4	4	16	<ul style="list-style-type: none"> Dim addoli ar y cyd fel ysgol gyfan/cyfnod allweddol na gwasanaethau. Cynnal addoli ar y cyd mewn dosbarthiadau unigol. 						
Page 207 "Y Diwrnod Ysgol"	Teithio o gwmpas yr ysgol	<ul style="list-style-type: none"> Caiff dysgwyr eu cefnogi gan oedolion a'u hatgoffa o'r disgwyliadau o ran cadw pellter cymdeithasol. Ychydig iawn o deithio oherwydd niferoedd isel. 	4	3	12	<ul style="list-style-type: none"> Dim mwy na xx% o boblogaeth yr ysgol i gael mynediad yr un pryd, canolbwyntio ar grwpiau blaenoriaeth LIC ar gyfer mynediad. Mapio a marcio pellter cymdeithasol ar draws yr ysgol. Posteri yn atgoffa pawb i gadw pellter yn amlwg i bawb. Lleihau teithio o gwmpas yr ysgol drwy aros yn yr un dosbarth drwy gydol y dydd. Sefydlu trefn/ffenestr ar gyfer egwyl toiled. Cadw pob drws ar agor ar wahân i ddrysu tân, toiled a diogelwch. Sefydlu system unffordd drwy'r ysgol (defnydd posibl o lwybrau tu mewn a thu allan) ac/neu goridorau wedi'i marcio'n glir ar gyfer cerdded ar yr ochr chwith yn unig. Gofalu bod manau cyhoeddus mor glir â phosibl o gyfyngiadau. Os bydd y tywydd yn ddrwg, lleihau teithio i weithgareddau yn y dosbarth yn unig, ond bai bod angen mynd i'r toiled. Y tîm gofaluwr lanau pob drws/arwyneb yn rheolaidd drwy gydol y dydd. 				<ul style="list-style-type: none"> Canllawiau eglur ar ofynion cadw pellter cymdeithasol. 		
"Y Diwrnod Ysgol"	Y Cyfnod Sylfaen (CS)	<ul style="list-style-type: none"> Gall rhai dysgwyr eisoes fod yn mynd i'r hybiau os yw eu rhieni yn weithwyr allweddol/bregus. Dysgu o Bell ar waith ar gyfer holl ddisgyblion y Cyfnod Sylfaen ar hyn o bryd. 	5	4	20	<ul style="list-style-type: none"> Amserlen weledol i staff a dysgwyr gydag ardaloedd dynodedig gan gynnwys defnyddio'r tu allan ar adegau penodol. Amser carped/eistedd i fod cyn lleied â phosibl. Dylai dysgwyr eistedd ar farc dynodedig ar y llawr. Un aelod staff i fod ar gael i ddellio gyda defnyddio'r toiled, hylendid offer a hylendid personol drwy gydol y diwrnod ysgol/sesiwn yn unol â chanllawiau LIC. Gellid rhoi bag adnoddau i ddysgwyr ddefnyddio drwy gydol y dydd a thrê o eitemau i'w defnyddio mewn gweithgareddau dysgu ymarferol a drwy brofiadau. Eitemau i'w diheintio wedi'u defnyddio. Offer mawr, e.e. beics, sgwteri, ceir, i gael eu diheintio ar ôl eu defnyddio. Dysgwyr i ddod i'r ysgol mewn dillad sy'n addas ar gyfer dysgu yn yr awyr agored h.y. ymlacio mewn gwisg ysgol-gan gynnwys hetiau ac eli haul. 				<ul style="list-style-type: none"> Y gweithgareddau dosbarth a fydd yn cael eu gwneud i ystyried y gymhareb oedolyn:plenty. Ystyried trefn trosglwyddo plant CS i rieni ar gychwyn a diwedd y diwrnod ysgol - sut fydd hyn yn gweithio i sicrhau bod oedolion a phlant yn cadw pellter cymdeithasol. 		

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Grŵp	Maes Pryder	Mesurau Parod	Tebygolrwydd Difrifoldeb	Sgôr	Mesurau Rheoli Ychwanegol	Tebygolrwydd Difrifoldeb	Sgôr	Sylwadau Ychwanegol	Cyfrifoldeb	A ydych yn fodlon bod y risgiau a nodwyd wedi cael sylw?	
"Y Diwrnod Ysgol"	Amseroedd Egwyl	<ul style="list-style-type: none"> Amseroedd egwyl pan fydd angen ar hyn o bryd, gyda ffrwythau ar gael mewn mannau cyffredin cyhoeddus neu ddosbarthiadau. 	4	4	16	<ul style="list-style-type: none"> Cyflwyno amseroedd egwyl gwasgarog i bob dosbarth a lleihau ymhen amser os yn briodol. Defnyddio'r tu allan, os yn briodol, drwy ddefnyddio drysau allan dosbarthiadau i leihau teithio o gwmpas yr ysgol. Sicrhau bod lefel goruchwyllo gan staff yn briodol amser egwyl. Llefydd bwyta ffrwyth cyffredin i fod ar gau a dysgwyr i ddot â ffrwyth eu hunain efo nhw i'w fwyta yn y dosbarth - ffrwythau i'w bwyta yn y dosbarth. Pob dysgwr i olchi dwylo wrth ddychwelyd o amser egwyl. Gofalu bod pob dysgwr sy'n deall cadw pellter cymdeithasol ond yn dewis peidio â dilyn hyn, yn cael ei atgoffa o'r hyn sy'n ddisgwyliedig. 					
"Y Diwrnod Ysgol"	Amser Cinio	<ul style="list-style-type: none"> Amser cinio tua hanner dydd fel arfer efo un neu ddau eisteddiad, yn dibynnu ar faint yr ysgol. Mae hyn yn cyfyngu ar gadw pellter cymdeithasol. 	3	4	12	<ul style="list-style-type: none"> Cyflwyno amseroedd cinio gwasgarog i sicrhau cadw pellter cymdeithasol yn y ffreutur. Gall hyn olygu cynyddu nifer yr eisteddiadau. Annog dysgwyr i ddot â'u pecyn bwyd eu hunain a'i fwyta yn y dosbarth. Ystyried defnyddio amseroedd chwarae distrwythur ar ôl bwyta i sicrhau cadw pellter cymdeithasol ble'n bosibl e.e. rhannu'r iard chwarae yn ardaloedd. Ystyried posibiliadau cael sesiynau hanner diwrnod i wahanol grwpiau/dosbarthiadau o ddysgwyr, felly yn osgoi'r angen am amseroedd cinio. 					
"Y Diwrnod Ysgol"	Defnyddio'r Ystafell Athrawon	<ul style="list-style-type: none"> Bydd y drefn bresennol mewn ystafell athrawon yn amrywio yn dibynnu ar faint o staff sydd yno. Trefn cadw pellter cymdeithasol eisoes yn cael ei harddel yn y rhan fwyaf o achosion. 	2	4	8	<ul style="list-style-type: none"> Cadw pellter cymdeithasol pob amser. Un person i fynd at y lle bwyd/diod ar y tro. Lleihau cynhwysedd yr ystafell athrawon fel bod modd cadw pellter. Unigolion i baratoi bwyd/diodydd i'w bwyta a'u hyfed eu hunain yn unig. Dim rhannu cyllyll a ffyr/llestri. Unigolion i olchi/cadw eu pethau eu hunain. Unrhyw fotymau cyffwrdd ar offer cegin sy'n cael ei rannu e.e. microdon, i gael eu glanhau cyn eu defnyddio, ac wedyn. Defnyddio biniau gwastraff/biniau ailgylchu agored yn unig. 					
Trefniadau Domestig	Arlwyo	Gall dysgwyr gael prydau amser cinio yn yr ysgol.	3	4	12	<ul style="list-style-type: none"> Dylai dysgwyr fwyta yn eu hystafelloedd dosbarth eu hunain lle bo'n bosibl. A fydd dysgwyr yn cael eu hannog i ddot â'u cinio eu hunain? - Holwch adran arlwyo'r ALI. 			<ul style="list-style-type: none"> Dylai'r ddarpariaeth ystyried a ddylai gynnwys brecwast, cinio ac, o bosibl, swper pan fo angen am hyd y gofal. Efallai y bydd angen byrbrydau hefyd. Os yw'n bosibl, dylid gweini bwyd yn yr ystafelloedd lle mae'r dysgwyr yn ymgymryd â gweithgaredd. Mae hyn yn lleihau'r risg o drosglwyddo haint. Dylid glanhau'r ardal yn unol â'r canllawiau ar ôl bwyta. Dylai staff sicrhau eu bod yn parhau i ymbellhau'n gymdeithasol yn ystod amseroedd bwyd a dylai dysgwyr eistedd dau fetr oddi wrth ei gilydd. Yn yr achos hwn, dylid cael gwared ar y byrddau o annibendod, wedi'u diheintio, ac yn weledol lân cyn darparu'r pryd/byrbryd. Os oes unrhyw byrderon, dylai ysgolion a lleoliadau ofyn am gyngor eu tîm iechyd yr amgylchedd lleol am gyngor. Dylai dysgwyr hefyd olchi eu dwylo cyn ac ar ôl bwyta a dylai staff hefyd olchi eu dwylo cyn ac ar ôl gweini bwyd. Efallai y bydd yr ysgol neu'r lleoliad am ystyried darparu prydau ar gyfer staff hefyd er mwyn lleihau nifer y gwrthrychau sy'n cael eu trosglwyddo o'r adeilad ac i'r adeiladau. Dylai awdurdodau lleol a phenaethiaid weithio gyda darparwyr a chyflenwyr bwyd i sicrhau bod hylendid yn cael ei wneud yn drylwyr iawn, gan gynnwys paratoi, defnyddio a gwaredu. Rhaid peidio â rhannu bwyd. Dylid gwahanu unrhyw fyrbrydau yn glir i osgoi hyn Gallai amser cinio ac egwyl gael ei wahanu i gefnogi ymbellhau cymdeithasol. 		

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Grŵp	Maes Pryder	Mesurau Parod	Tebygolrwydd	Difrifoldeb	Sgôr	Mesurau Rheoli Ychwanegol	Tebygolrwydd	Difrifoldeb	Sgôr	Sylwadau Ychwanegol	Cyfrifoldeb	A ydych yn fodlon bod y risgiau a nodwyd wedi cael sylw?
Trefniadau Domestig	Dal/Lledaenu. Methu cadw pellter cymdeithasol wrth roi gofal personol.	<ul style="list-style-type: none"> Mae ysgolion wrthi'n dilyn canllawiau Iechyd Cyhoeddus Cymru ar fenig a ffedogau. Gall masgiau wyneb hefyd fod ar gael i staff. 	3	4	12	<ul style="list-style-type: none"> Dilyn canllawiau ar gyfarpar amddiffyn personol gan gynnwys masgiau wyneb, ffedogau a menig. Rhoi gwastraff mewn dau fag. Gofalu bod binau gwastraff yn cael eu gwagio pob diwrnod gan y tîm gofalgwyr. 				<ul style="list-style-type: none"> Adolygwch oriau/arferion glanhau i feithrin hyder y cyhoedd. Mae angen strategaeth ar gyfer unrhyw aelod o'r ysgol sy'n arddangos symptomau Covid-19. Polisi ar waith ar gyfer hysbysu cymuned yr ysgol am unrhyw achosion a gadarnhawyd a'r gallu i olrhain, lle bo hynny'n rhesymol, eraill a allai fod wedi dod i gysylltiad â'r achos a gadarnhawyd. Y Cyngor presennol yw nad oes angen sgrinio tymheredd. Bydd rhieni/gofalgwyr y dysgwyr yn gallu gwirio eu tymheredd. Beth bynnag, ni fydd sgrinio'n nodi pob achos o Covid-19 a gall y dull o wirio'r tymheredd roi staff mewn mwy o berygl o drosglwyddo. Bydd hyn yn cael ei adolygu'n rheolaidd. Wrth gwrs, dylai staff fod yn wyladwros o newidiadau i dymheredd ac arwyddion twymyn y plant. Ni ddylid anfon unrhyw ddysgwyr â symptomau i'r ysgol o gwbl ac mae'n hanfodol bod rhieni/gofalgwyr yn cael eu hannog i weithredu'n unol â hynny. I'r mwyafrif helaeth o ddysgwyr, mae Covid-19 yn salwch ysgafn. Cyngorhwyd dysgwyr sydd wedi'u dosbarthu fel rhai sy'n amddiffyn oherwydd cyflyrau meddygol a oedd yn bodoli eisoes i ymgymryd â mesurau penodol i 'gysgodi'. Mae gan y dysgwyr hyn gyflyrau iechyd sylfaenol difrifol sy'n eu rhoi mewn perygl uchel o salwch difrifol o Covid-19 ac fe'u cynghorir i ddilyn mesurau gwarchod yn drylwyr er mwyn i cadw eu hunain yn ddiogel. Ni ddylai ysgolion ddisgwyl i'r dysgwyr hyn fynychu ysgolion neu leoliadau ar hyn o bryd, a dylent barhau i gael cymorth gartref gymaint â phosibl. Unwaith y bydd rhywun yr amheuir ei fod wedi cael cadarnhad neu fod ganddo symptomau wedi'i nodi, rhaid nodi pob ardal lle mae'r person hwn wedi'i adnabod a'i gadw'n glir. Dylai'r broses o reoli'r ardal fod yn ffisegol lle bo'n bosibl h.y. rhwystrau gydag arwyddion addas neu y tu ôl i ddrysau wedi'u cloi. Dylid glanhau cyn ailfeddiannol yn dilyn canllawiau ' Covid-19: glanhau mewn lleoliadau nad ydynt yn rhai gofal iechyd '. Bydd angen ystyried plant a phobl ifanc sy'n agored i niwed yn glinigol (nad ydynt yn gwarchod) fesul achos, ond wrth gwrs, ni fyddem ond yn disgwyl i'r rhain fod yn bresennol os yw rhieni/gofalgwyr yn fodlon bod hyn yn ddiogel iddynt. Mae risg y bydd dysgwyr (a staff) yn ofidus a hyd yn oed yn crio wrth ddychwelyd i'r ysgol. 		
Trefniadau Domestig	Ymwelwyr yn yr ysgol	<ul style="list-style-type: none"> Dim ond ymwelwyr hanfodol i ddod i'r brif dderbynfya ac aross i staff ddod i gyfarfod â nhw. Dim ymwelwyr oni bai bod hyn wedi'i drefnu o flaen llaw. 	2	4	8	<ul style="list-style-type: none"> Pob ymwelydd i fod wedi'i drefnu o flaen llaw. Dim ymwelwyr allanol heblaw am ymwelwyr allweddol e.e. nyrs ysgol, gweithwyr cymdeithasol amddiffyn plant. Canslo pob ymweliad/cyswllt anstatudol neu eu gwneud drwy rith gyfarfodydd. Hylif diheintio dwylo a chanllawiau ar weithdrefnau'r ysgol ar gael i bob ymwelydd. Gadael post yn y dderbynfya. Lleihau cyswllt wrth ddanfôn parseli/cyfnwedd dogfennau a defnyddio llofnod/taliadau electronig ble'n bosibl. Person enwebedig yn casglu'r post/parseli a rhoi cadach efo hylif diheintio drostynt. 				<ul style="list-style-type: none"> Cefnogaeth yr ALI i reoli disgwyliadau rhieni ac asiantaethau allanol bod ysgolion yn rhedeg 'yn ôl yr arfer' yn syth. 		
Trefniadau Domestig	Prosesau glanhau	<ul style="list-style-type: none"> Newid prosesau glanhau i ganolbwyntio ar arwynebau, drysau a manau cyffredin. Gofynnir i bob staff fod yn ystyriol a chefnogi prosesau glanhau. 	2	4	8	<ul style="list-style-type: none"> Cynyddu oriau glanhau nes y dywedir fel arall a chanolbwyntio ar arwynebau, drysau a manau cyffredin. Cynyddu oriau glanhau i sicrhau bod yr holl arwynebau yn cael eu glanhau yn drylwyr ar ddiwedd y diwrnod/shifft. Mae hyn yn golygu cynyddu amser gofalgwyr. 				<ul style="list-style-type: none"> Costau cysylltiedig oherwydd ymateb i asesiad risg. Defnyddio drysau sy'n gweithio efo 'ffob' ble'n bosibl, yn hytrach na bysellbad. 		
Arweiniad a Dogfennau	Adolygu Polisiâu Allweddol	<ul style="list-style-type: none"> Arfarnu'r polisiâu cyfredol i sicrhau y byddant yn gwrthsefyll craffu dan y gofynion presennol. 	2	2	4	<ul style="list-style-type: none"> Gosod strwythur adolygu polisi i sicrhau craffu a chymeradwyaeth gan y Corff Llywodraethu. 				<ul style="list-style-type: none"> Cysylltu â'r ALI i rannu arferion gorau a chydymffurfiaeth. 		

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Grŵp	Maes Pryder	Mesurau Parod	Tebygolrwydd	Dirifoldeb	Sgôr	Mesurau Rheoli Ychwanegol	Tebygolrwydd	Dirifoldeb	Sgôr	Sylwadau Ychwanegol	Cyfrifoldeb	A ydych yn fodlon bod y risgau a nodwyd wedi cael sylw?
Arweiniad a Dogfennau	Creu canllawiau ysgol newydd	<ul style="list-style-type: none"> Mae'r arferion gwaith presennol wedi esblygu yn ystod cyfnod ail bwrpasu ysgolion. Dylai ysgolion ystyried gosod arweiniad newydd ar gyfer y cyfnod ail ymgysylltu nesaf hwn. 	2	2	4	<ul style="list-style-type: none"> Datblygu set o ddisgwyliadau ac egwyddorion canllaw i'r holl randdeiliaid. 				<ul style="list-style-type: none"> Gwirio efo Adnoddau Dynol bod unrhyw arweiniad diwygiedig yn cydymffurfio â chytundebau efo Undebau a Chymdeithas. Gall ysgolion fod eisiau ystyried datblygu llawlyfr (copi caled ac/neu ar-lein) i gyfeirio ato ar gyfer y trefniadau gweithredu newydd. 		
Arweiniad a Dogfennau	Larwm Tân/Gadael mewn achos o dân	<ul style="list-style-type: none"> Mae'n bosib nad oes unrhyw ymarferion tân, profion larwm ac ati wedi cael eu cynnal yn ystod cyfnod y cyfyngiadau. Efallai na fyddai mesurau arferol ysgol yn briodol yn ystod y cyfnod hwn oherwydd cadw pellter cymdeithasol a newidiadau posibl i goridorau/llwybrau allan o adeilad yr ysgol. 	3	4	12	<ul style="list-style-type: none"> Adolygu Asesiad Risg Tân. Profion larwm tân wythnosol, yn ôl yr arfer. Gohirio ymarferion gwagio'r adeilad mewn achos o dân (adolygu'r sefyllfa pob 6 wythnos). Cadw pellter cymdeithasol wrth wagio'r adeilad, os yn ymarferol. Cadw pellter cymdeithasol mewn man ymgynnull tân. 						
Parhad Dysgu	Adolygu dull dysgu o bell i gynnwys mwy o ddysgwyr yn cael cyswllt â'r ysgol.	<ul style="list-style-type: none"> Dysgu o bell wedi'i sefydlu i'r rhan fwyaf o ddysgwyr - cymysgedd o dasgau ar y we, yn seiliedig ar ddewislen, tasgau thematig. 	2	4	8	<ul style="list-style-type: none"> Darpariaeth Dysgu o Bell bresennol i barhau i ddysgwyr yn yr ysgol a thu allan i'r ysgol. Staff i weithio mewn timau i ddarparu'r ddarpariaeth. Arferion da sydd wedi'u hadnabod a'u sefydlu wrth ddysgu o bell i gael eu datblygu. Rhoddyd pwyslais ar les wrth ddysgu o bell - mae angen i hyn barhau a'i gyfoethogi os yn bosibl wrth i ddysgwyr ddechredu i'r 'normal newydd'. Er hynny mae angen cydbwysu hyn efo ystod o dasgau 'academaidd' i ddod â rhyw fath o normalrwydd ac addysg i ddysgwyr. Bydd hyn yn sicrhau tegwch o ran darpariaeth i bob dysgwr. Gellid ffilmio cyflwyniadau athrawon yn y dosbarth a'u llwytho ar 'Seesaw' / Google Classroom er mwyn peidio â dyblygu gwaith. Mae amser yn yr ysgol yn 'amser cyswllt' o ran dysgu o bell ac yn gyfle i ryngweithio'n gymdeithasol (o bell) efo cyfoedion. Drwy ddatblygu ar y ddarpariaeth bresennol, sicrhau cysondeb a thegwch i bob dysgwr, bydd yn ysgafnu llwyth gwaith ac yn helpu efo annibyniaeth a chadw pellter. Gwahaniaeth posibl fydd trefn/amserlen sy'n fwy strwythuredig i ddysgwyr sy'n mynd i'r ysgol. Rota - ai diwrnod neu wythnos, dau/tri diwrnod yr wythnos ar y tro - dibynnu ar flaenoriaeth ac felly niferoedd ym mhob ysgol? 				<ul style="list-style-type: none"> Gellid datblygu ac addasu'r ddarpariaeth wrth i niferoedd dysgwyr godi dros amser - datblygu modelau yn ôl yr amrywiol opsiynau. Bydd o leiaf 3 grŵp o ddysgwyr: <ol style="list-style-type: none"> 1 - Y rheiny sy'n dod yn ôl i'r ysgol ond i amgylchedd gwahanol ac un sydd dan straen o bosib 2 - Y rheiny na allant ddechredu i'r ysgol oherwydd eu bod nhw, neu aelod o'u teulu, yn fregus 3 - Y rheiny na fyddant yn dychwelyd i'r ysgol oherwydd ofn (awgrym cyswllt â statws economaidd gymdeithasol isel) Mae OECD yn awgrymu'n gryf na ddylid gorfodi neb i fynd i'r ysgol. Mae angen i'r holl ddysgwyr hyn gael darpariaeth deg yn unol ag egwyddorion strategaeth dysgu o bell. 		

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Grŵp	Maes Pryder	Mesurau Parod	Tebygolrwydd			Mesurau Rheoli Ychwanegol	Tebygolrwydd			Sylwadau Ychwanegol	Cyfrifoldeb	A ydych yn fodlon bod y risgiau a nodwyd wedi cael sylw?
			Dirifoldeb	Sgôr			Dirifoldeb	Sgôr				
Parhad Dysgu	Diwrnod cyflwyno staff i'r prosesau newydd	<ul style="list-style-type: none"> Mae staff wrthi'n gweithio i gefnogi dysgwyr mewn amrywiol ffyrdd - cadw cysylltiad â phawb/dysgwyr bregus, cefnogi dysgu o bell, mynd i Hybiau ar sail rota. Mae rhai aelodau staff yn hunan ynysu ac yn gwarchod, felly'n gweithio o gartref. Mae ysgolion wedi creu amryw byd o ffyrdd i gyfathrebu â staff a gweithio mewn timau fel y bo'n briodol. 	2	4	8	<ul style="list-style-type: none"> Arweiniad clir i'r holl aelodau staff ar resymeg a phwrpas y cyfnod dysgu nesaf gyda lles dysgwyr a'r gweithlu yn flaenoriaeth. Cysuro staff i leihau pryder a straen a achosir wrth ddychwelyd i'r gwaith. Adolygu arferion yr ystafell athrawon i sicrhau y cedwir at drefn cadw pellter cymdeithasol a hylendid. Deall proffil y staffio all ddychwelyd i'r ysgol a'r cwricwlwm a gynigir i gefnogi unrhyw staff sy'n pryderu am ddychwelyd. Gofalu bod y staff i gyd wedi cael cyfle i gymryd rhywfaint o wyliau ers ail bwrpasu ysgolion ar 23 Mawrth, 2020. Ystyried bod anwytho staff yn flaenoriaeth ac adolygu'r llawlyfr staff i gynnig arweiniad a chanllawiau ar gyfer y cyfnod nesaf hwn. Cynnal cyswllt â'r holl staff, fel bod modd i gydweithwyr gefnogi'i gilydd a phartneriaeth efo Undebau a chyfle i holi cwestiynau. Cymorth gan Adnoddau Dynol ar gyfer amodau gwaith staff. 				<ul style="list-style-type: none"> Cymorth i'r holl staff gyda lles a diogelwch yn flaenoriaeth ar draws pob cyfnod i gynnwys cyfarpar diogelu personol i staff. Cyfathrebu a chyswllt rheolaidd i adnabod hyfforddiant ac/neu gwrsela i'r rheiny a adnabyddir. Pwntiau adolygu rheolaidd i sicrhau lles staff - defnyddio cylchlythyrau/mewnrwyd i sicrhau bod pawb yn cael yr wybodaeth ddiweddaraf. Cyfluoedd i staff weithio ar y cyd yn yr ysgol ac o fewn cyfnodau/clystyrau i ystyried cymorth ar gyfer dysgu o bell/datblygu cynnig cwricwlwm. Dysgu proffesiynol ar sut i gefnogi dysgwyr ddychwelyd i'r ysgol â mwy o bryderon/trawma a pharhad sgiliau TGCh fel rhan o ddsygu o bell. Cyngor i ysgolion ar statws dyddiau hyfforddiant staff. 		
Parhad Dysgu	Lles Dysgwyr	<ul style="list-style-type: none"> Mae gan ysgolion ystod o gymorth ar gael i ddsygyr. 	3	4	12	<ul style="list-style-type: none"> Unwaith y bydd ysgolion yn ail ddechrau, ystyriaeth i ddsygyr ddychwelyd at yr athro a'r dosbarth blaenorol am gyfnod byr o amser. Byddai'n haws i ddsygyr gadw pellter cymdeithasol ac ati mewn lleoliad cyfarwydd efo staff cyfarwydd. Dylai gwasanaethau cymorth a lles yr ALI gysylltu ag ysgolion i helpu efo arweiniad yn gysylltiedig â 'thrawma' a, ble bo'n briodol, gwasanaethau profedigaeth. Ble bydd grwpiau blwyddyn yn dychwelyd i'r ysgol, dylai arweinwyr ysgol ystyried: <ul style="list-style-type: none"> - iechyd meddwl a lles dysgwyr, ac adnabod unrhyw ddsygyr allai fod angen cymorth ychwanegol er mwyn bod yn barod i ddsygu; - asesu ble mae dysgwyr arni yn eu dysgu, a chytuno pa addasiadau sydd angen eu gwneud i gwricwlwm yr ysgol dros yr wythnosau nesaf; - adnabod a chynllunio sut oriau i gefnogi addysgu grwpiau anghenion uchel, gan gynnwys dysgwyr difreintiedig, dysgwyr AAA ac Anawsterau a dysgwyr bregus. 				<ul style="list-style-type: none"> Gofalu bod gan ysgolion systemau effeithiol ar gyfer cyfnewid gwybodaeth rhwng staff - adnabod dysgwyr allai bellach fod yn fregus wedi'r cyfnod cyfyngiadau a Covid-19. 		
Parhad Dysgu	Gweithgarwch Corfforol	<ul style="list-style-type: none"> Gwersi AG arferol ddim yn rhan o'r cynnig dysgu ond defnyddio'r maes chwarae ac arwynebau chwarae i gefnogi ymarfer corff a lles. 	3	4	12	<ul style="list-style-type: none"> Yn ôl y cynnig parhad dysgu, ail werthuso gwersi Addysg Gorfforol ac unrhyw faes/ardal tu allan a ddefnyddir i wneud ymarfer corff. Dim gemau goresgyn, chwaraeon unigol/di-gyswllt yn unig. Ystyried adnoddau i gefnogi lles dysgwyr a rôl gweithgarwch corfforol o ran cefnogi iechyd e.e. Joe Wicks, cosmic yoga. Rhoi cadach diheintio ar bob cyfarpar chwaraeon cyn y wers nesaf. Cynnig chwaraeon tu allan os bydd y tywydd yn caniatáu. 						

COVID-19 - PARATOI I AIL AGOR YSGOLION - ASESIAD RISG YSGOL GYNRADD

Grŵp	Maes Pryder	Mesurau Parod	Tebygolrwydd	Diffrifoldeb	Sgôr	Mesurau Rheoli Ychwanegol	Tebygolrwydd	Diffrifoldeb	Sgôr	Sylwadau Ychwanegol	Cyfrifoldeb	A ydych yn fodlon bod y risgiau a nodwyd wedi cael sylw?
Parhad Dysgu	Cymorth oedolyn	<ul style="list-style-type: none"> Ar hyn o bryd, mae'r holl staff ar y rota i sicrhau tegwch a lleihau niferoedd ar y safle ar yr un pryd. Rota yn seiliedig ar anghenion a niferoedd dysgwyr. Angen rhagor o gymorth/cyngor i sicrhau y cedwir pellter diogel. 	3	4	12	<ul style="list-style-type: none"> Parhau i weithio ar sail rota. Rhannu cymorth oedolyn rhwng dosbarthiadau, gan sicrhau bod cymarebau yn briodol i'r angen. 						
Parhad Dysgu	Cyfarpar i ddsygyr sydd ag anghenion arbennig	<ul style="list-style-type: none"> Bydd llawer o ddsygyr yn defnyddio'r un cyfarpar yn yr ysgol ac yn eu cartref hefyd. 	3	4	12	<ul style="list-style-type: none"> Cydlynu efo'r Bwrdd Iechyd i arfarnu beth sydd yn bosibl o ran cael rhagor o gyfarpar i gadw yn yr ysgol. 				<ul style="list-style-type: none"> Mae angen ystyried y perygl o gario haint. Trefniadau cludiant hefyd angen eu hystyried gan fod angen i yrwyr tacsï, hefyd gyffwrdd â'r offer. 		
Parhad Dysgu	Trosglwyddo i'r ysgol - Dysgwyr Newydd	<ul style="list-style-type: none"> Mae rhai ysgolion uwchradd wedi gwneud cyswllt â dysgwyr a rhieni B6 am ffurflenni mynediad, cludiant, dod i adnabod dysgwyr drwy Google Classrooms. 	2	4	8	<ul style="list-style-type: none"> Arweiniad clir i'r staff i gyd ar resymeg a phwrpas y cyfnod dysgu nesaf gyda diogelwch a lles dysgwyr a'r gweithlu i gael blaenoriaeth. Yn dibynnu ar faint yr ysgol, cynhwysedd staffio a'r nifer mwyaf o ddsygyr gaiff fod yn yr adeilad ar y tro tra'n cadw pellter cymdeithasol. Ystyriaeth i F6 ddychwelyd i ysgolion cynradd am amser dynodedig yn Nhymor yr Hydref i gau pen y mwdwl ar eu cyfnod cynradd a lleddfu pryderon e.e. pythefnos. Sefydlu grŵp naill fesul ysgol neu grwpiau dewisol. Staff yn rhannu cyfrifoldeb. Os bydd niferoedd staffio ysgol gynradd yn caniatáu, edrych ar y posibilrwydd o athro blwyddyn 6 presennol yn yr ysgol uwchradd. 				<ul style="list-style-type: none"> Mwy tebygol o fod yn dasg uwchradd/clwstwr. 		
Sicrhau Disgwyliadau	Dim cydymffurfio â rheolau	<ul style="list-style-type: none"> Rheolau'r safle yn cael eu rhannu â holl weithwyr ysgol, dysgwyr, rhieni/gofalwyr drwy drafodaethau anffurfiol, llythyrau, e-bost ac ati. Staff yn monitro rheolau'r safle fel y bo angen. 	2	4	8	<ul style="list-style-type: none"> Pawb i fod yn ymwybodol o reolau'r safle boed yn weithwyr, dysgwyr, rhieni/gofalwyr. Arwyddion i atgyfnerthu rheolau'r safle ac arweiniad Covid-19. Pennaeth/Athrawon dynodedig yn monitro a gweithredu rheolau'r safle a gofynion cadw pellter cymdeithasol. Cymerir camau disgyblu yn erbyn unigolion sydd yn methu dro ar ôl tro i ddilyn unrhyw reolau safle/ALI. 						

COVID-19 - PARATOI I AIL AGOR YSGOLION - ASESAD RISG YSGOL GYNRADD

Grŵp	Maes Pryder	Mesurau Parod	Tebygolrwydd	Difrifoldeb	Sgôr	Mesurau Rheoli Ychwanegol	Tebygolrwydd	Difrifoldeb	Sgôr	Sylwadau Ychwanegol	Cyfrifoldeb	A ydych yn fodlon bod y risgiau a nodwyd wedi cael sylw?
Sicrhau Disgwyliadau	Cyfathrebu â rhieni/gofalwyr	<ul style="list-style-type: none"> Cydnabyddir bod cynnal perthynas effeithiol a chadarnhaol rhwng yr ysgol a'r cartref yn greiddiol ac, yn rhan o hyn, mae ysgolion wrthi'n defnyddio ystod o dduiliau ar gyfer cyfathrebu efo rhieni/gofalwyr i gynnwys galwadau ffôn, defnyddio'r cyfryngau cymdeithasol, e-bost, testun, defnyddio Hwb a thynnu partneriaid i mewn i gefnogi teuluoedd efo adnoddau. 	3	4	12	<ul style="list-style-type: none"> Rhesymeg a phwrpas pendant dros ysgolion yn ail agor yn helpu rhoi tryloywder a gwybodaeth i rieni/gofalwyr ar ba ddysgwyr sy'n cael blaenoriaeth a pham. Ysgolion yn cael eu cefnogi efo modelau/templodi o'r hyn i'w gynnwys mewn gohebiaeth i rieni/gofalwyr i egluro'r rolau a'r cyfrifoldebau a fydd ganddyn nhw, y dysgwyr, a'r ysgol yn y cyfnod nesaf hwn wrth ddychwelyd i'r ysgol. Rhannu esboniadau a modelau o'r diwrnod ysgol, yn ogystal â dealltwriaeth o ofynion cadw pellter cymdeithasol o fewn adeilad yr ysgol, trosglwyddo ar gychwyn ac ar ddiwedd y diwrnod. 				<ul style="list-style-type: none"> Dylai ysgolion a lleoliadau ddarparu dulliau cyfathrebu clir er mwyn sicrhau bod rhieni/gofalwyr yn deall disgwyliadau. Gallai hyn gynnwys: <ul style="list-style-type: none"> Rhybudd ymlaen llaw gan rieni ynghylch a fyddant yn anfon eu plant. Cynghorwch y rhieni i ddatgan nad yw eu plant wedi dangos symptomau Covid-19. Eglurder o ran trefniadau trafnidiaeth i ac o safle'r ysgol, bydd hyn hefyd yn cynnwys gollwng a chasglu. Amseru diwrnod ysgol – yn enwedig os yw'r ysgol yn amseroedd cychwyn syfrdanol. Mynedfeydd ac allanfeydd ysgol – gall hyn fod yn wahanol i drefniadau "arferol". Trefniadau bwyta a pholisi hylendid. Gweithdrefnau os yw plentyn yn mynd yn sâl yn ystod amser yn yr ysgol. Trefniadau ar gyfer grwpiau o ddysgwyr drwy gydol y diwrnod ysgol. Protocolau clir ar gyfer plant iach sy'n dychwelyd i'r ysgol yn unig, yn deall beth sy'n digwydd yn ystod y dydd os bydd plentyn yn troi'n sâl. Ysgolion i ystyried y dull o gefnogi teuluoedd cyfan gyda mwy nag un plentyn yn dychwelyd ar yr un pryd. Ysgolion i ystyried sut y gall rhieni roi adborth i ysgolion-holiadur ar farnau am ddychwelyd, adborth ar ddsygu o bell a chymorth sydd ei angen ar blant. Ystyried sut fydd plant yn cyfathrebu efo rhieni dysgwyr newydd ar adegau trosglwyddo allweddol e.e. Meithrin / B2 / B6. 		

COVID-19 - PARATOI I AIL AGOR YSGOLION - ASESAD RISG YSGOL UWCHRADD

Grŵp	Maes Pryder	Mesurau Presennol	Tebygolrwydd Difrifolaeb	Sgôr	Mesurau Ychwanegol	Tebygolrwydd Difrifolaeb	Sgôr	Sylwadau Ychwanegol	Cyfrifolaeb
		Cynwyo Sesiynau - Angydu, Dal i Fyny, Paratoi ar gyfer yr haf a mis Medi' yn ystod tymor yr haf 2019/20 sy'n llywio'r canllawiau hyn, ynghyd â'r cyngor gwyddonol a meddygol diweddaraf. Mae'r canllawiau'n amlinellu'r cyngor iechyd cyhoeddus y mae'n rhaid i ysgolion ei ddilyn			Mae'r risg o blant yn mynd yn ddirifrol wael o'r coronafeirws (COVID-19) yn isel iawn, a chaiff bod allan o'r ysgol effaith negyddol ar iechyd. Mae'r ysgol yn bwyt cyswllt hanfodol i iechyd cyhoeddus a gwasanaethau diogelu, sy'n bwysig iawn i les dysgwyr a theuluoedd.			Does dim un dull sy'n addas i bawb. Mae arweinydd ysgolion yn deall anghenion eu hysgolion a'u cymunedau. Gallant ddod i farn wybodus, gan greu cydbwysedd rhwng darpariaeth cwricwlwm a mesurau rheoli risg. Mae canllawiau Llywodraeth Cymru yn darparu egwyddorion i helpu ysgolion a lleoliadau addysgol i ddod i farn wybodus a lleihau risgiau. Gyda chymorth awdurdodau lleol, disgyblir i ysgolion a lleoliadau weithio'n agos gyda rhieni a staff wrth gytuno ar y dulliau gorau ar gyfer eu hamgylchiadau.	
Page 214 Logisteg	Adeiladau	• Cyfrifo cynhwysedd ysgol	4	3	12			<ul style="list-style-type: none"> • Mae gan ALI ddata ar gynhwysedd a gellid cynnal amrywiaeth o fodolau wrth i'r cyngor ar gadw pellter cymdeithasol aeddfedu gyda'r cyngor gwyddonol cyfredol. Dylid gweithredu'r un egwyddorion diogelu i'r ystafell athrawon. Yr egwyddor gyffredinol yw lleihau'r cyswllt rhwng dysgwyr a staff. Gellir cyflawni hyn drwy gadw grwpiau cyswllt ar wahân a chadw pellter rhwng unigolion, lle bo hynny'n bosibl. Nid dewisiadau eraill yw'r rhain a bydd y ddau fesur yn helpu, ond bydd y cydbwysedd rhyngddynt yn newid, gan ddiybnyu ar: <ul style="list-style-type: none"> • allu plant i gadw pellter cymdeithasol • cynllun safle'r ysgol • pa mor ymarferol yw cadw grwpiau penodol ar wahân wrth gynnyg y cwricwlwm (yn enwedig yn yr ysgol uwchradd). • Mae cadw pellter rhwng pobl yn adeilad yr ysgol a lleihau'r amser wyneb yn wyneb yn lleihau'r risg o drosglwyddo. Mae iechyd cyhoeddus yn cynghori'n gryf y dylai staff mewn ysgolion uwchradd gadw pellter oddi wrth eu dysgwyr, gan aros ym mlaen y dosbarth ac i ffwrdd o'u cyd-weithwyr lle bo modd. Yn ddefnyddol, dylai oedolion gadw pellter o 2 fetr oddi wrth ei gilydd, ac oddi wrth ddysgwyr. • Dylai ysgolion a lleoliadau wneud mán addasiadau i'r dosbarth i gefnogi cadw pellter cymdeithasol lle bo modd. Dylai hyn gynnwys dysgwyr yn eistedd ochr yn ochr gan wynebu ymlaen, yn hytrach na wynebu ei gilydd, a gallai olygu symud ddefnodyn diangen allan o ddsosbarthiadau er mwyn creu mwy o le. • Ceir cyngor cadarn gan iechyd cyhoeddus bod staff mewn ysgolion uwchradd yn cadw pellter oddi wrth eu dysgwyr, gan aros ym mlaen y dosbarth ac i ffwrdd o'u cyd-weithwyr, lle bo hynny'n bosibl. Yn ddefnyddol, dylai oedolion gadw pellter o 2 fetr oddi wrth ei gilydd, ac oddi wrth ddysgwyr. 	
Logisteg	Yr ystafelloedd	• Gofynion iechyd a diogelwch o safbwynt yr ystafell ddsosbarth a defnyddio lle o fewn yr ysgol.	4	4	16			<ul style="list-style-type: none"> • Mae angen i ysgolion edrych ar y mesurau o ran glanhau, golchi dwylo, toiledau, arlwyio a defnydd o'r gofod cymdeithasol. 	
Logisteg	Cludiant	<ul style="list-style-type: none"> • Penodol iawn i'r ysgol, yn amrywio o ychydig iawn o ofynion gyda'r mwyafrif yn byw o fewn 3 milltir ac yn teithio'n ddiogel i'r ysgol, hyd at ysgolion ble mae mwyafrif y dysgwyr yn cael eu cludo i'r ysgol. • Hefyd, mae angen ystyried dysgwyr bregus y mae arnynt angen trefniadau unigryw. 	3	4	12			<ul style="list-style-type: none"> • Cysylltu â'r ALI am gludiant mewn perthynas â'r diwrnod ysgol a faint fydd angen. • Parhau i leihau niferoedd sydd yn cael cludiant. Bydd rhywfaint o gymysgu uniongyrchol neu anuniongyrchol rhwng plant mewn gwahanol grwpiau cyswllt yn anochel, megis ar gludiant ysgol, wrth dderbyn addysgu arbenigol neu oherwydd cyfyngiadau staffio. Lle na gellir osgoi cymysgu, dylai ysgolion leihau'r risg o drosglwyddo gan ddefnyddio amrediad o fesurau rheoli risg. <p>Bydd pob giât heblaw am y giât ffrynt ar gau.</p> <p>UDA ar y giât i adael bysus a thacsis i mewn ac allan unwaith y bydd yn ddiogel.</p> <p>Rhaid i hyn fod yn berthnasol i bob safle - dylai fod yn hyblyg i bob ysgol.</p> <p>Bydd angen i blant ar fysus fod ar rota hefyd.</p> <p>Creu manau gollwng disgyblion - meysydd parcio gerllaw ac ati.</p> <p>Efallai bydd rhaid i ddysgwyr beidio â defnyddio trafndiaeth gyhoeddus ar adegau prysur ac felly, o ganlyniad, gall ysgolion fod angen ystyried cynnal diwrnod ysgol tu allan i oriau teithio prysur. Cludiant (Mae canllawiau LIC yn cael eu hystyried ar hyn o bryd a bydd angen eu diweddarau)</p> <p>Dylid rhoi ystyriaeth i'r canllawiau cludiant diweddaraf. Lle bo'n bosibl, dylai rhieni a gofalwyr deithio gyda'u plant yn ôl ac ymlaen i'r ysgol, yn ddefnyddol ar droed, neu ar feic, sgwter neu unrhyw ffordd arall o deithio llesol. Dylid cadw pellter cymdeithasol ar y daith i'r ysgol ac oddi yno. Dylai pobl o fwy na dwy aelwyd deithio gyda'i gilydd dim ond os yw cadw pellter cymdeithasol yn bosibl.</p> <p>Mewn unrhyw drefniadau cludiant ysgol, dylid rhoi blaenoriaeth i'r rhai hynny na allant fynychu'r ysgol heb gludiant.</p>	

COVID-19 - PARATO I AIL AGOR YSGOLION - ASESIAID RISG YSGOL UWCHRADD

Grŵp	Maes Pryder	Mesurau Presennol	Tebygolrwydd Diriffoledeb	Sgôr	Mesurau Ychwanegol	Tebygolrwydd Diriffoledeb	Sgôr	Sylwadau Ychwanegol	Cyfrifoleb	
Dysgwyr a Staff	Adnabod disgyblion i'w hailintegreiddio	Wrthi'n gweithio ar ddiffiniad LLC o weithwyr bregus ac allweddol - niferoedd presennol sydd angen cymorth yn codi. Mae Llywodraeth Cymru yn gofyn i ysgolion a lleoliadau gynllunio ar gyfer dychwelyd yr holl ddysgwyr yn raddol o ddechrau tymor yr Hydref.	4	3	12	<ul style="list-style-type: none"> Ail integreiddio ar sail anghenion Dim cymysgu anghenion/cyfnodau. Asesiad risg unigol i bob disgybl sydd â chynllun gofal Dechrau efo cynhwysedd 20% a chynyddu yn ôl llwyddiant Oni bai y caiff ei reoli'n ofalus iawn, gallai hyn achosi i'r ysgol fod ar gau am gyfnod hir. Dylai ysgolion ystyried dychwelyd yn raddol gan ddechrau gyda grwpiau blwyddyn 7, 11 a 13 am y pythefnos cyntaf Rhaid i bob dysgwr arall fynychu'r ysgol. Dylai ysgolion ystyried pryderon posibl disgyblion, rhieni/gofalwyr a all fod yn amharod neu'n bryderus ynglŷn â dychwelyd i'r ysgol. Dylent roi'r cymorth addas ar waith i fynd i'r afael â hyn. Gall hyn gynnwys dysgwyr sydd wedi bod yn gwarchod (shielding) a sydd wedi cael gwybod nad yw hyn yn angenrheidiol mwyach, y rhai sy'n byw mewn cartrefi lle mae rhywun yn clinically vulnerable, neu'r rhai sy'n pryderu am y risg gymharol uchel o goronafeirws (COVID-19), gan gynnwys y rheini o gefndiroedd pobl dduon, Asiaidd a lleiafrifoedd ethnig neu sydd â chyflyrau penodol fel gordewdra a diabetes. 			<ul style="list-style-type: none"> Angen cymorth gan bob gwasanaeth ALL i reoli disgwyliadau rhieni/gofalwyr. Os na ellir arddel y polisi cadw pellter cymdeithasol yn gaeth, dylid nodi na ddylai'r unigolion hynny fynychu. Dylid eu cefnogi i weithio o gartref. Gallai hyn ddibynnu pam bod ysgolion yn ail agor - addysg, lles neu economi. Mewn ysgolion uwchradd - gall y cwricwlwm fod yn seiliedig ar brosiect yn dibynnu faint o staff sydd ar gael. Efallai bydd angen ystyried teuluoedd sydd â mwy nag un plentyn yn yr ysgol. A yw Blwyddyn 10, Blwyddyn 12, Blwyddyn 6 yn flaenoriaeth er enghraifft, neu deuluoedd sydd mewn angen, teuluoedd sy'n gweithio? Y Gymraeg? Ar gyfer ysgolion 1 i 16, a ddylid ystyried dysgwyr Blwyddyn 11 i helpu gyda'u pontio i'r cam nesaf yn eu dysgu? Rhaid cael cyfarwyddwyd cenedlaethol pendant ar bwy sy'n cael blaenoriaeth ar sail y rheswm dros ail agor ysgolion. Yna rhaid i ysgolion chwilio am y datrysiadau. Tri grŵp i'w hadnabod: <ol style="list-style-type: none"> Yn yr ysgol ond mewn amgylchiadau anghyfarwydd Methu dod i mewn (bregus, ac ati) Ddim yn fodlon dod i mewn (awgrymu cyswllt â statws economaidd gymdeithasol) Byddai ysgolion yn annoeth i orfodi unrhyw un i ddod i'r ysgol – efallai bydd angen polisi presenoldeb dros dro ar ysgolion. Efallai bydd ysgolion eisiau ystyried a yw bregus yn flaenoriaeth, yna dan anfantais digidol yna AAA ac Anawsterau. Bydd yn hanfodol cadw cofnodion presenoldeb manwl o safbwynt diogelu ac er mwyn cynllunio strategaeth ysgol, ALL a Cymru yn strategol. Mae Llywodraeth Cymru yn gofyn i ysgolion a lleoliadau gynllunio ar gyfer pob dysgwr yn dychwelyd yn raddol o ddechrau tymor yr hydref. 	
Dysgwyr a Staff	Crisialu pwrpas presenoldeb addysgol ar safleoedd ysgol	<ul style="list-style-type: none"> Bydd yn anodd gorfodi gofynion presenoldeb arferol gan fydd dymuniadau rhieni/gofalwyr yn amrywion fawr o ran eu disgwyliadau am ddiogelwch eu plant mewn rhaglen ail ymgysylltu. 	4	4	16	<ul style="list-style-type: none"> Bydd angen i ysgolion gysylltu â'r ALL i weld a yw'r canllawiau a'r disgwyliadau i'w rhannu efo rhieni/gofalwyr a chreu gweithdrefnau gwirio ac olrhain os teimlant nad yw dysgwyr yn cyrraedd y disgwyliadau hyn. Dylai ysgolion a lleoliadau weithio gyda rhieni/gofalwyr i sicrhau bod disgyblion yn mynychu'r ysgol yn rheolaidd o ddechrau'r tymor. Bydd hyn yn hanfodol i helpu disgyblion i ddal i fyny gyda'u haddysg, i wneud cynnydd ac i hybu eu lles a'u datblygiad ehangach. 			<ul style="list-style-type: none"> Mae angen rhannu unrhyw ganllawiau diwygiedig mewn da bryd â'r holl randdeiliaid i sicrhau cysondeb disgwyliadau a'r hawl i ofyn i ysgolion ac ALL ystyried amgylchiadau unigol. Dylid gwneud hyn ar ffurf anogaeth yn hytrach na gorfodaeth, oni bai ei fod yn bryder am ddiogelu. Ni ddylai unrhyw un sydd â symptomau Covid-19 fynd i leoliad am ba bynnag reswm. Plant cymwys – gan gynnwys grwpiau blaenoriaeth - dylid eu hannog yn gryf i fynd i'r ysgol, oni bai eu bod nhw'n hunan ynysu neu'n fregus (yn yr achos hwn, dylent ddilyn cyngor meddygol). Os oes rhywun yn eu cartref yn fregus, dylent fynd i'r ysgol dim ond os gellir cadw at reolau cadw pellter cymdeithasol caeth, a bod y plant yn gallu deall a dilyn y cyfarwyddiadau hynny. Dylai teuluoedd ddweud wrth eu hysgol, fel ag yr arfer, os bydd eu plentyn methu mynd fel y gall staff edrych ar y rheswm efo nhw a rhoi sylw i rwystrau efo'i gilydd. Dylai ALL ei gwneud hi'n glir na fydd rhieni yn cael eu dirwyo am beidio ag anfon eu plant i'r ysgol ar yr adeg hon, ac ni fydd ysgolion yn cael eu dwyn i gyfrif am lefelau presenoldeb. Dylai ysgolion barhau i roi gwybod i weithwyr cymdeithasol os nad yw plant sydd â gweithiwr cymdeithasol yn mynd i'r ysgol. 	

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Grŵp	Maes Pryder	Mesurau Presennol	Tebygolrwydd Diriffoledeb Sgôr			Mesurau Ychwanegol	Tebygolrwydd Diriffoledeb Sgôr			Sylwadau Ychwanegol	Cyfrifoleb
Dysgwyr a Staff	Staff sydd ar gael	<ul style="list-style-type: none"> Oherwydd y system rota, y staff sydd ar gael yn briodol. Tua 10% yn gwarchod eu hunain a 5% ddim ar gael i weithio am resymau eraill. 	3	3	9	<ul style="list-style-type: none"> Wrth i gyswllt â mwy o ddysgwyr gynyddu, bydd yr angen i staff sydd angen hunan ynysu hefyd yn codi. Mae staff sydd ag asthma ac/neu gyflyrau meddygol eraill yn llai tebygol o fynd i'r gwaith - angen canllawiau cenedlaethol. Bydd staff sydd â gorbryder efallai'n ei gweld hi'n anodd mynd i'r gwaith heb gael eu sicrhau. 				<ul style="list-style-type: none"> Angen canllawiau cenedlaethol/lleol ar asthma/cyflyrau meddygol eraill. Ni ddylai unrhyw un sydd wedi derbyn llythyr cysgodi fod yn bresennol ar hyn o bryd (yn unol â LIC). Efallai bydd ALL yn dymuno diffinio'r term 'bregus' fel bod gan yr holl randdeiliaid yr un diffiniad. Dylai ysgolion allu adnabod staff sy'n gweithio gartref a staff sydd ar gael yn yr ysgol. Mater ychwanegol yw staff sydd â phlant oedran ysgol, mae angen adnabod hyn a'i ystyried yn y rota Dylai ysgolion ystyried adleoli staff: ni fydd staff sy'n gweithio yn yr ysgol yn gallu gwneud yr un dyletswyddau dysgu o bell. Gall fod angen ystyried adleoli grwpiau i sicrhau tegwch a chydbwysedd ymysg staff. Dylid rhannu darpariaeth ar gyfer profi Covid-19, a dylai'r holl randdeiliaid ei deall. Dylai ALL, Cyrff Llywodraethu ac Uwch Arweinyddion fod yn ymwybodol o les eu staff i gyd, gan gynnwys uwch arweinydd eu hunain, a'r angen i weithredu arferion gwaith hyblyg mewn ffordd sy'n hybu cydbwysedd da rhwng bywyd a gwaith, ac yn cefnogi athrawon ac arweinyddion. <p>Gofynnwn i ysgolion/lleoliadau ac awdurdodau lleol:</p> <ul style="list-style-type: none"> gyfleu disgygliadau clir a chyson ynghylch presenoldeb i rieni/gofalwyr drwy gydol yr haf cyn y flwyddyn ysgol newydd adnabod dysgwyr sy'n amharod neu'n bryderus am ddychwelyd, neu sydd mewn perygl o ymddieithrio. Mae angen datblygu cynlluniau ar gyfer ailymgylltu â hwy. Dylai hyn gynnwys plant a phobl ifanc difreintiedig a bregus, yn enwedig y rhai a oedd yn absennol yn barhaus cyn y pandemig neu nad ydynt wedi ymgylltu â'r ysgol yn rheolaidd yn ystod y pandemig. gweithio'n agos gyda gweithwyr proffesiynol eraill, fel bo'n briodol, i gefnogi'r dychwelyd i'r ysgol, gan gynnwys parhau i hysbysu gweithiwr cymdeithasol y plentyn, os oes ganddo un, am ddiffyg presenoldeb. 	
Dysgwyr a Staff	Asesu'r risg i staff a dysgwyr bregus	<ul style="list-style-type: none"> Bydd angen i ysgolion lunio cofrestr o staff a dysgwyr sy'n 'fregus' o dan y gofynion presennol. 	4	4	16	<ul style="list-style-type: none"> Bydd angen ei diweddarau wrth i'r sefyllfa ddeinamig hon newid a bydd angen cyfleu unrhyw newid mewn statws mewn da bryd cyn i'r statws newydd ddechrau. 				<ul style="list-style-type: none"> Dylid gwneud hyn mewn partneriaeth â'r ALL i sicrhau cysondeb ac ymgyngori priodol â'r holl randdeiliaid. <p>Bydd profi cyflym ar gael gan raglen Profi, Olrhain, Diogelu GIG Cymru i gefnogi achosion o goronafeirws mewn ysgolion/lleoliadau. Bydd Byrddau Iechyd Lleol yn darparu profion antigen PCR i bawb yn 'swigod' yr ysgol/lleoliad a effeithir (grŵp bach, cyson o ddim mwy na 8), a phawb yn yr ysgol/lleoliad os nad yw'r lleoliad wedi dilyn canllawiau Llywodraeth Cymru ar gyfer ysgolion ac/neu fesurau Atal a Rheoli heintiau.</p> <p>Gellir darparu a samplu profion antigen cyflym mewn amrywiaeth o ffordd megis defnyddio unedau profi symudol (MTUs), lloerennau profi dros dro a llwybrau gollwng a chasglu. Trafodir y dull profi mwyaf priodol, a chytuno ar hyn, gyda'r holl randdeiliaid.</p>	
Dysgwyr a Staff	Dangos symptomau yn yr ysgol - Gweithwyr, Dysgwyr, Rhieni/Gofalwyr	<ul style="list-style-type: none"> Ni ddylai gweithwyr, dysgwyr neu rieni/gofalwyr sy'n teimlo'n wael/dangos symptomau Covid-19 fynd i'r/ymweld â'r ysgol. 	2	4	8	<ul style="list-style-type: none"> Ni ddylai unrhyw weithwyr, dysgwyr neu rieni/gofalwyr sy'n teimlo'n wael/dangos symptomau Covid-19 fynd i'r/ymweld â'r ysgol. Os bydd unrhyw un yn cael ei daro'n wael yn yr ysgol, rhaid iddynt adael yr ysgol cyn gynted ag y bo modd a dilyn canllawiau hunan ynysu. Ysgol i fonitro absenoldeb salwch dysgwyr a dweud wrth yr ALL am unrhyw achos a amheuir o symptomau Covid-19. <p>Dywed y Prif Swyddog Meddygol nad oes unrhyw dystiolaeth i gefnogi'r angen i wisgo gorchuddion wyneb anfeddygol ar raddfa eang yn y gymuned. Argymhellir y rhain pan na ellir cadw pellter cymdeithasol.</p> <p>Dylid ymateb i unrhyw haint drwy ddefnyddio'r strategaeth Profi, Olrhain, Diogelu. Dylid rheoli achosion o COVID-19 a gadarnhawyd yng nghymuned yr ysgol, a dilyn cyngor y tîm diogelu iechyd lleol i ynysu'r haint.</p>				<p>Mae canllawiau diweddaraf LIC yn argymhell bod mesurau hanfodol yn cynnwys:</p> <ul style="list-style-type: none"> pobl sy'n sâl yn aros gartref hyllendid dwylo ac anadlol cadarn gwell trefniadau glanhau ymwneud gweithredol â'r strategaeth Profi, Olrhain, Diogelu ystyried yn ffurfiol sut i leihau cyswllt a chadw i'r eithaf bellter cymdeithasol yn yr ysgol ble bynnag bo'n bosibl ystyried yn ffurfiol sut i leihau'r potensial ar gyfer halogiad cyn belled ag y bo'n rhesymol ymarferol <p>Bydd strategaethau i leihau cyswllt yn dibynnu ar amgylchiadau'r ysgol, a bydd hyn yn cynnwys fel a ganlyn (gymaint ag y bo modd):</p> <ul style="list-style-type: none"> grwpio dysgwyr gyda'i gilydd osgoi cyswllt rhwng grwpiau trefnu dosbarthiadau fel bod desgiau yn wynebu'r blaen staff yn cadw pellter oddi wrth ddisgyblion a staff eraill gymaint ag y bo modd. 	

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Grŵp	Maes Pryder	Mesurau Presennol	Tebygolrwydd Difrifoldeb	Sgôr	Mesurau Ychwanegol	Tebygolrwydd Difrifoldeb	Sgôr	Sylwadau Ychwanegol	Cyfrifoldeb
Dysgwyr a Staff	Anaf i ddsygwyr ar y safle	<ul style="list-style-type: none"> Pe byddai dysgwr yn cael anaf yn yr ysgol, byddai'r staff yn rhoi sylw i'r anaf neu'n trefn i weld meddyg neu fynd i'r ysbyty. 	2	4	8	<ul style="list-style-type: none"> Wrth roi sylw i unrhyw glwyfau ac ati, staff ysgol i ddefnyddio cyfarpar diogelu personol (PPE) pob amser. Gofyn am ganiatâd gan riant/gofalwr i fynd i'r feddygfa neu'r ysbyty yn ystod pandemig. Os oes unrhyw amheuaeth (neu'u methu cysylltu â rhiant/gofalwr), cysylltu â Galw GIG/Gwasanaethau Brys am gyngor. 		<ul style="list-style-type: none"> Mae angen ystyried beth fyddai'n digwydd petai dysgwr yn cael ei anafu'n ddirifol, neu fod rhywun â chyflwr meddygol angen mynd i'r ysbyty. Wrth gwrs, gellid galw'r gwasanaeth brys ar gyfer rhai digwyddiadau difrifol, ond nid pob tro. A yw staff yn fodlon mynd i'r ysbyty os na allai rhiant/gofalwr ddod i nol y dysgwr? A fyddai'r rhiant/gofalwr yn hapus i'r dysgwr fynd i'r ysbyty yn y lle cyntaf, gan gofio y gallai rhai fod yn amharod i fynd i'r ysbyty ar hyn o bryd? 	
Dysgwyr a Staff	Gwisg ysgol	<ul style="list-style-type: none"> Bydd plant wedi tyfu dros gyfnod y cyfyngiadau, efallai na fydd eu gwisg ysgol yn ffitio bellach. Bydd hyn yn broblem fawr os na roddir llawer o rybudd iddynt ddychwelyd i'r ysgol. 	3	3	9	<ul style="list-style-type: none"> Yn wir, gallai'r sefyllfa fod yn waeth oherwydd problemau ariannol rhieni yn ystod cyfnod y cyfyngiadau, yn enwedig heb dâl llawn neu ddim tâl yn dod i mewn i'r tŷ. Mae angen i ysgolion ddangos cydymdeimlad ac efallai llacio rhai o'u rheolau o safbwynt gwisg ysgol. Corff llywodraethu ysgol sy'n gwneud penderfyniadau ynghylch gwisg ysgol. Fe wnaeth rhai ysgolion lacio eu 		<ul style="list-style-type: none"> Ddylai ysgolion groesawu dysgwyr yn ôl heb wisg ysgol? Mae'n bwysig bod y neges hon yn cael ei rhannu gyda'r holl rieni. Os yn bosib, rhoi amser synhwyrol i rieni roi trefn ar sefyllfa'r wisg ysgol. Ble mae rhieni yn cael trafferthion ariannol, yna dylai ysgolion geisio darparu'r wisg ysgol i'r plentyn/plant. Efallai annog rhieni sy'n cael trafferth i drefnu'r esgidiau a gallai'r ysgol helpu efo'r wisg ysgol, gellid hefyd gofyn i'r Gymdeithas Rieni efo gwerthu/ffeirio. 	
Dysgwyr a Staff	Cod Gwisg Staff	<ul style="list-style-type: none"> Cod gwisg presennol ddim yn ymarferol efallai. 	4	3	12	<ul style="list-style-type: none"> Bu rhywfaint o drafodaeth y dylai staff ystyried golchi eu dillad ar ddiwedd pob diwrnod i leihau'r potensial i drosglwyddo haint. Dylai unrhyw newid i ddisgwyliadau o ran gwisg ysgol 		<ul style="list-style-type: none"> Efallai bydd ysgolion eisiau ystyried gwisg llai ffurfiol. 	
"Y Diwrnod Ysgol"	Cyrraedd yr Ysgol	<ul style="list-style-type: none"> Pob cerbyd i gyrraedd yr ysgol a gollwng mewn un lle canolog. Gofyn i rieni beidio â dod â'u plant ar safle'r ysgol, neu gyfyngu mynediad at adeiladau'r ysgol. 	3	3	9	<ul style="list-style-type: none"> Efallai bydd ysgolion eisiau ystyried amseroedd cychwyn gwasgarog neu wasgaru grwpiau Blwyddyn dros sesiynau bore a phrynhawn ar wahân. Pob dysgwr i aros yn y taci nes daw staff i'w nol nhw. Dysgwyr i ddod i mewn drwy un drws dynodedig a golchi dwylo cyn mynd i'r dosbarth. Efallai bydd ysgolion eisiau ystyried i ddsygwyr aros mewn dosbarthiadau dynodedig ac i'r staff symud i'r dosbarthiadau hyn. 		<ul style="list-style-type: none"> Disgyblion nad ydynt yn yr ysgol yn cael eu denu i gyfarfod â ffrindiau tu allan i'r ysgol a fyddai'n codi peryglon ychwanegol. Dylid parhau i gysylltu o bell â rhiant/gofalwr. Os yw'n bosibl, dylai ysgolion ystyried amseroedd dechrau gwasgarog, neu addasu amseroedd dechrau a gorffen i gadw grwpiau ar wahân wrth iddynt gyrraedd a gadael yr ysgol. Ni ddylai amseroedd dechrau a gorffen gwasgarog leihau nifer yr oriau addysgu. Gall dechrau gwasgarog, er enghraifft, gynnwys cywasgu/gwasgaru cyfnodau rhydd neu amser egwyl ond cadw'r un faint o amser addysgu, neu gadw hyd y diwrnod yr un fath ond dechrau a gorffen yn hwyrach i osgoi'r cyfnod prysur. Dylai ysgolion ystyried sut i gyfleu hyn i rieni/gofalwyr a'u hatgoffa am y broses ar gyfer gollwng plant a'u casglu, gan gofio na chaniateir ymgynnull wrth gât yr ysgol na dod ar safle'r ysgol heb apwyntiad. Dylai ysgolion hefyd gael proses ar gyfer tynnu gorchudd wyneb pan fydd dysgwyr a staff sy'n eu defnyddio yn cyrraedd yr ysgol, a dylid cyfleu hyn yn glir iddynt. Rhaid cyfarwyddo'r dysgwyr i beidio â chyffwrdd tu blaen eu 	
"Y Diwrnod Ysgol"	Cyrraedd y Dosbarth	<ul style="list-style-type: none"> Gall cyfyngiadau'r adeilad olygu ychydig iawn o ddisgyblion ym mhob dosbarth. Wrth weithredu polisi disgyblion statig a staff symudol, byddai'n rhaid i hyn fod ar sail gwaith prosiect. 	3	2	6	<ul style="list-style-type: none"> Symud desgiau i sicrhau cadw pellter cymdeithasol. Pob disgybl i gael ei le ei hun a'i gyfarpar ei hun i weithio Bydd angen i'r amserlen ystyried amser i gymryd egwyl i fynd i'r toiled, fesul dipyn. Wrth lunio amserlen, dylai grwpiau gael eu cadw ar wahân a dylid lleihau'r symud o gwmpas safle'r ysgol. Er mai risg isel yw pasio yn y coridor neu'r lle chwarae, dylai ysgolion osgoi creu coridorau, mynedfeydd ac allanfeydd prysur. Dylai ysgolion hefyd ystyried amseroedd egwyl ac amserau cinio gwasgarog (ac amser ar gyfer glanhau arwynebau yn y neuadd fwyta rhwng grwpiau). 		<ul style="list-style-type: none"> A oes digon o doiledau/cyfleusterau ymolchi yn y bloc addysgu cyfyngedig/dynodedig? A oes digon o gyfleusterau golchi dwylo? Ystyried system unffordd tu mewn a thu allan i'r ysgol Gadael drysau ar agor (ar wahân i ddrwsau tân) fel nad oes angen cyffwrdd â dolenni drysau ac ati. Yn yr achos hwn, bydd angen i ysgolion adolygu eu polisiadau diogelu. 	
"Y Diwrnod Ysgol"	Addoli ar y cyd a Gwasanaethau	<ul style="list-style-type: none"> Addoli ar y cyd/gwasanaethau dyddiol yn unol ag amserlen yr ysgol. 	4	4	16	<ul style="list-style-type: none"> Dim addoli ar y cyd fel ysgol gyfan/cyfnod allweddol na gwasanaethau. Cynnal addoli ar y cyd mewn dosbarthiadau unigol. 		<ul style="list-style-type: none"> Dylid cadw grwpiau cyswllt ar wahân lle bo'n bosibl, sy'n golygu y dylai ysgolion osgoi cyfarfodydd mawr fel gwasanaethau boreol neu addoli ar y cyd gyda mwy nag un grŵp. 	

COVID-19 - PARATOI I AIL AGOR YSGOLION - ASESAD RISG YSGOL UWCHRADD

Grŵp	Maes Pryder	Mesurau Presennol	Tebygolrwydd	Diriffoledeb	Sgôr	Mesurau Ychwanegol	Tebygolrwydd	Diriffoledeb	Sgôr	Sylwadau Ychwanegol	Cyfrifoledeb
"Y Diwrnod Ysgol"	Amseroedd Egwyl/Cinio	<ul style="list-style-type: none"> Mae risg sylweddol i'r gofyn am gadw pellter cymdeithasol, a gallu staff i blismona gofynion yn ddiogel. 	4	3	12	<ul style="list-style-type: none"> Dylid rhoi ystyriaeth i gwtogi'r diwrnod i leihau grwpiau torfol amser egwyl. Dylid rhoi ystyriaeth bellach i ddileu'r angen am amser cinio drwy gwtogi'r diwrnod a graddoli grwpiau blwyddyn rhwng y bore a'r prynhawn. Gellid parhau i weithredu'r drefn bresennol i blant PYD. 				<ul style="list-style-type: none"> Byddai hyn yn dibynnu ar nifer y disgyblion a faint o dir sydd ar gael - posibl cael ardaloedd ac ati - rheolau chwarae/ymgyssylltu ac ati - gellid ymgynghori â disgyblion. Byddi angen adolygu cynigion i ddefnyddio'r ffreutur i raddau, neu ddim o gwbl, yn unol â'r arweiniad gan y Llywodraeth ar ysgolion yn darparu prydau ar y safle. <p style="text-align: right;">Ar yr amserlen, dylai grwpiau gael eu cadw ar wahân a dylid lleihau'r symud o gwmpas safle'r ysgol. Er mai risg isel yw pasio yn y coridor neu'r lle chwarae, dylai ysgolion osgoi creu coridorau, mynedfeydd ac allanfeydd prysur. Dylai ysgolion hefyd ystyried amseroedd egwyl ac amseroedd cinio gwasgarog (ac amser ar gyfer glanhau arwynebau yn y neuadd fwyta rhwng grwpiau).</p>	
Trefniadau Domestig	Arlwyio	Gall dysgwyr gael prydau amser cinio yn yr ysgol.	3	4	12	<ul style="list-style-type: none"> Dylai dysgwyr fwyta yn eu hystafelloedd dosbarth eu hunain lle bo'n bosibl. A fydd dysgwyr yn cael eu hannog i ddot â'u cinio eu hunain? - Holwch adran arlwyio'r ALL. Dylai ysgolion hefyd ystyried amseroedd egwyl ac amserau cinio gwasgarol (ac amser ar gyfer glanhau arwynebau yn y neuadd fwyta rhwng grwpiau). <p>Dylai ysgolion hefyd ystyried amseroedd egwyl ac amseroedd cinio gwasgarog (ac amser ar gyfer glanhau arwynebau yn y neuadd fwyta rhwng grwpiau).</p> <p>Mae Llywodraeth Cymru yn disgwyl y bydd ceginau ysgol yn agored yn llawn o ddechrau tymor yr hydref ac y bydd gofynion cyfreithiol arferol yn berthnasol o ran darparu bwyd i bob disgybl sydd am ei gael, gan gynnwys y rheiny sy'n gymwys i gael prydau ysgol am ddim.</p>				<ul style="list-style-type: none"> Dylai'r ddarpariaeth ystyried a ddylai gynnwys brecwast, cinio ac, o bosibl, swper pan fo angen am hyd y gofal. Efallai y bydd angen byrbrydau hefyd. Os yw'n bosibl, dylid gweini bwyd yn yr ystafelloedd lle mae'r dysgwyr yn ymgymryd â gweithgaredd. Mae hyn yn lleihau'r risg o drosglwyddo haint. Dylid glanhau'r ardal yn unol â'r canllawiau ar ôl bwyta. Dylai staff sicrhau eu bod yn parhau i ymbellhau'n gymdeithasol yn ystod amseroedd bwyd a dylai dysgwyr eistedd dau fetr oddi wrth ei gilydd. Yn yr achos hwn, dylid cael gwared ar y byrddau o annibendod, wedi'u diheintio, ac yn weledol lân cyn darparu'r pryd/byrbryd. Os oes unrhyw bryderon, dylai ysgolion a lleoliadau ofyn am gyngor eu tîm iechyd yr amgylchedd lleol am gyngor. Dylai dysgwyr hefyd olchi eu dwylo cyn ac ar ôl bwyta a dylai staff hefyd olchi eu dwylo cyn ac ar ôl gweini bwyd. Efallai y bydd yr ysgol neu'r lleoliad am ystyried darparu prydau ar gyfer staff hefyd er mwyn lleihau nifer y gwrthrychau sy'n cael eu trosglwyddo o'r adeilad ac i'r adeiladau. Dylai awdurdodau lleol a phenaethiaid weithio gyda darparwyr a chyflenwyr bwyd i sicrhau bod hylendid yn cael ei wneud yn drylwyr iawn, gan gynnwys paratoi, defnyddio a gwaredu. Rhaid peidio â rhannu bwyd. Dylid gwahanu unrhyw fyrbrydau yn glir i osgoi hyn Gallai amser cinio ac egwyl gael ei wahanu i gefnogi ymbellhau cymdeithasol. 	
Trefniadau Domestig	Dal/Lledaenu. Methu cadw pellter cymdeithasol wrth roi gofal personol.	<ul style="list-style-type: none"> Mae ysgolion wrthi'n dilyn canllawiau iechyd Cyhoeddus Cymru ar fenig a ffedogau. Dylai masgiau wyneb fod ar gael i staff. 	4	3	12	<ul style="list-style-type: none"> Dilyn canllawiau ar gyfarpar diogelu personol gan gynnwys masgiau wyneb, ffedogau a menig. Rhoi gwastraff mewn dau fag. Gofalu bod biniau gwastraff yn cael eu gwagio pob diwrnod gan y tîm gofalwyr. Cynyddu oriau glanhau fel bod arwynebau yn cael eu glanhau yn drylwyr ar ddiwedd y dydd/shifft. <p>Dylai ysgolion barhau i ddefnyddio menyf a ffedogau wrth ddarparu gofal personol i blant neu berson ifanc. Mae hyn yn cynnwys gofal personol, ymarferol fel ymolchi, mynd i'r toiled, cymorth cyntaf a rhai gweithdrefnau clinigol megis bwydo â chymorth. Dylid gwisgo masgiau llawfeddygol a sbectol diogelu llygaid sy'n gwrthsefyll hylifau os yw'r asesiad risg yn datgan bod risg o sbasio'r llygaid, er enghraifft drwy beswch, poeri neu chwydu. Dylid defnyddio menyf, gynau sy'n gwrthsefyll hylif, masgiau FFP3 a sbectol diogelu llygaid wrth ymgymryd â gweithdrefnau sy'n cynhyrchu aerosol, megis sugno. Dylid defnyddio menyf a ffedogau wrth lanhau offer neu arwynebau a allai fod wedi'u halogi gan hylifau corff megis poer neu secretiad anadlol.</p>				<ul style="list-style-type: none"> Adolygwch oriau/arferion glanhau i feithrin hyder y cyhoedd. Mae angen strategaeth ar gyfer unrhyw aelod o'r ysgol sy'n arddangos symptomau Covid-19. Polisi ar waith ar gyfer hysbysu cymuned yr ysgol am unrhyw achosion a gadarnhawyd a'r gallu i olrhain, lle bo hynny'n rhesymol, eraill a allai fod wedi dod i gysylltiad â'r achos a gadarnhawyd. Y Cyngor presennol yw nad oes angen sgrinio tymheredd. Bydd rhieni/gofalwyr y dysgwyr yn gallu gwirio eu tymheredd. Beth bynnag, ni fydd sgrinio'n nodi pob achos o Covid-19 a gall y dull o wirio'r tymheredd roi staff mewn mwy o berygl o drosglwyddo. Bydd hyn yn cael ei adolygu'n rheolaidd. Wrth gwrs, dylai staff fod yn wylidwros o newidiadau i dymheredd ac arwyddion twymyn y plant. Ni ddylid anfon unrhyw ddysgwyr â symptomau i'r ysgol o gwbl ac mae'n hanfodol bod rhieni/gofalwyr yn cael eu hannog i weithredu'n unol â hynny. I'r mwyafrif helaeth o ddysgwyr, mae Covid-19 yn salwch ysgafn. Cynghorwyd dysgwyr sydd wedi'u dosbarthu fel rhai sy'n amddiffyn oherwydd cyflirau meddygol a oedd yn bodoli eisoes i ymgymryd â mesurau penodol i ' gysgodi '. Mae gan y dysgwyr hyn gyflirau iechyd sylfaenol dirifol sy'n eu rhoi mewn perygl uchel o salwch dirifol o Covid-19 ac fe'u cynghorir i ddilyn mesurau gwarchod yn drylwyr er mwyn eu cadw eu hunain yn ddiogel. Ni ddylai ysgolion ddisgwyl i'r dysgwyr hyn fynychu ysgolion neu lleoliadau ar hyn o bryd, a dylent barhau i gael cymorth gartref gyntaf â phosibl. Unwaith y bydd rhywun yr amheuir ei fod wedi cael cadarnhad neu fod ganddo symptomau wedi'i nodi, rhaid nodi pob ardal lle mae'r person hwn wedi'i adnabod a'i gadw'n glir. Dylai'r broses o reoli'r ardal fod yn ffisegol lle bo'n bosibl h.y. rhwystrau gydag arwyddion addas neu y tu ôl i ddrwsau wedi'u cloi. Dylid glanhau cyn aiffeddiannol yn dilyn canllawiau ' Covid-19: glanhau mewn lleoliadau nad ydynt yn rhai gofal iechyd '. Bydd angen ystyried plant a phobl ifanc sy'n agored i niwed yn glinigol (nad ydynt yn gwarchod) fesul achos, ond wrth gwrs, ni fydded ond yn disgwyl i'r rhain fod yn bresennol os yw rhieni/gofalwyr yn fodlon bod hyn yn ddiogel iddynt. Mae risg y bydd dysgwyr (a staff) yn ofidus a hyd yn oed yn crio wrth ddychwelyd i'r ysgol. 	

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Grŵp	Maes Pryder	Mesurau Presennol	Tebygolrwydd Diriffoledeb	Sgôr	Mesurau Ychwanegol	Tebygolrwydd Diriffoledeb	Sgôr	Sylwadau Ychwanegol	Cyfrifoleb
Trefniadau Domestig	Ymwelwyr â'r Ysgol	<ul style="list-style-type: none"> Dim ond ymwelwyr hanfodol i ddod i'r brif dderbynfia ac aros i staff ddod i gyfarfod â nhw. Dim ymwelwyr oni bai bod hyn wedi'i drefnu o flaen llaw. 	3	3	9	<ul style="list-style-type: none"> Pob ymwelydd i fod wedi'i drefnu o flaen llaw. Dim ymwelwyr allanol heblaw am ymwelwyr allweddol e.e. nyrs ysgol, gweithwyr cymdeithasol amddiffyn plant. Canslo pob ymweliad/cyswllt anstatudol neu eu gwneud drwy rith gyfarfodydd. 		<ul style="list-style-type: none"> Cefnogaeth yr ALL i reoli disgwyliadau rhieni ac asiantaethau allanol bod ysgolion yn rhedeg 'yn ôl yr arfer' yn syth. Dim ymweliadau na chyfarfodydd afraid - gallent fod dros y ffôn neu Teams ac ati Rhaid cadw cydbwysedd rhwng diogelwch y safle a'r polisi o gadw pob drws ar agor ar wahân i ddrysau tân a drysau toiled. <p>Dylai ysgolion a lleoliadau ystyried sut i reoli ymwelwyr eraill â'r safle, megis Contractwyr. Dylent sicrhau bod canllawiau safle ar gadw pellter cymdeithasol a hylendid yn cael eu hegluro i ymwelwyr wrth iddynt gyrraedd, neu o flaen llaw. Dylai ymweliadau ddigwydd y tu allan i oriau ysgol os yw'n bosibl. Dylid cadw cofnod o bob ymwelydd.</p>	
Trefniadau Domestig	Prosesau Glanhau	<ul style="list-style-type: none"> Newid prosesau glanhau i ganolbwyntio ar arwynebau, drysau a manau cyffredin. Gofynnir i bob staff fod yn ystyriol a chefnogi prosesau glanhau. 	4	3	12	<ul style="list-style-type: none"> Glanhau i ganolbwyntio ar y blociau cyfyngedig a datblygu polisi glanhau trylwyr. Mae mwy o lanhau yn cynnwys glanhau arwynebau sydd yn cael eu cyffordd yn aml gan ddefnyddio cynhyrchion safonol, fel glanedyddion a blew. <p>Mae mwy o lanhau yn cynnwys glanhau arwynebau a gyffyrddir yn aml gyda cynhyrchion safonol, megis glanedydd a channydd.</p> <p>Dylai ysgolion a lleoliadau ddilyn y canllawiau diweddaraf ar lanhau mewn lleoliadau nad ydynt yn rhai gofal iechyd. Mae pwyntiau i'w hystyried a'u gweithredu yn cynnwys rhoi amserlen lanhau ar waith sy'n sicrhau gwella glanhau yn gyffredinol, fel a ganlyn:</p> <ul style="list-style-type: none"> glanhau ystafelloedd/mannau a rennir yn fwy aml ar ôl iddynt gael eu defnyddio gan wahanol grwpiau, neu lanhau'n fwy aml nag arfer arwynebau a gyffyrddir yn aml. Ile bo'n bosibl, mae angen darparu toiledau ar wahân ar gyfer gwahanol grwpiau cyswllt. Lle nad yw hyn yn bosibl, bydd defnyddio diheintydd dwylo cyn mynd i mewn i'r toiled a sicrhau bod y toiledau'n cael eu glanhau'n rheolaidd yn helpu. Rhaid annog dysgwyr i 		<ul style="list-style-type: none"> Costau cysylltiedig oherwydd ymateb i asesiad risg. 	
Arweiniad a Dogfennau	Adolygu Polisiâu Allweddol	<ul style="list-style-type: none"> Arfarnu'r polisiâu cyfredol i sicrhau y byddant yn gwrthsefyll craffu dan y gofynion presennol. 	3	3	9	<ul style="list-style-type: none"> Gosod strwythur adolygu polisi i sicrhau craffu a chymeradwyaeth gan y Corff Llywodraethu. 		<ul style="list-style-type: none"> Cysylltu ag ALL i rannu arferion da a chydymffurfriad. 	

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Arweiniad a Dogfennau	Creu canllawiau ysgol newydd	<ul style="list-style-type: none"> Mae'r arferion gwaith presennol wedi esblygu yn ystod cyfnod ail bwrpasu ysgolion. Dylai ysgolion ystyried gosod arweiniad newydd ar gyfer y cyfnod ail ymgysylltu nesaf hwn. 	3	3	<p>9</p> <ul style="list-style-type: none"> Datblygu set o ddisgwyliadau ac egwyddorion canllaw i'r holl randdeiliaid. Bydd yn bwysig bod ysgolion yn gwella'r awyru mewn ystafelloedd dosbarth (er enghraifft, drwy agor ffenestri lle bo'n ddiogel gwneud hynny.) Mae awyru da yn hanfodol bob amser. Dylai ysgolion sicrhau bod pob system yn gweithio yn eu dull gweithredu arferol. Dylid defnyddio awyru naturiol trwy agor ffenestri neu awyrellau cyn belled ag y bo modd. Lle bo awyru canolog neu fecanyddol, dylid addasu systemau ailgylchiadol i awyr iach llawn. Os nad yw hyn yn bosibl, dylid gweithredu systemau fel arfer. Os oes gan unedau awyru hidlyddion, sicrhewch ofal priodol wrth newid hidlyddion. 			<ul style="list-style-type: none"> Gwirio efo Adnoddau Dynol bod unrhyw arweiniad diwygiedig yn cydymffurfio â chytundebau efo Undebau a Chymdeithas. Gall ysgolion fod eisiau ystyried datblygu llawlyfr (copi caled ac/neu ar-lein) i gyfeirio ato ar gyfer y trefniadau gweithredu newydd. 	
Arweiniad a Dogfennau	Larwm Tân/Gadael mewn achos o dân	<ul style="list-style-type: none"> Mae'n bosibl nad oes unrhyw ymarferion tân, profion larwm ac ati wedi cael eu cynnal yn ystod cyfnod y cyfyngiadau. Efallai na fyddai mesurau arferol ysgol yn briodol yn ystod y cyfnod hwn oherwydd cadw pellter cymdeithasol a newidiadau posibl i goridorau/llwybrau allan o adeilad yr ysgol. 	3	4	<p>12</p> <ul style="list-style-type: none"> Adolygu Asesiad Risg Tân. Profion larwm tân wythnosol, yn ôl yr arfer. Gohirio ymarferion gwagio'r adeilad mewn achos o dân (adolygu'r sefyllfa pob 6 wythnos). Cadw pellter cymdeithasol wrth wagio'r adeilad, os yn ymarferol. Cadw pellter cymdeithasol mewn man ymgynnull tân. 				
Parhad Dysgu	Adolygu dull dysgu o bell i gynnwys mwy o ddysgwyr yn cael cyswllt â'r ysgol.	<ul style="list-style-type: none"> Mae llawer o ysgolion yn gweithredu efo tua 2% o boblogaeth yr ysgol. Bydd unrhyw ail ymgysylltu yn effeithio'n sylweddol ar y trefniadau hyn. 	4	3	<p>12</p> <ul style="list-style-type: none"> Yn ôl cyfrifiadau cynhwysedd a modelu disgwyliadau, awgrymir y gallai ail ymgysylltu cychwynnol fod rhwng 15% a 40%. 			<ul style="list-style-type: none"> Dylai trefniadau gweithredu edrych ar effaith ymarferol ail ymgysylltu gan ddechrau ar 15% yn wreiddiol a chodi fesul 10%. 	
Parhad Dysgu	Diwrnod cyflwyno staff i'r prosesau newydd	<ul style="list-style-type: none"> Yn rhan o'r rhaglen gynllunio, dylai ysgolion geisio cael rhaglenni datblygiad profesiynol yn seiliedig ar y gweithdrefnau newydd. 	3	3	<p>9</p> <ul style="list-style-type: none"> Gall ysgolion ddymuno ystyried graddoli yr hyfforddiant hwn i sicrhau canllawiau cadw pellter cymdeithasol priodol. 			<ul style="list-style-type: none"> Rhaglen raddol yn cynnwys hyfforddiant ac arweiniad ar yr arferion, y trefniadau a'r polisiau gweithredu newydd, ac amser i staff baratoi'n bersonol. Dylid hefyd rhoi amser i addasu eu dosbarthiadau yn unol â'r trefniadau gweithredu newydd. Gweler polisi a chanllawiau arfer GwE ar Ddysgu Cyfunol 	

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Parhad Dysgu	Rhaglen Gyflwyno i Ddysgwyr	<ul style="list-style-type: none"> Bydd dysgwyr wedi cael llw o emosiynau a phrofiadau ers 23 Mawrth, 2020. Caiff hyn gryn effaith ar y ddarpariaeth fugeiliol mewn ysgol. 	4	4	16			<ul style="list-style-type: none"> Dylai gwasanaethau cymorth a lles yr ALL gysylltu ag ysgolion i helpu efo arweiniad yn gysylltiedig â 'thrawma' a, ble bo'n briodol, gwasanaethau profedigaeth. Dylid gwneud yn glir i bawb yn y gymuned bod y Cwricwlwm Cenedlaethol yn dal wedi'i atal ac nad oes disgwyl i ysgolion fod yn cyflwyno cwricwlwm tebyg i strwythur a chynnwys yr hyn a gafwyd cyn 23 Mawrth, 2020 hyd nes byd y Cwricwlwm Cenedlaethol wedi'i adfer unwaith eto. Ble bydd grwpiau blwyddyn yn dychwelyd i'r ysgol, dylai arweinydd ysgol ystyried: <ul style="list-style-type: none"> - iechyd meddwl a lles dysgwyr, ac adnabod unrhyw ddysgwyr allai fod angen cymorth ychwanegol er mwyn bod yn barod i ddysgu; - asesu ble mae dysgwyr arni yn eu dysgu, a chytuno pa addasiadau sydd angen eu gwneud i gwricwlwm yr ysgol dros yr wythnosau nesaf; - adnabod a chynllunio sut oriau i gefnogi addysgu grwpiau anghenion uchel, gan gynnwys dysgwyr difreintiedig, dysgwyr AAA ac Anawsterau a dysgwyr bregus. - cefnogi dysgwyr Blwyddyn 6 yr ysgolion cynradd i gydweithio â chydweithwyr uwchradd i'w cynnal wrth iddynt drosglwyddo i Flwyddyn 7. Dylai ysgolion wneud eu gorau i gefnogi dysgwyr sy'n mynd i'r ysgol yn ogystal â'r rheiny sy'n aros adref, gan ddefnyddio cymorth dysgu o bell. 	
Parhad Dysgu	Adolygu'r Cynnig Cwricwlwm	<ul style="list-style-type: none"> Mae'n annhebygol y gellid ailadrodd y cynnig cwricwlwm safonol a gafodd disgyblion yn Nghymor yr Hydref (2019) dan y cyfyngiadau diwygiedig. 	3	3	9			<ul style="list-style-type: none"> Dylai ysgolion ystyried ailstrwythuro eu cynnig cwricwlwm naill ai ar sail cynnig craidd, craidd + cynnig neu gynnig prosiect. 	
Sicrhau Disgwyliadau	Dim cydymffurfio â rheolau	<ul style="list-style-type: none"> Rheolau'r safle yn cael eu rhannu â holl weithwyr ysgol, dysgwyr, rhieni/gofalwyr drwy drafodaethau anffurfiol, llythyrau, e-bost ac ati. Staff yn monitro rheolau'r safle fel y bo angen. 	2	4	8			<ul style="list-style-type: none"> Pawb i fod yn ymwybodol o reolau'r safle boed yn weithwyr, dysgwyr, rhieni/gofalwyr. Arwyddion i atgyfnerthu rheolau'r safle ac arweiniad Covid-19. Pennaeth/Athrawon dynodedig yn monitro a gweithredu rheolau'r safle a gofynion cadw pellter cymdeithasol. Cymerir camau disgyblu yn erbyn unigolion sydd yn methu dro ar ôl tro i ddilyn unrhyw reolau safle/ALL. 	
Sicrhau Disgwyliadau	Cyfathrebu â rhieni/gofalwyr	<ul style="list-style-type: none"> Cydnabyddir bod cynnal perthynas effeithiol a chadarnhaol rhwng yr ysgol a'r cartref yn greiddiol ac, yn rhan o hyn, mae ysgolion wrthi'n defnyddio ystod o ddulliau ar gyfer cyfathrebu efo rhieni/gofalwyr i gynnwys galwadau ffôn, defnyddio'r cyfryngau cymdeithasol, e-bost, testun, defnyddio Hwb a thynnu partneriaid i mewn i gefnogi teuluoedd efo adnoddau. Gall negeseuon ar newyddion cenedlaethol a Chymru arwain ar beth dryswch o ran y goblygiadau i'w hardal leol nhw. 	3	4	12			<ul style="list-style-type: none"> Dylai ysgolion a lleoliadau ddarparu dulliau cyfathrebu clir er mwyn sicrhau bod rhieni/gofalwyr yn deall disgwyliadau. Gallai hyn gynnwys: <ul style="list-style-type: none"> Rhybudd ymlaen llaw gan rieni ynghylch a fyddant yn anfon eu plant. Cyngorwch y rhieni i ddatgan nad yw eu plant wedi dangos symptomau Covid-19. Eglurder o ran trefniadau trafniadaeth i ac o safle'r ysgol, bydd hyn hefyd yn cynnwys gollwng a chasglu. Amseru diwrnod ysgol – yn enwedig os yw'r ysgol yn amseroedd cychwyn syfrdanol. Mynedfeydd ac allanfeydd ysgol – gall hyn fod yn wahanol i drefniadau "arferol". Trefniadau bwyta a pholisi hylendid. Gweithdrefnau os yw plentyn yn mynd yn sâl yn ystod amser yn yr ysgol. Trefniadau ar gyfer grwpiau o ddysgwyr drwy gydol y diwrnod ysgol. Protocolau clir ar gyfer plant iach sy'n dychwelyd i'r ysgol yn unig, yn deall beth sy'n digwydd yn ystod y dydd os bydd plentyn yn troi'n sâl. Ysgolion i ystyried y dull o gefnogi teuluoedd cyfan gyda mwy nag un plentyn yn dychwelyd ar yr un pryd. Ysgolion i ystyried sut y gall rhieni roi adborth i ysgolion-holiadur ar farnau am dychwelyd, adborth ar ddysgu o bell a chymorth sydd ei angen ar blant. <p>Mae strategaeth gyfathrebu glir yn arbennig o bwysig mewn lleoliadau addysgol a gofal plant, o gofio faint o sylw y mae'r math hwn o ddiwyddiad yn debygol o'i gael gan y cyfryngau. Mae'n hanfodol felly cynnwys cyd-weithwyr o dimau cyfathrebu Iechyd Cyhoeddus Cymru a sefydliadau partner yn gynnar.</p>	

COVID-19 - PARATOI I AIL AGOR YSGOLION - ASESAD RISG YSGOL UWCHRADD

Grŵp	Maes Pryder	Mesurau Presennol	Tebygolrwydd			Mesurau Ychwanegol	Tebygolrwydd			Sylwadau Ychwanegol	Cyfrifoldeb
			Difrifoldeb	Sgôr			Difrifoldeb	Sgôr			

	A ydych yn fodlon bod y risgiau a nodwyd wedi cael sylw?				

A ydych yn fodlon bod y risgiau a nodwyd wedi cael sylw?		

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	A ydych yn fodlon bod y risgiau a nodwyd wedi cael sylw?				

A ydych yn fodlon bod y risgiau a nodwyd wedi cael sylw?					

DASHBOARD GUIDANCE

Click here for an overview of the documents available on the dashboard

Click here for the overarching principles

Click on the "i" for simple guidance on how to use the dashboard

Click on one of the nine boxes to access a range of documents, guidance and templates

Document or template description

Click on the hyperlink to open the document. After opening the document, you can save the document on your PC in the usual way

Click on home icon to return to the menu page

TEACHING & LEARNING

	DESCRIPTION	HYPERLINKS
1	Primary Teaching and Learning Guidance	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Primary-Teaching-and-Learning-Guidance-Eng.docx
2	Secondary Teaching and Learning Guidance	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Secondary-Teaching-and-Learning-Guidance-Eng.3.docx
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DASHBOARD OVERVIEW

The intention of this dashboard is to support all school settings across the region with a framework of support. This library of documents for guidance is accessible for schools as needed during these challenging times. There are many documents held within and these have been organised under a variety of themes. To help guide you through this, we hope the following directory is useful. Further documents will be made available over the next few weeks.

CONTENT

Aspects for Consideration	Description of Document
Safety	Suggested supplement for policies in relation to COVID-19
	COVID-19 School Health & Safety Policy Supplement
	Addendum to School Visits Policy
	Guidance for Schools regarding Visitors on School Sites
	Social distancing protocol
	HSE: Working safely during the coronavirus outbreak - a short guide
	NFCC: Covid-19 - Protection - Advice to Businesses
	Covid-19 Supplement for School Policy on First Aid
	WG: Coronavirus and personal protective equipment (PPE)
	Recommended PPE for healthcare workers by secondary care inpatient clinical setting, NHS and independent sector
	Putting on personal protective equipment (PPE)
	Taking off personal protective equipment (PPE)
	Public Health England [PHE]: Putting on and removing Personal Protective Equipment [PPE] - a guide for health and social care settings
Site & Facilities	WG: Coronavirus (COVID-19): educational settings guidance (version 4)
	Site and Facilities - Hygiene protocols
	TU: Preparations of teaching spaces - Commentary and Checklist
	COVID-19 Schools Lettings Policy Supplement [letter template]
	CILIP: COVID-19 Guidance for School Libraries
	Zurich: School Site Reopening: Property Risk Management Guidance
	Cleaning - School COVID-19
	UK Government: COVID-19: Cleaning of Non-healthcare Settings

CONTENT

Aspects for Consideration	Description of Document
Transport	Travelling safely during the coronavirus pandemic: guidance for the public
Staffing	HR Guidance Document
	All Wales COVID-19 Workforce Risk Assessment Tool
	WG Covid-19 Test Approach
	How to apply for a Covid-19 test
	WG Critical Workers Eligibility
	How are you doing? - Public Health Wales Guidance on well-being
	Education Minister's message to all school staff in Wales
Teaching & Learning	Primary Teaching and Learning Guidance
	Secondary Teaching and Learning Guidance
	Returning to School Feedback Considerations
	Considerations 'Check-in, Catch up' - Primary
	Ten ways of developing Distance Learning - Secondary
	Foundation Phase Provision Considerations
	Foundation Phase Blended Learning Model
	Blended Learning Model KS2 'pick and mix'
	Blended Learning Model KS2 - olympic games
	Blended Learning Model KS2 - outdoor project
	Blended Learning Model KS3 - Learning Together
	Blended Learning Model KS3 - The Environment
	Blended Learning Model KS3- What is for tea? Lasagne
	Blended Learning Guidance and Model KS4
	Summary of Regional Engagement during distance learning
Why consider a Recovery Curriculum?	

CONTENT

Aspects for Consideration	Description of Document
Learner Support	Safeguarding Policy Supplement - COVID 19
	COVID-19 Looked After Children (LAC) Policy Supplement
	Aspects for Considerations - Pupil Support & Wellbeing
	Directory Supporting Pupil Support Wellbeing
	PDG Universal Wellbeing and Pupil Support Professional Learning Overview
	Whole School Approach to Wellbeing Toolkit
	The 5 ways and you - questionnaire
	Children's Commissioner for Wales: Coronavirus and Me
Communication	Preparing for the next phase of education - Draft Communication Strategy for Schools
	Letter to parents
	Example parent questions
	Pupil Information Booklet - to be amended for you school
	Bilingual Pupil Information Booklet - to be amended for your school
	Parent Information Booklet - to be amended for your school
	Example Overview for Parents - to be amended by the school
	Draft Guidance for Staff document
	Staff Information Booklet - to be amended for your school
	Example of Secondary Booklet
	Example of Video to Parents
	Recovery Curriculum June 2020 - Ysgol Tir Morfa
	Our Response to COVID-19 - Keeping our school community safe - Ysgol Tir Morfa
COVID-19 Class Protocols - Ysgol Tir Morfa	
Other Key Management Tasks	Risk Assessment Protocol
WG Guidance Documents	Unlocking our society and economy; continuing the conversation
	Leading Wales out of the coronavirus pandemic; a framework for recovery
	Operational guidance for schools and settings: Keep Education Safe (COVID-19)
	Guidance on learning over the summer term: Keep Education Safe (COVID-19)

CONTENT

Aspects for Consideration	Description of Document
Documents to Follow	Safety - Further guidance on specific policies
	Safety - Risk Assessment for staff
	Safety - Premises flow-chart
	Learner Support - Service Profiles for each Local Authority will be provided to schools with information on accessing services for key groups of learners
	Learner Support - Examples of wellbeing measures that schools can use to support all learners
	Learner Support - Regional Guidance on key support / provision such as CAMHS / Careers Wales
	Learner Support - Regional Guidance on Restore Approach and Supporting all learners back to school
	Communication - Further example content/ letters for school to share with parents and learners on expectations of new school arrangements
	Communication - Example of induction procedures of staff and learners

OVERARCHING PRINCIPLES

Preparation for the Next Phase of Education

On Wednesday 3rd June, the Education Minister, Kirsty Williams, announced that, “All children will have the opportunity to “**Check in, Catch Up, Prepare for summer and September**””. Welsh Government guidance will be published in the week beginning 8th June.

The announcement follows previous publications by Welsh Government:

- ‘**Unlocking our society and economy; continuing the conversation**’ on 15th May 2020.

<https://gov.wales/unlocking-our-society-and-economy-continuing-conversation>

To support this, Welsh Government published a ‘**Decision Framework for the next phase of education and childcare, including key considerations, planning and challenges**’. These documents set out the “current thinking” for how schools, other education settings and childcare providers’ operations will change to allow social distancing and other factors.

- ‘**Leading Wales out of the coronavirus pandemic; a framework for recovery**’ on 24th April 2020.

<https://gov.wales/leading-wales-out-coronavirus-pandemic>

A phased approach is being considered to returning more children and other learners to face-to-face education or childcare. This will not be one decision but a series of decisions over time increasing, or if need be, decreasing the operations of schools or other providers.

It is not yet clear how long social distancing requirements will need to remain in place. So long as these are present, schools and other providers will be limited in the number of children / learners they can accommodate at any one time. We must assume that social distancing will remain in place for the foreseeable future and any decisions will need to take this into account.

The **Decision Framework** sets out the high-level decisions that will need to be taken by Ministers. The “**Check in, Catch Up, Prepare for summer and September**” announcement builds on this and needs to be supported by decisions and activity at each level. Welsh Government will provide high-level guidance but it will be for schools and other providers, working with local authorities and consortia as appropriate, to develop ways of working (in line with that clear guidance), which allow for the return of children / learners to a safe and supportive environment.

Further guidance was published by Welsh Government on 10th June 2020.

<https://gov.wales/operational-guidance-schools-and-settings-keep-education-safe-covid-19>

<https://gov.wales/guidance-learning-over-summer-term-keep-education-safe>

The Education Minister has made it clear that any decision on the re-opening of schools in Wales will be guided by the very latest scientific advice and will be based on the determined five key principles being met:

- | | |
|----|--|
| 1. | The safety and mental, emotional and physical well-being of learners and staff. |
| 2. | Continuing our contribution to the national effort and strategy to fight the spread of COVID-19. |
| 3. | The confidence of parents and carers, staff and learners – based on evidence and information – so that they can plan ahead. |
| 4. | Ability to prioritise learners at key points, including those from disadvantaged backgrounds. |
| 5. | Consistency with the Welsh Government’s framework for decision-making, to have guidance in place to support measures such as distancing, managing attendance and wider protective actions. |

This Decision Framework outlines three ‘phases’:

- Current Actions
- Preparing for the ‘new normal’
- Working in the ‘new normal’

Preparing for the ‘new normal’ – likely work that will need to be done to prepare for the ‘next phase’.

LAs / GwE / schools need to:

- Begin preparations now, before any decision is made or communicated
- Consider and appropriately support practical, wellbeing and training needs of school staff
- Work with schools to assess risk and capacity, (including likely take up of any additional provision and risks)
- Begin preparations in readiness for changes to operations (consider wide range of practical issues)
- Begin to think about children’s / learners’ needs and appropriate learning experiences
- Build on current provision by schools / Hubs for children of critical workers and vulnerable children
- Build on the work of the Hwb platform in Wales with all schools supporting learners remotely

A one size fits all approach will not work as the variables are numerous and pertinent to each individual school context. Decisions will have to be made at Local Authority level within a National Framework or/and by individual schools to best accommodate the preferred option.

Key responsibilities for guiding the next phase of education	
Tier	Responsibility
Welsh Government	<ul style="list-style-type: none"> Set a clear purpose and rationale for 'new normal'
	<ul style="list-style-type: none"> Set out a Framework and guidance that define the roles of LAs and schools to re-open schools
Local Authorities in partnership with GwE	<ul style="list-style-type: none"> Implement national purpose and rationale for 'new normal'
	<ul style="list-style-type: none"> Adopt National Framework and guidance
	<ul style="list-style-type: none"> Produce a suite of policies to underpin the safe re-opening of schools
	<ul style="list-style-type: none"> Identify the logistics and infrastructure around key areas such as cleaning, catering, transport and capacity to deliver safe re-opening
	<ul style="list-style-type: none"> Undertake appropriate risk assessments for each sector to mitigate and manage safe re-opening
Schools in partnership with LAs and GwE	<ul style="list-style-type: none"> Implement national purpose and rationale for 'new normal'
	<ul style="list-style-type: none"> Adopt National Framework and guidance
	<ul style="list-style-type: none"> Adopt Local authority policies
	<ul style="list-style-type: none"> Undertake specific site risk assessments
	<ul style="list-style-type: none"> Create scenarios and plans to implement national purpose and rationale for opening / 'new normal'
	<ul style="list-style-type: none"> Inform parents and learners

GwE / LA regional practical framework for the 'new normal'	
<p>This practical framework will guide and support schools across the region to plan the specific actions and decisions they will need to take in each phase. A common framework will enable schools to collaborate in sharing ideas and documentation.</p> <p>The framework will include resources to support planning for:</p>	
1.	Health and safety requirements
2.	Site and facilities arrangements
3.	Transport
4.	Staffing arrangements
5.	Blended teaching and learning
6.	Inclusion and pupil support
7.	Key management tasks
<p>Individual schools should use the framework to develop and implement their own more detailed, bespoke plans. These will reflect school phase, type and local context.</p>	

SAFETY

DESCRIPTION		HYPERLINKS
1	Suggested supplement for policies in relation to COVID-19	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Suggested-supplement-for-policies-in-relation-to-COVID-19.pdf
2	COVID-19 School Health & Safety Policy Supplement	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/COVID-19-SCHOOL-HEALTH-SAFETY-POLICY-SUPPLEMENT.docx.pdf
3	Addendum to School Visits Policy	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Addendum-to-Schools-Visits-Policy.pdf
4	Guidance for Schools regarding Visitors on School Sites	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Guidance-for-schools-regarding-visitors-on-school-sites.docx.pdf
5	Social distancing protocol	https://www.gwegogledd.cymru/wp-content/uploads/2020/03/Social-distancing-protocol.pdf
6	HSE: Working safely during the coronavirus outbreak - a short guide	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/HSE-Working-safely-during-the-coronavirus-outbreak-a-short-guide.pdf
7	NFCC: Covid-19 - Protection - Advice to Businesses	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/NFCC-Covid-19-Protection-Advice-to-Businesses.pdf
8	Covid-19 Supplement for School Policy on First Aid	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Covid-19-Supplement-for-School-Policy-on-First-Aid.pdf
9	WG: Coronavirus and personal protective equipment (PPE)	https://gov.wales/coronavirus-and-personal-protective-equipment-ppe
10	Recommended PPE for healthcare workers by secondary care inpatient clinical setting, NHS and independent sector	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Recommended-PPE-for-healthcare-workers-by-secondary-care-inpatient-clinical-setting-NHS-and-independent-sector-1.pdf
11	Putting on personal protective equipment (PPE)	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Putting-on-personal-protective-equipment-PPE-1.pdf
12	Taking off personal protective equipment (PPE)	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Taking-off-personal-protective-equipment-PPE-1.pdf
13	Public Health England [PHE]: Putting on and removing Personal Protective Equipment [PPE] - a guide for health and social care settings	https://www.youtube.com/watch?v=-GncQ_ed-9w&feature=youtu.be&app=desktop
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SITE & FACILITIES

DESCRIPTION		HYPERLINKS
1	WG: Coronavirus (COVID-19): educational settings guidance (version 4)	https://gov.wales/coronavirus-covid-19-educational-settings-guidance
2	Site and Facilities - Hygiene protocols	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Site-and-Facilities-4.pdf
3	TU: Preparations of teaching spaces - Commentary and Checklist	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/TU-Preparations-of-teaching-spaces-Commentary-and-Checklist.pdf
4	COVID-19 Schools Lettings Policy Supplement [letter template]	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/COVID-19-Schools-Lettings-Policy-Supplement-letter-template.doc
5	CILIP: COVID-19 Guidance for School Libraries	https://www.cilip.org.uk/news/news.asp?id=506793
6	Zurich: School Site Reopening: Property Risk Management Guidance	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/School-Reopening-Guide-1.pdf
7	Cleaning - School COVID-19	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Cleaning-Covid-19-1.docx
8	UK Government: COVID-19: Cleaning of Non-healthcare Settings	https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings
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TRANSPORT

DESCRIPTION		HYPERLINKS
1	Travelling safely during the coronavirus pandemic: guidance for the public	https://gov.wales/travelling-safely-during-coronavirus-pandemic-guidance-public-html
2	Further guidance to follow	
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STAFFING

DESCRIPTION		HYPERLINKS
1	HR Guidance Document	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Covid-HR-Document-15-June-2020.docx
2	All Wales COVID-19 Workforce Risk Assessment Tool	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/All-Wales-COVID-19-Workforce-Risk-Assessment-Tool.odt.pdf
3	WG Covid-19 Test Approach	https://gov.wales/welsh-national-covid-19-test-approach-may-2020
4	How to apply for a Covid-19 test	https://gov.wales/apply-coronavirus-test
5	WG Critical Workers Eligibility	https://gov.wales/coronavirus-critical-key-workers-test-eligibility
6	How are you doing? - Public Health Wales Guidance on well-being	https://phw.nhs.wales/topics/latest-information-on-novel-coronavirus-covid-19/how-are-you-doing/
7	Education Minister's message to all school staff in Wales	https://hwb-team-storage.s3-eu-west-1.amazonaws.com/ContentTeam/open-letter-to-all+school-staff-in-wales.pdf
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TEACHING & LEARNING

DESCRIPTION		HYPERLINKS
1	Primary Teaching and Learning Guidance	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Primary-Teaching-and-Learning-Guidance-Eng.v3.docx
2	Secondary Teaching and Learning Guidance	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Secondary-Teaching-and-Learning-Guidance-Eng-3.docx
3	Returning to School Feedback Considerations	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Return-to-School-Feedback-considerations-Eng.docx
4	Considerations 'Check-in, Catch up' - Primary	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Considerations-Check-in-Catch-up.pdf
5	Ten ways of developing Distance Learning - Secondary	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Ten-Ways-to-Develop-Distance-Learning-Secondary.docx
6	Foundation Phase Provision Considerations	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/FP-Provision-Considerations.docx
Page 244	Foundation Phase Blended Learning Model	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Foundation-Phase-Blended-Learning-Model-Eng.docx
	Blended Learning Model KS2 'pick and mix'	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Blended-Learning-Model-KS2-Eng.docx
	Blended Learning Model KS2 - olympic games	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Blended-Learning-Model-KS2-Eng-2.docx
	Blended Learning Model KS2 - outdoor project	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/KS2-Project-Blended-Learning-Model-1.docx
	Blended Learning Model KS3 - Learning Together	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Learning-Together.pdf
	Blended Learning Model KS3 - The Environment	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/KS3-Model-1-With-Blended-Learning.docx
	Blended Learning Model KS3- What is for tea? Lasagne	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/KS3-Model-2-Blended-Learning.docx
	Blended Learning Guidance and Model KS4	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Blended-Learning-Model-KS4.docx
	Summary of Regional Engagement during distance learning	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Summary-of-Regional-Engagement-Eng.docx
	Why consider a Recovery Curriculum?	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Why-consider-a-Recovery-Curriculum.pdf

LEARNER SUPPORT

DESCRIPTION		HYPERLINKS
1	Safeguarding Policy Supplement - COVID 19	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/COVID-19-Safeguarding-Policy-Supplement.pdf
2	COVID-19 Looked After Children (LAC) Policy Supplement	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/COVID-19-Looked-After-Children-LAC-Policy-Supplement.pdf
3	Aspects for Considerations - Pupil Support & Wellbeing	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Aspects-for-Considerations-Pupil-Support-Wellbeing.docx
4	Directory Supporting Pupil Support Wellbeing	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Directory-Supporting-Pupil-Support-Wellbeing-English-version.pdf
5	PDG Universal Wellbeing and Pupil Support Professional Learning Overview	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/PDG-UNIVERSAL-WELLBEING-AND-PUPIL-SUPPORT-PROFESSIONAL-LEARNING-OVERVIEW-Eng.pdf
6	Whole School Approach to Wellbeing Toolkit	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/A-Whole-School-Approach-to-Wellbeing-Toolkit-Eng-2018.pdf
7	The 5 ways and you - questionnaire	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/5-ways-to-wellbeing-personal-questionnaire .docx
8	Children's Commissioner for Wales: Coronavirus and Me	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/FINAL_formattedCVRep_EN.pdf
9	Supporting physical and mental well being through distance learning	https://hwb.gov.wales/distance-learning/supporting-physical-and-mental-well-being-through-distance-learning/
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COMMUNICATION

DESCRIPTION		HYPERLINKS
1	Preparing for the next phase of education - Draft Communication Strategy for Schools	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Preparing-for-the-next-phase-of-education-Draft-Communication-Strategy-for-Schools.pdf
2	Letter to parents	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Llythyr-i-rieni_Letter-to-parents.docx
3	Example parent questions	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Example-parent-questions.pdf
4	Pupil Information Booklet - to be amended for your school	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Pupil-Information-Booklet-Covid-1.docx
5	Bilingual Pupil Information Booklet - to be amended for your school	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Llyfryn-Disgybl-Pupil-Booklet-Dwyeithog.docx
6	Parent Information Booklet - to be amended for your school	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Parent-Information-Booklet.docx
Page 246	Example Overview for Parents - to be amended by the school	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Example-overview-for-parents.docx
	Draft Guidance for Staff document	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Draft-guidance-for-staff-document.docx
	Staff Information Booklet - to be amended for your school	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Staff-Information-Booklet-Covid-19.docx
	Example of Secondary Booklet	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/School-Wider-Opening-Handbook.docx
11	Example of Video to Parents	https://youtu.be/ji52lbfk4IQ
12	Recovery Curriculum June 2020 - Ysgol Tir Morfa	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Recovery-Curriculum-Tir-Morfa-June-2020.pdf
13	Our Response to COVID-19 - Keeping our school community safe - Ysgol Tir Morfa	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Our-Response-to-COVID-19-SYMBOLS-YTM.pdf
14	COVID-19 Class Protocols - Ysgol Tir Morfa	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/COVID-19-Class-Protocols-YTM.pdf
15		

OTHER KEY MANAGEMENT TASKS

DESCRIPTION		HYPERLINKS
1	Risk Assessment Protocol	https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Risk-Assessment-Protocol.pdf
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WG GUIDANCE DOCUMENTS

DESCRIPTION		HYPERLINKS
1	Unlocking our society and economy; continuing the conversation	https://gov.wales/unlocking-our-society-and-economy-continuing-conversation
2	Leading Wales out of the coronavirus pandemic; a framework for recovery	https://gov.wales/leading-wales-out-coronavirus-pandemic
3	Operational guidance for schools and settings: Keep Education Safe (COVID-19)	https://gov.wales/operational-guidance-schools-and-settings-keep-education-safe-covid-19
4	Guidance on learning over the summer term: Keep Education Safe (COVID-19)	https://gov.wales/guidance-learning-over-summer-term-keep-education-safe
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RISK ASSESSMENT OVERVIEW

FIVE PRINCIPLES FOR RETURNING TO SCHOOL

1.	The safety and mental, emotional and physical wellbeing of learners and staff.
2.	Continuing contribution to the national effort and strategy to fight the spread of COVID-19.
3.	Having the confidence of parents, staff and learners – based on evidence and information – so that they can plan ahead.
4.	Ability to prioritise learners at key points, including those from disadvantaged backgrounds.
5.	Consistency with the Welsh Government’s framework for decision making, to have guidance in place to support measures such as distancing, managing attendance and wider protective actions.

QUESTIONS TO CONSIDER

On the assumption that there will need to be fewer pupils in school at first, what is your preferred model for achieving this? Is it better to have all pupils in on a rota basis, or specific year groups?
How far should government mandate who should be in school and how much should schools be able to decide for themselves?
What are the specific actions and decisions schools / trusts have to take before June 29th?
Purpose and expectations, Timescale, Safety Policies, Risk assessments and regulations, Site and facilities, Transport, Staffing, Teaching and learning
What pre-requisites need to be in place before schools can open further?
What pre-requisites need to be in place before schools can open further?
In particular, if schools were required to plan for the return of more pupils, how might social distancing be implemented, and how might this vary from school-to-school?
Are there any situations that schools might be facing that would make it impossible for them to expand their opening in 3 weeks (e.g. contractors having gone bust), and would necessitate a ‘window’ of re-opening (i.e. between date A and date B)?

The following may be a starting point to scope your risk assessment and strategic response in-line with the latest government approved scientific directives

•	Conduct a staffing profile
•	Profile your accommodation capacity under current social distancing requirements
•	Profile accommodation health and safety requirements
•	Profile staffing deployment in relation to school based activity and distance learning requirements
•	Profile transport implications
•	Profile daily routines

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RISK ASSESSMENT SCORING

SEVERITY	5	5	10	15	20	25	LIKELIHOOD		SEVERITY				
	4	4	8	12	16	20	5	Almost Certain – Very High Risk	5	Fatality – Very High Risk			
	3	3	6	9	12	15	4	Probable – High Risk	4	Severe incapacity – High Risk			
	2	2	4	6	8	10	3	50/50 – Medium Risk	3	Absent 3 weeks – Medium Risk			
	1	1	2	3	4	5	2	Improbable – Low Risk	2	Absent less than 1 day – Low Risk			
		1	2	3	4	5	1	Almost impossible – Low Risk	1	Insignificant – Low Risk			
LIKELIHOOD						1 - 4 LOW		5 - 9 MEDIUM		10 - 15 HIGH		16 - 25 VERY HIGH	
						Continue with existing control, however monitor for changes. Implement any additional control measures required, within the timescales given in the risk assessment.		Requires attention to reduce the rating as well as regular ongoing monitoring. Implement any additional control measures required, within the timescales given in the risk assessment.		Requires immediate attention to bring the risk down to an acceptable level. Implement the control measures required, within the timescales given in the risk assessment and continue to review working practices to reduce the probability of an accident to the lowest possible level.		Stop immediately – the risk is too high. Take immediate action to reduce the risk to the lowest level possible.	

HOW TO USE THE COVID-19 PREPARATION TO RE-OPEN SCHOOLS RISK ASSESSMENT

- This an exemplar risk assessment (RA) provided for schools across North Wales. It includes a number of issues to be considered in a number of different areas.
- They have been grouped together as follows:
 - Logistics
 - Guidance and Documents
 - Learners and Staff
 - Continuity of Learning
 - The School Day
 - Ensuring Expectations
 - Domestic Arrangements
- Schools may use the filters to focus on a particular area of concern / share responsibility for an area.
- All schools will need to amend the narrative to reflect their own unique situation. Scoring for the additional controls has been left empty so schools will need to complete this to reflect the controls being put in place within their own school setting.
- School should refer to national and local guidance when completing the document. A number of useful and relevant guidance and documents will follow shortly.
- You may choose to download the risk assessment on to your PC using the download button on the right hand side of the spreadsheet.

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Click on the icon to access the scoring table

Click on the icon to clear the filters

Click on the "down arrow" to filter the information if required

Double left click within a cell to amend and input content. Press Alt and Return to start a new line. You will need to unlock the spreadsheet first.

Click on "drop down" to select a score for each identified risk

Click to download the RA on to your PC

Click to unlock / lock the spreadsheet

COVID-19 - PREPARATION TO RE-OPEN SCHOOLS - SECONDARY SCHOOL RISK ASSESSMENT												
Grouping	Area of Concern	Existing Measures	Likelihood	Severity	Score	Additional Controls	Likelihood	Severity	Score	Additional Comments	Responsibility	Are you satisfied identified risks have been addressed?
Logistics	Accommodation	<ul style="list-style-type: none"> • School capacity calculation 	4	3	12	<ul style="list-style-type: none"> • Capacity calculations suggest that a standard 56 m² could accommodate 8 learners under 2 metre social distancing. • For a typical school with a variety of accommodation this would suggest a potential capacity of 35% of normal usage. • The modal average classroom, with furniture and additional staff, is 6 learners. • Schools may wish to apply other constraining factors or look to phase capacity from a range of 20% to 40% dependent on their individual constraints. • Schools may wish to start at the lower range and on the basis of experience adjust capacity over subsequent weeks. 				<ul style="list-style-type: none"> • LAs have capacity data and it may be possible to run a variety of models as the advice on social distancing matures with the prevailing scientific advice. • The same safeguarding principles should be applied to staffroom. 		
Logistics	Accommodation Function	<ul style="list-style-type: none"> • Health and safety requirements related to school classroom and infrastructure usage. 	4	4	16	<ul style="list-style-type: none"> • Schools will need to conduct an audit of controls related to cleaning, hand washing, toilets, catering and social space usage. 				<ul style="list-style-type: none"> • Schools need to ensure that all the necessary health and safety checks have been undertaken after period of closedown such as Legionnaires' disease, sprinkler and fire alarm testing, dust extraction, etc. • Please note this is not an exhaustive list and schools will need to liaise with their Health and Safety advisers for a comprehensive assessment. 		

COVID-19 - PREPARATION TO RE-OPEN SCHOOLS - PRIMARY SCHOOL RISK ASSESSMENT

Grouping	Area of Concern	Existing Measures	Likelihood	Severity	Score	Additional Controls	Likelihood	Severity	Score	Additional Comments	Responsibility	Are you satisfied identified risks have been addressed?
Logistics	Accommodation	<ul style="list-style-type: none"> School capacity calculation 	5	4	20	<ul style="list-style-type: none"> Capacity calculations suggest that a standard 56 m² could accommodate 8 learners under 2 metre social distancing. For a typical school with a variety of accommodation this would suggest a potential capacity of 35% of normal usage. The modal average classroom, with furniture and additional staff, is 6 learners. Schools may wish to apply other constraining factors or look to phase capacity from a range of 20% to 33% dependent on their individual constraints. Schools may wish to start at the lower range and on the basis of experience adjust capacity over subsequent weeks. 				<ul style="list-style-type: none"> LAs have capacity data and it may be possible to run a variety of models as the advice on social distancing matures with the prevailing scientific advice. In primary schools, WG guidance recognises that it is not practicable to expect learners to maintain social distancing of 2 metres. You should however seek to ensure some distancing between learners. This is based on medical advice and evidence which suggests that the risk of infection and transmission for children is likely to be lower. Practitioners should recognise that younger children will not be able to maintain social distancing at all times but you should seek to maintain some distancing where possible. 		
Logistics	Accommodation Function	<ul style="list-style-type: none"> Health and safety requirements related to school classroom and use of space within the school. 	4	4	16	<ul style="list-style-type: none"> Schools will need to conduct an audit of controls related to cleaning, hand washing, toilets, catering and social space usage. 				<ul style="list-style-type: none"> Schools need to ensure that all the necessary health and safety checks have been undertaken after period of closedown such as Legionnaires' disease, sprinkler and fire alarm testing, dust extraction, etc. Please note this is not an exhaustive list and schools will need to liaise with their Health and Safety advisers for a comprehensive assessment. 		
Logistics	Transport, Access to Site and Car Park	<ul style="list-style-type: none"> Very school specific, ranging from minimal requirements with the majority living within 3 miles with safe travel to school to schools that require the majority of their learners to be transported to school. In addition, consideration needs to be given to vulnerable learners requiring bespoke arrangements. 	3	4	12	<ul style="list-style-type: none"> Employees should attend the workplace on foot or by using personal mode of transport in preference to public transport. Employees should not car share (unless in same household). Physical distancing must be observed in the car park with adequate space between vehicles therefore likely reduced car park capacity. Learners and parents / carers should attend the school on foot or by using personal mode of transport in preference to public transport. Learners and parents / carers should not car share with other families. Physical distancing must be observed in the car park / drop off points with adequate space between other people / vehicles. Learners travelling by school bus will be subject to social distancing rules. Learners travelling by taxi transport will be subject to social distancing rules. 				<ul style="list-style-type: none"> Gates for entry will be clearly identified and all others locked. SLT on gate to let taxis and buses in and out once safe. 		
Learners & Staff	Identification of learners to reintegrate	<ul style="list-style-type: none"> Currently working on Welsh Government (WG) definition of vulnerable and key workers - current numbers requiring support increasing. 	5	4	20	<ul style="list-style-type: none"> Needs led reintegration. Reduce need for mixing of classes Individual risk assessments of all learners with care plans. Begin with 20% capacity and increase as successful. Unless managed very carefully this could cause the school to be closed for a long period. 				<ul style="list-style-type: none"> Consider reintroducing learners in blocks or cohorts, such as a different group of learners each week. This does not necessarily need to be decided by year groups. Schools could consider mixing year groups and this will allow children of the same household to attend at the same time. This should also be considered for children of critical workers and vulnerable children. Also consider three possible identifiable groups: <ol style="list-style-type: none"> In school but in unfamiliar circumstances Not able to come in (vulnerable, etc) Not willing to come (suggested link with socio-economic status) 		

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COVID-19 - PREPARATION TO RE-OPEN SCHOOLS - PRIMARY SCHOOL RISK ASSESSMENT

Grouping	Area of Concern	Existing Measures	Likelihood	Severity	Score	Additional Controls	Likelihood	Severity	Score	Additional Comments	Responsibility	Are you satisfied identified risks have been addressed?
Learners & Staff	Clarifying purpose of educational attendance on school sites	<ul style="list-style-type: none"> Standard attendance demands will be difficult to enforce as the wishes of parents / carers will vary significantly in relation to their expectations about the safety and security of their children under a re-engagement programme. 	3	4	12	<ul style="list-style-type: none"> Schools will need to liaise with their LA to determine the guidance and expectations to be shared with parent / carers and to create the checking and follow-up procedures if they feel that learners are falling outside of these expectations. 				<ul style="list-style-type: none"> This should be a process of encouragement rather than enforcement, unless it falls under a safeguarding concern. No-one with Covid-19 symptoms should attend a setting for any reason. Eligible children – including priority groups - should be strongly encouraged to attend school, unless they are self-isolating or they are vulnerable (in which case they should follow medical advice). If someone in their household is vulnerable, they should only attend if stringent social distancing can be adhered to, and the child is able to understand and follow those instructions. Schools and settings should keep a record of attendance and families should notify their school if their child is unable to attend. This will help schools, settings and local authorities understand any barriers to learners returning to school and identify any further support needed. At this stage we would not expect parents to be fined for non-attendance. Schools should continue to inform social workers where children with a social worker do not attend. 		
Learners & Staff	Staff Availability	<ul style="list-style-type: none"> Due to rota system, staff availability is currently appropriate. Around xx% are shielding and xx% unavailable for work for other reasons. xx% of staff have school aged children. 	3	3	9	<ul style="list-style-type: none"> As contact with more learners increases so the risk of staff requiring self-isolation increases. Staff with asthma and/or other medical conditions are less likely to attend work - national guidance to be followed. Staff who suffer with anxiety may find it difficult to attend work without reassurances. Identify staff who are home working and staff available to work in school. Identify staff with childcare responsibilities and work into a possible rota. School to consider redeployment of staff to ensure equity and balance. Provision for learners in school and at home to be the same e.g. pick and mix, a few daily focus tasks and/or thematic project presented electronically. Staff to work in teams (FP, KS2, Early Years, etc) to plan and respond to learners' tasks. 				<ul style="list-style-type: none"> No one who has received a shielding letter should be present at this time (in accordance with WG). National / local guidance on asthma / other medical conditions to be followed. Guidance for schools on teacher / learner ratios - particularly in the Foundation Phase. 		
Learners & Staff	Risk assessing vulnerable staff and learners (vulnerable to catching Covid-19 and/or due to lack of school contact)	<ul style="list-style-type: none"> Schools have an understanding of staff and learners who are defined as 'vulnerable' under the prevailing demands and have safety measures in place. 	2	4	8	<ul style="list-style-type: none"> Create a register of staff and learners who are defined as 'vulnerable'. This will need to be updated as this dynamic situation changes and any adjustment to status will need to be communicated in advance of the new status taking effect. Groups or individuals defined as 'vulnerable' to have bespoke risk assessments in place if regular Covid-19 risk assessments not appropriate for their situations. If any learners or staff use medication, make sure that it is kept at school and not sent home to avoid possible contamination. 				<ul style="list-style-type: none"> This should be done in partnership with the LA to ensure consistency and appropriate consultation with all stakeholders. 		

COVID-19 - PREPARATION TO RE-OPEN SCHOOLS - PRIMARY SCHOOL RISK ASSESSMENT

Grouping	Area of Concern	Existing Measures	Likelihood	Severity	Score	Additional Controls	Likelihood	Severity	Score	Additional Comments	Responsibility	Are you satisfied identified risks have been addressed?
Learners & Staff	Display of symptoms in school – Employees, Learners, Parents / Carers	<ul style="list-style-type: none"> Any employees, learners or parents / carers who are feeling unwell / displaying Covid-19 symptoms must not attend / visit school. 	2	4	8	<ul style="list-style-type: none"> Any employees, learners or parents / carers who are feeling unwell / displaying Covid-19 symptoms must not attend / visit school. If anyone becomes unwell when in school they must leave school as soon as practicable and follow self-isolation guidelines. School to monitor sickness absence of learners and report any suspected incidence of Covid-19 symptoms to LA. 				<ul style="list-style-type: none"> Schools and settings should have clear procedures if learners or staff begin to show symptoms on site. These need to be fully understood by both staff and parents / carers. Those showing symptoms should be kept separate until they can be collected and taken home. Ideally, this should be in a separate room, supervised at a distance of two metres. Anyone displaying symptoms should stay at home for seven days. Anyone who lives with someone displaying symptoms but remains well should stay at home for 14 days from the day the first person became ill. 		
Learners & Staff	Injury to learners on site	<ul style="list-style-type: none"> If learner is injured in school, staff would attend to injury or arrange for learner to see doctor or visit hospital. 	2	4	8	<ul style="list-style-type: none"> If attending to any wounds, etc school staff to use Personal Protective Equipment (PPE) at all times. Ask parent / carer permission for learner to attend doctors surgery or hospital during pandemic. If in any doubt (or if not able to contact parent / carer) contact NHS Direct / Emergency Services for advice. 				<ul style="list-style-type: none"> Consideration is needed on what would happen if a learner was seriously injured or someone with a medical condition needed to be admitted to hospital. Of course an emergency service could be called for some serious incidents or incidents, but not always. Are staff willing to go to hospital if parent / carer could not collect the learner? Would the parent / carer be happy for the learner to go to hospital in the first place bearing in mind that some may be reluctant to visit the hospital at present? 		
Learners & Staff	Access to Personal Protective Equipment (PPE)	<ul style="list-style-type: none"> Limited PPE equipment available to schools. 	5	4	20	<ul style="list-style-type: none"> School requires access to PPE stocks to support staff and ease anxiety. PPE required for close personal care until regulations relax. 				<ul style="list-style-type: none"> WG guidance states the use of PPE by staff within education settings must be based on a clear assessment of risk, taking into account each individual setting and the needs of the individual learner. Schools, settings and local authorities already have risk assessments processes in place which should be used for the use of PPE. Following any risk assessment, where the need for PPE has been identified, it should be readily available and provided. Where the use of PPE is risk assessed as being required, all staff should be trained in how to put on and take off PPE (as required by Health and Safety Regulations) and to ensure staff limit the spread of Covid-19. 		
Learners & Staff	School Uniform	<ul style="list-style-type: none"> Learners wear school uniform during normal school day. 	3	3	9	<ul style="list-style-type: none"> This situation could well be exacerbated by financial issues faced by parents during the lockdown, especially without full pay or no pay coming into the household. Schools need to be sympathetic and may have to relax some of their rules regarding school uniform. If learners make greater use of the outdoors, suitable clothing could be encouraged. Clothes worn should be easily washable. 				<ul style="list-style-type: none"> School uniform for primary learners is not statutory. It is important that this message is shared with all parents. Where parents are struggling financially, then schools should try to provide the uniform for the child/ren. Wearing suitable clothing could make working outdoors easier and also have a beneficial effect on learner wellbeing - easing transition into the 'new normal'. 		
Learners & Staff	Staff Dress Code	<ul style="list-style-type: none"> Current dress codes may not be practical. 	4	3	12	<ul style="list-style-type: none"> There has been some discussion that staff should consider washing their clothes at the end of every day to reduce the potential for transfer of infection. 				<ul style="list-style-type: none"> Schools may wish to consider that a less formal dress code might be more appropriate - especially as learners could be encouraged to work outdoors. 		

COVID-19 - PREPARATION TO RE-OPEN SCHOOLS - PRIMARY SCHOOL RISK ASSESSMENT

Grouping	Area of Concern	Existing Measures	Likelihood	Severity	Score	Additional Controls	Likelihood	Severity	Score	Additional Comments	Responsibility	Are you satisfied identified risks have been addressed?
"The School Day"	Arrival at School	<ul style="list-style-type: none"> All transport (public and private) arrive at school and park in car park or on main road. Cars may use drop off for older learners. Younger learners (and some older learners) will be brought into school by parents / carers. This can be a busy period outside the main building - dependent on context of school. 	3	4	12	<ul style="list-style-type: none"> Clear established routines on entering the school - possible use of different gates / entrances for parents / learners walking to school to establish a one way system Consider use of local car parks to avoid unnecessary congestion. Social distancing rules established once on school premises - from the gates onwards. Establish routes from gates to individual classes Consider benefits and disadvantages of staggered times - works for families but maybe not year groups - possible waiting around at the start / end of the day On entering the school, consider different access points for different learners - can they access the class directly from the outside? All learners to wash their hands thoroughly prior to / or on entering the class. Can doors (apart from fire, toilet and security doors) be kept open to minimise contamination. 				<ul style="list-style-type: none"> Clear guidance for all on required social distancing on school premises. Staff on rota for duty to supervise arrival. 		
"The School Day"	Arrival in Class	<ul style="list-style-type: none"> A smaller number of learners means that very few learners are in each class. 	5	4	20	<ul style="list-style-type: none"> All learners to wash their hands prior to / on entering the classroom. Then regular hand washing throughout the day. Desks / furniture to be moved to ensure social distancing. Each learner to have a designated workspace / area and equipment. Establish clear routine for entering classroom to their allocated space - to include a one way system of moving around the classroom. Allocated resources for each learner - can they bring their own? Toilet breaks to be monitored. Regular reminders of rules / guidelines throughout the day. 	2	4	8	<ul style="list-style-type: none"> Schools and settings should ensure that all staff and learners regularly wash their hands and that these facilities are in place. They should be washed with soap and water for at least 20 seconds. Staff should also ensure learners are reminded of effective handwashing techniques. Regular handwashing should include: <ul style="list-style-type: none"> - on arrival at and when leaving the school or setting - before and after handling food - before and after handling objects and equipment that may have been used by others - where there has been any physical contact - after people blow their nose, sneeze or cough. 		
"The School Day"	Collective Worship and Assemblies	<ul style="list-style-type: none"> Daily collective worship / assemblies as per school timetable. 	4	4	16	<ul style="list-style-type: none"> No whole school / key stage collective worship or assemblies. Collective worship to held in individual classes. 						

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COVID-19 - PREPARATION TO RE-OPEN SCHOOLS - PRIMARY SCHOOL RISK ASSESSMENT

Grouping	Area of Concern	Existing Measures	Likelihood	Severity	Score	Additional Controls	Likelihood	Severity	Score	Additional Comments	Responsibility	Are you satisfied identified risks have been addressed?
"The School Day"	Travel around School	<ul style="list-style-type: none"> Learners are supported by adults and reminded of social distancing expectations. Travel is minimal due to low numbers. 	4	3	12	<ul style="list-style-type: none"> No more than xx% of school population admitted at the same time, focus on WG priority groups for admission. Social distancing mapped and marked across school. Posters reminding of social distancing evident for all. Minimise travel around the school by staying in the same classroom throughout the day. Establish routine / window for toilet breaks. All doors apart from fire, toilet and security doors to be kept open. Establish one way system throughout the school (possible use of inside and outside routes) and/or corridors clearly marked for left side walking only. Ensure public areas are as clear and free from restrictions as possible. If weather is bad, reduce travel to classroom based activities only, unless toilet breaks needed. All doors / surfaces to be wiped regularly. 				<ul style="list-style-type: none"> Clear guidance on social distancing requirements. 		
"The School Day"	Foundation Phase (FP)	<ul style="list-style-type: none"> Potentially some learners may already be attending hubs if parents are key workers / vulnerable. Distance Learning (DL) currently in place for all FP learners. 	5	4	20	<ul style="list-style-type: none"> Visual timetable for both staff and learners with designated areas including outdoors being used at specific times. Carpet / sitting time to be kept to a minimum. Learners should sit on a designated child-friendly mark on floor. Availability of one member of staff to deal with toileting, hygiene of equipment and personal hygiene throughout the school day / session in accordance with WG guidance. Learners could be given a bag of resources for their use throughout the day and a tray of items to use in practical experiential learning activities. Items to be sanitised after use. Large equipment e.g. bikes, scooters, cars, to be sanitised after use. Learners to come to school in clothing suitable for outdoor learning i.e. relaxation of school uniform - including hats and sunscreen. 				<ul style="list-style-type: none"> Consideration on classroom activities to be in place to take into consideration the learner:adult ratio. Consideration of handover procedures to FP parents at start and end of school day - how this will work to ensure social distancing of adults and children. 		
"The School Day"	Break Times	<ul style="list-style-type: none"> Break times are currently as and when needed, with fruit snacks available in common shared areas or classrooms. 	4	4	16	<ul style="list-style-type: none"> Introduce staggered break times for all classes and reduce in time if appropriate. Use of outdoors, if appropriate, through outside classrooms to minimise travel around the school. Ensure appropriate level of staff supervision during break times. Common snack areas to remain closed and learners to bring snack with them to eat in class - snacks such as fruit to be provided in class. All learners to wash hands on return from break. Ensure that learners who understand social distancing but choose not to follow are reminded of what is required. See non-compliance section. 						

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COVID-19 - PREPARATION TO RE-OPEN SCHOOLS - PRIMARY SCHOOL RISK ASSESSMENT

Grouping	Area of Concern	Existing Measures	Likelihood	Severity	Score	Additional Controls	Likelihood	Severity	Score	Additional Comments	Responsibility	Are you satisfied identified risks have been addressed?
"The School Day"	Lunch Time	<ul style="list-style-type: none"> Lunch time is currently around midday with one or two sittings dependent on size of school. This limits social distancing. 	3	4	12	<ul style="list-style-type: none"> Introduce staggered lunchtimes to ensure social distancing in the canteen. This may increase the amount of sittings. Learners encouraged to bring in their own packed lunch and eat in classroom. Consider unstructured times of play following eating to ensure social distancing where possible e.g. zoning of playground. Consider possibilities of having half day sessions for different groups / classes of learners, therefore avoiding need for lunchtimes. 						
"The School Day"	Use of Staff Room	<ul style="list-style-type: none"> Current practice in staff rooms will vary depending on how many staff are present. Social distancing practice all ready in place in most cases. 	2	4	8	<ul style="list-style-type: none"> Social distancing to be practised at all times. One person to access food / drinks area at a time. Reduce capacity of staff room seating to enable social distancing. Food / drinks only to be prepared by individuals for own consumption. No shared cutlery / crockery to be used. Individuals to wash / store own materials. Any touch points on shared kitchen equipment e.g. microwaves to be cleaned before and after use. Use of open waste bins / recycling containers only. 						
Domestic Arrangements	Catering	<ul style="list-style-type: none"> Learners able to receive meals at lunch time in school. 	3	4	12	<ul style="list-style-type: none"> Learners should eat in their own classrooms where possible. Will learners be encouraged to bring their own lunch? - Check with LA Catering Department. 				<ul style="list-style-type: none"> Provision should consider whether to include breakfast, lunch and possibly dinner as the length of care requires. Snacks may also be required. If possible, food should be served in the rooms where learners are undertaking activity. This minimises the risk of transmission of infection. The area should be cleaned according to guidelines after eating. Staff should ensure that social distancing is maintained at mealtimes and learners should be sat two metres from each other. In this case, tables should be removed of clutter, disinfected, and visually clean before providing the meal / snack. If there are any concerns, schools and settings should seek the advice of their local Environmental Health team for advice. Learners should also wash their hands before and after eating and staff should also wash their hands before and after serving food. The school or setting may wish to consider providing meals for staff also in order to minimise objects being transferred from and to the building. Local authorities and headteachers should work with food providers and suppliers to ensure the utmost rigour in hygiene, including preparation, consumption and disposal. Food must not be shared. Any snacks should be separated clearly to avoid this Lunch and break times could be staggered to support social distancing. 		

COVID-19 - PREPARATION TO RE-OPEN SCHOOLS - PRIMARY SCHOOL RISK ASSESSMENT

Grouping	Area of Concern	Existing Measures	Likelihood	Severity	Score	Additional Controls	Likelihood	Severity	Score	Additional Comments	Responsibility	Are you satisfied identified risks have been addressed?
Domestic Arrangements	Catching / Spreading. Unable to maintain social distancing whilst carrying out personal care.	<ul style="list-style-type: none"> Schools are currently following Public Health Wales (PHW) guidance around gloves and aprons. Face masks may also be available for staff. 	3	4	12	<ul style="list-style-type: none"> Follow guidance re PPE, including face masks, aprons and gloves. Double bagging for waste. Ensure that waste bins are emptied daily by caretaking team. 				<ul style="list-style-type: none"> The present advice is that it is not necessary to screen temperatures. The learner's parents / carers will be able to check their temperature. In any case, screening will not identify all cases of Covid-19 and the means of checking temperature may put staff at greater risk of transmission. This will be kept under review. Staff should of course be vigilant for changes to children's temperatures and signs of fever. No learner with symptoms should be sent to school at all and it is vital that parents / carers are encouraged to act accordingly. For the vast majority of learners, Covid-19 is a mild illness. Learners who have been classed as shielding due to pre-existing medical conditions have been advised to undertake specific 'shielding' measures. These learners have serious underlying health conditions which put them at very high risk of severe illness from Covid-19 and are advised to rigorously follow shielding measures in order to keep themselves safe. Schools should not expect these learners to attend schools or settings at this time, and they should continue to be supported at home as much as possible. Once someone suspected, confirmed or with symptoms has been identified, all areas where this person has been must be identified and kept clear. Management of the area should be physical where possible i.e. barriers with suitable signage or behind locked doors. A clean down prior to reoccupation should take place following the Covid-19: cleaning in non-healthcare settings guidance. Other clinically vulnerable children and young people (who are not shielding) will need to be considered case by case, but of course we would only expect these to attend where parents / carers are satisfied that this is safe for them. 		
Domestic Arrangements	Visitors at School	<ul style="list-style-type: none"> Only essential visitors present at main reception and wait for staff to meet them. No visitors allowed in school unless pre-arranged. 	2	4	8	<ul style="list-style-type: none"> All visitors will be pre-arranged. No external visitors other than key visitors e.g. school nurse, child protection social workers. All non-statutory visits / contact to be cancelled or done through virtual meetings. Hand sanitizer and guidance on school procedures available to all visitors. Post left at reception. Minimise contact during delivery / exchange of documentation and use electronic signatures / payments where possible. Post / parcels collected by nominated person and wiped with sanitiser. 				<ul style="list-style-type: none"> LA support to manage external agencies and parental expectations of schools running 'as normal' immediately. 		
Domestic Arrangements	Cleaning Routines	<ul style="list-style-type: none"> Cleaning routines changed to focus on surfaces, doors and communal areas. All staff requested to be mindful of supporting cleaning routines. 	2	4	8	<ul style="list-style-type: none"> Increase hours of cleaning until further notice with focus on surfaces, doors and communal areas. Increase cleaning hours to ensure that all surfaces are deep cleaned at the end of the day / shift. This means increase in caretaking time. 				<ul style="list-style-type: none"> Associated costs due to risk assessment response. Use of fob doors where possible as opposed to keypads. 		
Guidance & Documents	Review of Key Policies	<ul style="list-style-type: none"> Evaluate current policies to ensure that they will stand up to scrutiny under the current demands. 	2	2	4	<ul style="list-style-type: none"> Set a policy review structure to ensure scrutiny and approval of Governing body. 				<ul style="list-style-type: none"> Liaise with LA to share best practice and compliance. 		

COVID-19 - PREPARATION TO RE-OPEN SCHOOLS - PRIMARY SCHOOL RISK ASSESSMENT

Grouping	Area of Concern	Existing Measures	Likelihood	Severity	Score	Additional Controls	Likelihood	Severity	Score	Additional Comments	Responsibility	Are you satisfied identified risks have been addressed?
Guidance & Documents	Create New School Guidance	<ul style="list-style-type: none"> The current working practices have evolved during the school re-purposing period. Schools should consider setting down new guidance for this next phase of re-engagement. 	2	2	4	<ul style="list-style-type: none"> Develop a set of expectations and guidance principles for all school stakeholders. 				<ul style="list-style-type: none"> Check with HR that any revised guidance complies with agreements reached with Unions and Associations. Schools may wish to consider developing a handbook (hard copy and/or online) to act as an easy reference point for the new operating procedures. 		
Guidance & Documents	Fire Alarm / Fire Evacuation	<ul style="list-style-type: none"> It is possible that no fire drills, alarm tests, etc have been held during lockdown period. Usual school measures could not be appropriate during this period due to social distancing and possible changes to corridors / routes out of school building. 	3	4	12	<ul style="list-style-type: none"> Review Fire Risk Assessment. Weekly fire alarm tests as normal. Fire evacuation drills suspended (review situation every 6 weeks). Social distancing during evacuation if practicable. Social distancing to be practised at fire assembly point. 						
Continuity of Learning	Review distance learning approach to include more learners having school contact	<ul style="list-style-type: none"> Distance learning established for most learners - mixture of web based, menu based, thematic tasks and routines. 	2	4	8	<ul style="list-style-type: none"> Current DL provision to continue for learners in and out of school. Staff to work in teams to deliver this provision. Good practice identified and established during DL should be built upon. One main focus of current DL has been wellbeing - this needs to continue and possibly be enhanced as learners return to the 'new normal'. However this need to be balanced with a range of 'academic' tasks to bring about some form of normality and education for learners. This will ensure equity of provision for all learners. Teacher introductions in class could be filmed and uploaded on to 'Seesaw' / Google Classroom so not to duplicate work. Time in school is a 'touch base' with regard to DL and opportunity for social interaction (from distance) with peers. Building on current provision will ensure consistency and equity for all learners, ease pressures of workload and assist with learners' independence and social distancing. Possible difference will be a more structured routine / timetable for learners attending school. Rotas - will they be a day a week, 2 / 3 days or a week at a time - dependent on priority and therefore numbers in each school? 				<ul style="list-style-type: none"> Provision could be developed and revised as learner numbers increase over time - models developed to reflect various options. There will be, at least, 3 groups of learners: <ol style="list-style-type: none"> Those coming back to school but into a different and possible stressful environment Those who cannot return to school due to their own or a family member's vulnerability Those who won't return to school due to fear (suggested link with low socio-economic status) OECD strongly suggest that no-one should be forced into school. All these learners need to have equity of provision as per principles of distance learning strategy. 		

COVID-19 - PREPARATION TO RE-OPEN SCHOOLS - PRIMARY SCHOOL RISK ASSESSMENT

Grouping	Area of Concern	Existing Measures	Likelihood	Severity	Score	Additional Controls	Likelihood	Severity	Score	Additional Comments	Responsibility	Are you satisfied identified risks have been addressed?
Continuity of Learning	Induction day for staff to new processes	<ul style="list-style-type: none"> Staff are currently working to support learners in a variety of ways - keeping contact with all / vulnerable learners, supporting distance learning, attending Hubs on a rota basis. Some staff are self-isolating and shielding and are therefore working at home. Schools have set up a range of methods for communicating with staff and working in teams as appropriate. 	2	4	8	<ul style="list-style-type: none"> Clear guidance to all staff on rationale and purpose of next phase of schooling with safety and wellbeing of both learners and workforce as a priority. Reassurance of staff to reduce anxiety and stress that return to work may induce. Review staffroom practice to ensure adherence with social distancing and hygiene procedures. Understand the profile of the staffing able to return to school to work and curriculum on offer to support any staff presenting anxieties of return. Ensure that all staff have had a chance to take some holiday since schools re-purposed on 23 March 2020. Consider staff induction as a priority and reviewing of staff handbook to offer guidance and expectations for this next phase. Maintain clear communication with all staff, enabling peer support and partnership with Unions and opportunity to ask questions. Support from HR for staff working conditions. 				<ul style="list-style-type: none"> Support in place for all staff with wellbeing and safety as priority throughout all phases to include staff PPE. Regular communication and contact to identify coaching and/or counselling for those identified. Regular review points built in for ensuring staff wellbeing - use of newsletters / intranet to ensure all are kept up to date. Opportunities for staff to work collaboratively within school and within phases / clusters to consider support for distance learning / developing curriculum offer. Professional learning on how to support learners on return with potential increased anxieties / trauma and continued ICT skills as part of distance learning. Advice for schools on status of staff training days. 		
Continuity of Learning	Learner Welfare	<ul style="list-style-type: none"> Schools have a range of support available to learners 	3	4	12	<ul style="list-style-type: none"> Once schools restart, consideration for learners to return to previous class and teacher for short period of time. Keeping social distancing, etc would be easier for learners in familiar setting with familiar staff. <p>LA support and welfare services should liaise with schools to help with 'trauma' related guidance and, where necessary, bereavement services.</p> <p>Where year groups are returning to school, school leaders should consider:</p> <ul style="list-style-type: none"> - consider their learners' mental health and wellbeing and identify any learner who may need additional support so they are ready to learn; - assess where learners are in their learning, and agree what adjustments may be needed to the school curriculum over the coming weeks; - identify and plan how best to support the education of high needs groups, including disadvantaged learners, ALN and vulnerable learners. 				<ul style="list-style-type: none"> Ensuring schools have effective systems for exchanging knowledge between staff - identification of learners who could now be vulnerable post lockdown and Covid-19. 		
Continuity of Learning	Physical Activity	<ul style="list-style-type: none"> Formal PE lessons not part of learning offer but field area and play surfaces / outside area used to support exercise and well-being. 	3	4	12	<p>As per continuation of learning offer, all PE lessons re-evaluated and any field / outside area used to support exercise.</p> <ul style="list-style-type: none"> No invasion games individual / non-contact sports only. Consideration of resources to support learner wellbeing and role of physical activity in supporting health e.g. Joe Wicks, cosmic yoga. All sports equipment to wiped down prior to next lesson. Outside sports offered if weather permits. 						

COVID-19 - PREPARATION TO RE-OPEN SCHOOLS - PRIMARY SCHOOL RISK ASSESSMENT

Grouping	Area of Concern	Existing Measures	Likelihood	Severity	Score	Additional Controls	Likelihood	Severity	Score	Additional Comments	Responsibility	Are you satisfied identified risks have been addressed?
Continuity of Learning	Adult Support	<ul style="list-style-type: none"> Currently, all staff are on rota to ensure equity and reduction of numbers on site at one time. Rotas are based on learner need and numbers. Further support / advice required to ensure safe social distancing. 	3	4	12	<ul style="list-style-type: none"> Continue to work on rota basis. Adult support to be shared between classes, ensuring that ratios are appropriate to need. 						
Continuity of Learning	Equipment for learners with special needs	<ul style="list-style-type: none"> Many learners will use the same equipment at school and also at home. 	3	4	12	<ul style="list-style-type: none"> Co-ordinate with Health Board to evaluate what is possible in terms of having extra equipment to be kept at school. 				<ul style="list-style-type: none"> There is a need to consider the risk of cross infection. Transport arrangements also need to be considered in this as taxi drivers, etc also need to touch the equipment. 		
Continuity of Learning	Transition to school - New Learners	<ul style="list-style-type: none"> Some secondary schools have made contact with Yr 6 learners and parents for admissions forms, transport, getting to know learners through Google Classrooms. 	2	4	8	<ul style="list-style-type: none"> Clear guidance to all staff on rationale and purpose of next phase of schooling with safety and wellbeing of both learners and workforce as a priority. Dependant on the size of the school, the staffing capacity and maximum capacity of learners allowed to be in the building at any one time whilst maintaining social distancing. Consideration to Yr 6 returning to primary schools for allocated time in Autumn Term to allow closure of primary experience and reduce anxieties e.g. 2 weeks. Group induction either by school or selected groups. Responsibility shared by all staff. If staffing numbers at the primary school allow, explore possibility of current year 6 teacher in secondary school. 				<ul style="list-style-type: none"> More likely to be a secondary / cluster organised task. 		
Ensuring Expectations	Non-compliance with Rules	<ul style="list-style-type: none"> Site rules are communicated to all school employees, learners, parents / carers through informal discussions, letters, emails, etc. Staff monitor site rules as and when needed. 	2	4	8	<ul style="list-style-type: none"> Site rules to be communicated to all school employees, learners, and parents / carers. Signage displayed to reinforce site rules and Covid-19 guidance. Head Teacher / nominated Teachers will monitor and enforce site rules and social distancing requirements. Disciplinary actions will be taken against individuals who repeatedly / wilfully fail to follow any site / LA rules. 						

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COVID-19 - PREPARATION TO RE-OPEN SCHOOLS - PRIMARY SCHOOL RISK ASSESSMENT

Grouping	Area of Concern	Existing Measures	Likelihood	Severity	Score	Additional Controls	Likelihood	Severity	Score	Additional Comments	Responsibility	Are you satisfied identified risks have been addressed?
Ensuring Expectations	Communication with parents / carers	<ul style="list-style-type: none"> It is recognised that maintaining effective, positive home-school relationships is critical and as part of this, schools are currently using a range of methods for communicating with parents / carers to include phone calls, use of social media, email, text, use of Hwb and engaging with partners to support families with resources. 	3	4	12	<ul style="list-style-type: none"> Clear rationale of purpose of schools opening helps offer parents / carers transparency and information on which learners are prioritised and why. Schools supported with models / templates of what to include in communication with parents / carers to clarify the roles and expectations that they, learners and school will have in this next phase of returning to school. Explanations and models of the school day to be shared, as well as understanding of social distancing requirements within the school building, hand over at start and end of day. 				<ul style="list-style-type: none"> Schools and settings should provide clear communications to ensure parents / carers understand expectations. This could include: <ul style="list-style-type: none"> Advance notice from parents on whether they will be sending their children. Advise parents to declare that their children haven't shown symptoms of Covid-19. Clarity on transport arrangements to and from schools site, this will also include drop off and pick up. Timing of school day – particularly if school is staggering start times. School entrance and exit points – this may be different to "normal" arrangements. Eating arrangements and hygiene policy Procedures if child falls ill during time in school. Arrangements for groups of learners throughout the school day. Clear protocols for healthy children only to be returning to school, understanding of what happens during the day if child turns unwell. Schools to consider approach to support whole families with more than one child returning at the same time. Schools to consider how parents can feedback to schools - questionnaire on views on returning, feedback on distance learning and support needed by children. Consideration of how schools will communicate with parents of new learners at key transition points e.g. Nursery / Yr 2 / Yr 6. 		

COVID-19 - PREPARATION TO RE-OPEN SCHOOLS - SEC

Grouping	Area of Concern	Existing Measures	Likelihood	Severity	Score	Additional Controls	Likelihood	Severity	Score
		The introduction of 'check-in, catch up and prepare' sessions in the 2019/20 summer term along with the latest scientific and medical advice has helped inform this guidance. The guidance sets out the public health advice schools must				The risk to children themselves of becoming severely ill from coronavirus (COVID-19) is very low and there are negative health impacts of being out of school. We know that school is a vital point of contact for public health and safeguarding services that are critical to the wellbeing of learners and families.			
Logistics	Accommodation	<ul style="list-style-type: none"> School capacity calculation 	4	3	12	<ul style="list-style-type: none"> Capacity calculations suggest that a standard 56 m² could accommodate 8 learners under 2 metre social distancing. For a typical school with a variety of accommodation this would suggest a potential capacity of 35% of normal usage. The modal average classroom, with furniture and additional staff, is 6 learners. Schools may wish to apply other constraining factors or look to phase capacity from a range of 20% to 33% dependent on their individual constraints. Schools may wish to start at the lower range and on the basis of experience adjust capacity over subsequent weeks. How contacts are reduced will depend on the school's circumstances and will (as much as possible) include: <ul style="list-style-type: none"> grouping learners together avoiding contact between groups arranging classrooms with forward facing desks staff maintaining distance from pupils and other staff as much as possible 			
Logistics	Accommodation Function	<ul style="list-style-type: none"> Health and safety requirements related to school classroom and infrastructure usage. 	4	4	16	<ul style="list-style-type: none"> Schools will need to conduct an audit of controls related to cleaning, hand washing, toilets, catering and social space usage. 			
Logistics	Transport	<ul style="list-style-type: none"> Very school specific, ranging from minimal requirements with the majority living within 3 miles with safe travel to school to schools that require the majority of their learners to be transported to school. In addition, consideration needs to be given to vulnerable learners requiring bespoke arrangements. 	3	4	12	<ul style="list-style-type: none"> Liaise with LA over transport related to revised school day and volume required. Continue to reduce numbers in transport. <p>It is important to recognise, some direct or indirect mixing between children in different contact groups will be unavoidable, such as on transport, receiving specialist teaching or due to staffing constraints. Where mixing cannot be avoided, schools should minimise the risk of transmission using the hierarchy of risk controls.</p>			

COVID-19 - PREPARATION TO RE-OPEN SCHOOLS - SEC

Grouping	Area of Concern	Existing Measures	Likelihood	Severity	Score	Additional Controls	Likelihood	Severity	Score
Learners & Staff	Identification of learners to reintegrate	<ul style="list-style-type: none"> Currently working on Welsh Government (WG) definition of vulnerable and key workers - current numbers requiring support increasing. <p>WG are asking schools and settings to plan for a full return of all learners on a phased approach from the start of the autumn term.</p>	4	3	12	<ul style="list-style-type: none"> Needs-led reintegration. No mix of needs / phases. Individual risk assessments of all learners with care plans. Begin with 20% capacity and increase as successful. Unless managed very carefully this could cause the school to be closed for a long period. <p>Schools should consider a phased return starting with Year groups 7, 11 and 13 for the first two weeks</p> <p>All other learners must attend school. Schools should bear in mind the potential concerns of pupils, parents/carers who may be reluctant or anxious about returning and put the right support in place to address this. This may include learners who have themselves been shielding previously but have been advised that this is no longer necessary, those living in households where someone is clinically vulnerable, or those concerned about the comparatively increased risk from coronavirus (COVID-19), including those from Black, Asian and Minority Ethnic (BAME) backgrounds or who have certain conditions such as obesity and diabetes.</p>			
Learners & Staff	Clarifying purpose of educational attendance on school sites	<ul style="list-style-type: none"> Standard attendance demands will be difficult to enforce as the wishes of parents / carers will vary significantly in relation to their expectations about the safety and security of their children under a re-engagement programme. 	4	4	16	<ul style="list-style-type: none"> Schools will need to liaise with their LA to determine the guidance and expectations to be shared with parents / carers and to create the checking and follow-up procedures if they feel that learners are falling outside of these expectations. <p>Schools and settings should work with parents/carers to secure regular school attendance from the start of term as this will be essential to help pupils catch up on missed education, make progress and promote their wellbeing and wider development</p>			

COVID-19 - PREPARATION TO RE-OPEN SCHOOLS - SEC

Grouping	Area of Concern	Existing Measures	Likelihood	Severity	Score	Additional Controls	Likelihood	Severity	Score
Learners & Staff	Staff Availability	<ul style="list-style-type: none"> Due to rota system, staff availability is currently appropriate. Around 10% are shielding and 5% unavailable for work for other reasons. 	3	3	9				
Learners & Staff	Risk assessing vulnerable staff and learners	<ul style="list-style-type: none"> Schools will need to develop a register of staff and learners who are defined as 'vulnerable' under the prevailing demands. 	4	4	16	<ul style="list-style-type: none"> This will need to be updated as this dynamic situation changes and any adjustment to status will need to be communicated in advance of the new status taking effect. 			
Learners & Staff	Display of symptoms in school – Employees, Learners, Parents / Carers	<ul style="list-style-type: none"> Any employees, learners or parents / carers who are feeling unwell / displaying Covid-19 symptoms must not attend / visit school. 	2	4	8	<ul style="list-style-type: none"> Any employees, learners or parents / carers who are feeling unwell / displaying Covid-19 symptoms must not attend / visit school. If anyone becomes unwell when in school they must leave school as soon as practicable and follow self-isolation guidelines. School to monitor sickness absence of learners and report any suspected incidence of Covid-19 symptoms to LA. <p>The Chief Medical Officer has been clear that there is no evidence to support the widespread wearing of nonmedical face coverings in the community. Non-medical face coverings are recommended where social distancing cannot be maintained.</p> <p>Response to any infection: engage with the Test, Trace, Protect strategy. Manage confirmed cases of COVID-19 among the school community and contain any outbreak by following local health protection team advice.</p>			
Learners & Staff	Injury to learners on site	<ul style="list-style-type: none"> If learner is injured in school, staff would attend to injury or arrange for learner to see doctor or visit hospital. 	2	4	8	<ul style="list-style-type: none"> If attending to any wounds, etc school staff to use Personal Protective Equipment (PPE) at all times. Ask parent / carer permission for learner to attend doctors surgery or hospital during pandemic. If in any doubt (or if not able to contact parent / carer) contact NHS Direct / Emergency Services for advice. 			

COVID-19 - PREPARATION TO RE-OPEN SCHOOLS - SEC

Grouping	Area of Concern	Existing Measures	Likelihood	Severity	Score	Additional Controls	Likelihood	Severity	Score
Learners & Staff	School Uniform	<ul style="list-style-type: none"> Children will have grown during the time of the lockdown and many uniforms may no longer fit them. This will be a major issue if there is a short notice given for the return. 	3	3	9	<ul style="list-style-type: none"> This situation could well be exacerbated by financial issues faced by parents during the lockdown, especially without full pay or no pay coming into the household. Schools need to be sympathetic and may have to relax some of their rules regarding school uniform. <p>It is for the governing body of a school to make decisions regarding school uniform. Some schools relaxed their uniform policy over the summer term. WG would, however, encourage all schools to return to their usual uniform policies in the autumn term. Uniform can play a valuable role in contributing to the ethos of a school and setting an appropriate tone. If a governing body decides to relax its uniform policy a poverty conscious approach should be taken, which bears in mind that some families may struggle to purchase specific or additional items of clothing. PDG-Access should be promoted to eligible families.</p>			
Learners & Staff	Staff Dress Code	<ul style="list-style-type: none"> Current dress codes may not be practical. 	4	3	12	<ul style="list-style-type: none"> There has been some discussion that staff should consider washing their clothes at the end of every day to reduce the potential for transfer of infection. <p>Any revision to the pupil uniform expectations would be advisable to be mirrored in the staff dress code expectation</p>			
"The School Day"	Arrival at School	<ul style="list-style-type: none"> All transport arrive at school and drop off in one central point. Parents requested not to bring children onto the school site or restrict access to school accommodation. 	3	3	9	<ul style="list-style-type: none"> Schools may wish to consider staggered start times or phase Year Groups over separate morning and afternoon sessions. All learners to remain in taxis until staff come to pick them up. Learners to enter through one designated door and to wash hands prior to going to class. Schools may wish to consider that learners to remain in designated classes and staff move to these classes. 			
"The School Day"	Arrival in Class	<ul style="list-style-type: none"> Accommodation constraints may mean very few learners per class. If operating the policy of static learners and mobile staff this would have to be on the basis of project based work. 	3	2	6	<ul style="list-style-type: none"> Desks to be moved to ensure social distancing. Each learner to have a designated workspace and equipment. Timetabling will need to consider time for phased toilet breaks. <p>When timetabling, groups should be kept apart and movement around the school site kept to a minimum. While passing briefly in the corridor or playground is low risk, schools should avoid creating busy corridors, entrances and exits. Schools should also consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups).</p>			
"The School Day"	Collective Worship and Assemblies	<ul style="list-style-type: none"> Daily collective worship / assemblies as per school timetable. 	4	4	16	<ul style="list-style-type: none"> No whole school / key stage collective worship or assemblies. Collective worship to held in individual classes. 			

COVID-19 - PREPARATION TO RE-OPEN SCHOOLS - SEC

Grouping	Area of Concern	Existing Measures	Likelihood	Severity	Score	Additional Controls	Likelihood	Severity	Score
"The School Day"	Break Times / Lunch Times	<ul style="list-style-type: none"> These pose a significant risk to the social distancing requirement and for staff ability to police requirements safely. 	4	3	12	<ul style="list-style-type: none"> Consideration should be given to truncating the day to minimise mass groupings at break time. Further consideration should be given to removing the requirement for lunch times by truncating the day and phasing year groups between mornings and afternoons. Current arrangement for FSM learners could remain enforce. 			
Domestic Arrangements	Catering	<ul style="list-style-type: none"> Learners able to receive meals at lunch time in school. 	3	4	12	<ul style="list-style-type: none"> Learners should eat in their own classrooms where possible. Will learners be encouraged to bring their own lunch? - Check with LA Catering Department. <p>Schools should also consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups). WG expect that kitchens will be fully open from the start of the autumn term and normal legal requirements will apply about provision of food to all pupils who want it, including for those eligible for free school meals</p>			
Domestic Arrangements	Catching / Spreading. Unable to remain social distancing whilst carrying out first aid.	<ul style="list-style-type: none"> Does the school follow Public Health Wales (PHW) guidance around gloves and aprons? Face masks should also be available for staff. 	4	3	12	<ul style="list-style-type: none"> Follow guidance re PPE, including face masks, aprons and gloves. Double bagging for waste. Ensure that waste bins are emptied daily by caretaking team. Increase cleaning hours to ensure that all surfaces are deep cleaned at the end of the day / shift. <p>Gloves and aprons should continue to be used when providing intimate care to a child or young person. This can include personal, hands-on care such as washing, toileting, or first aid and certain clinical procedures such as assisted feeding. Fluid-resistant surgical masks and eye protection should also be worn if a risk assessment determines that there is a risk of splashing to the eyes such as from coughing, spitting, or vomiting. Gloves, fluid repellent gowns, FFP3 masks and eye protection are indicated when undertaking aerosol generating procedures such as suction. Gloves and aprons should be used when cleaning equipment or surfaces that might be contaminated with body fluids such as saliva or respiratory secretions.</p>			

COVID-19 - PREPARATION TO RE-OPEN SCHOOLS - SEC

Grouping	Area of Concern	Existing Measures	Likelihood	Severity	Score	Additional Controls	Likelihood	Severity	Score
Domestic Arrangements	Visitors at School	<ul style="list-style-type: none"> Only essential visitors present at main reception and wait for staff to meet them. No visitors allowed in school unless pre-arranged. 	3	3	9	<ul style="list-style-type: none"> All visitors will be pre-arranged. No external visitors other than key visitors e.g. school nurse, child protection social workers. All non-statutory visits / contact to be cancelled or done through virtual meetings. 			
Domestic Arrangements	Cleaning Routines	<ul style="list-style-type: none"> Cleaning routines changed to focus on surfaces, doors and communal areas. All staff requested to be mindful of supporting cleaning routines. 	4	3	12	<ul style="list-style-type: none"> Focus cleaning on the restricted blocks and develop a policy for deep cleaning. Increased cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach. Schools and settings should follow the latest cleaning in non-healthcare settings. Points to consider and implement include: <ul style="list-style-type: none"> ~putting in place a cleaning schedule that ensures cleaning is generally enhanced and includes: <ul style="list-style-type: none"> ~more frequent cleaning of rooms/shared areas after they have been used by different groups or frequently touched surfaces being cleaned more often than normal ~where possible, providing separate toilets for different contact groups. Where this is not possible, using hand sanitiser before entering the toilet and ensuring toilets are cleaned regularly will help. Learners must be encouraged to clean their hands thoroughly after using the toilet. 			
Guidance & Documents	Review of Key Policies	<ul style="list-style-type: none"> Evaluate current policies to ensure that they will stand up to scrutiny under the current demands. 	3	3	9	<ul style="list-style-type: none"> Set a policy review structure to ensure scrutiny and approval of Governing body. 			
Guidance & Documents	Create New School Guidance	<ul style="list-style-type: none"> The current working practices have evolved during the school re-purposing period. Schools should consider setting down new guidance for this next phase of re-engagement. 	3	3	9	<ul style="list-style-type: none"> Develop a set of expectations and guidance principles for all school stakeholders. In classrooms it will be important that schools improve ventilation (for example, by opening windows where it is safe to do so.) Good ventilation is essential at all times. Schools should ensure all systems are working in their normal operating mode. Natural ventilation via windows or vents should be used as far as possible. Where centralised or mechanical ventilation is present, recirculatory systems should be adjusted to full fresh air, if this is not possible systems should be operated as normal. Where ventilation units have filters present ensure enhanced precautions are taken when changing filters. 			
Guidance & Documents	Fire Alarm / Fire Evacuation	<ul style="list-style-type: none"> It is possible that no fire drills, alarm tests, etc have been had during lockdown period. Usual school measures could not be appropriate during this period due to social distancing and possible changes to corridors / routes out of school building. 	3	4	12	<ul style="list-style-type: none"> Review Fire Risk Assessment. Weekly fire alarm tests as normal. Fire evacuation drills suspended (review situation every 6 weeks). Social distancing during evacuation if practicable. Social distancing to be practised at fire assembly point. 			

COVID-19 - PREPARATION TO RE-OPEN SCHOOLS - SEC

Grouping	Area of Concern	Existing Measures	Likelihood	Severity	Score	Additional Controls	Likelihood	Severity	Score
Continuity of Learning	Review distance learning approach to include more learners having school contact	<ul style="list-style-type: none"> • Many schools operating are engaging with approximately 2% of their school population. • Any re-engagement will significantly impact on these current arrangements. 	4	3	12	<ul style="list-style-type: none"> • Capacity calculations and modelled expectations suggest that initial re-engagement could be between 15% and 40%. 			
Continuity of Learning	Induction day for staff to new processes	<ul style="list-style-type: none"> • As part of the planning programme schools should look to have professional development programmes based around the new operating procedures. 	3	3	9	<ul style="list-style-type: none"> • Schools may wish to consider phasing this training to ensure the appropriate social distancing guidance. 			
Continuity of Learning	Learner Induction Programme	<ul style="list-style-type: none"> • Learners will have experienced a wide range of emotions and experiences since 23 March 2020. • This will pose a significant impact on the pastoral provision in school. 	4	4	16	<ul style="list-style-type: none"> • Consideration should be given to an induction programme that allows learners to explore their feelings and emotions and signposts the support services that are available in school. 			
Continuity of Learning	Reviewing Curriculum Offer	<ul style="list-style-type: none"> • It is unlikely that the standard curriculum offer that the learners experienced in the Autumn Term (2019) could be replicated under the revised constraints. 	3	3	9	<ul style="list-style-type: none"> • Schools should give consideration to restructuring their curriculum offer either on a core offer, core + offer or a project based offer. 			
Ensuring Expectations	Non-compliance with Rules	<ul style="list-style-type: none"> • Site rules are communicated to all school employees, learners, parents / carers through informal discussions, letters, emails, etc. • Staff monitor site rules as and when needed 	2	4	8	<ul style="list-style-type: none"> • Site rules to be communicated to all school employees, learners, and parents / carers. • Signage displayed to reinforce site rules and Covid-19 guidance. • Head Teacher / nominated Teachers will monitor and enforce site rules and social distancing requirements. • Disciplinary actions will be taken against individuals who repeatedly / wilfully fail to follow any site rules. 			

Grouping	Area of Concern	Existing Measures	Likelihood	Severity	Score	Additional Controls	Likelihood	Severity	Score
Ensuring Expectations	Communication with parents / carers	<ul style="list-style-type: none"> It is recognised that maintaining effective, positive home-school relationships is critical and as part of this, schools are currently using a range of methods for communicating with parents / carers to include phone calls, use of social media, email, text, use of Hwb and engaging with partners to support families with resources. National Welsh and UK news and messages can lead to some confusion on implications within their own locality. 	3	4	12	<ul style="list-style-type: none"> Clear rationale of purpose of schools opening helps offer parents / carers transparency and information on which learners are prioritised and why. Schools supported with models / templates of what to include in communication and parents / carers understand the roles and expectations that they, learners and school will play in this next phase of returning to school. Explanations and models of the school day to be shared, as with understanding of social distancing within the school building. 			

ONDARY SCHOOL RISK ASSESSMENT		
Additional Comments	Responsibility	Are you satisfied identified risks have been addressed?
<p style="text-align: center; color: green;">There cannot be a ‘one-size-fits-all’ approach, School leaders will be best placed to understand the needs of their schools and communities, and to make informed judgments about how to balance delivering the curriculum with the measures needed to manage risk. The guidance provides a set of principles to help schools and settings do this and in turn minimise risks. We expect schools and setting, supported by their local authorities to work closely with parents and staff as they normally would, when agreeing the best approaches for their circumstances</p>		
<ul style="list-style-type: none"> • LAs have capacity data and it may be possible to run a variety of models as the advice on social distancing matures with the prevailing scientific advice. • The same safeguarding principles should be applied to staffroom. <p style="color: green;">The overarching principle to apply is reducing the number of contacts between learners and staff. This can be achieved through keeping contact groups separate and through maintaining distance between individuals, where possible. These are not alternative options and both measures will help, but the balance between them will change depending on:</p> <ul style="list-style-type: none"> • children’s ability to distance • the lay out of the school • the feasibility of keeping distinct groups separate while offering the curriculum (especially at secondary) <p style="color: green;">Maintaining a distance between people whilst inside and reducing the amount of time they are in face to face to contact lowers the risk of transmission. It is strong public health advice that staff in secondary schools maintain distance from their learners, staying at the front of the class, and away from their colleagues where possible. Ideally, adults should maintain 2 metre distance from each other, and from learners.</p> <p style="color: green;">Schools and setting should make small adaptations to the classroom to support distancing where possible. That should include seating learners side by side and facing forwards, rather than face to face or side on, and might include moving unnecessary furniture out of classrooms to make more space.</p> <p style="color: green;">It is strong public health advice that staff in secondary schools maintain distance from their learners, staying at the front of the class, and away from their colleagues where possible. Ideally, adults should maintain 2 metre distance from each other, and from learners.</p>		
<ul style="list-style-type: none"> • Schools need to ensure that all the necessary health and safety checks have been undertaken after period of closedown such as Legionnaires’ disease, sprinkler and fire alarm testing, dust extraction, etc. • Please note this is not an exhaustive list and schools will need to liaise with their Health and Safety advisers for a comprehensive assessment. 		
<ul style="list-style-type: none"> • All gates other than front gate will be closed. • SLT on gate to let buses and taxis in and out once safe. • This has to be relevant to each site - should be flexible for each school. • Children on buses will need to be on a rota as well. • Drop off zones created - nearby car parks, etc. • It may be required that learners do not use public transport at peak times and as a result schools may need to consider a school day that operates outside of peak time travel. <p style="color: green;">Transport (WG Guidance is currently being considered and will need updating)</p> <p style="color: green;">Consideration should be given to the latest transport guidance. Where possible, parents and carers should travel with their children to and from school, ideally on foot, or by bike, scooter or any other means of active travel. Social distancing should be maintained on the journey to and from school. People of no more than two households should only travel together if social distancing is possible.</p> <p style="color: green;">In any school transport, priority should be given to those who are unable to attend without it.</p>		

ONDARY SCHOOL RISK ASSESSMENT		
Additional Comments	Responsibility	Are you satisfied identified risks have been addressed?
<ul style="list-style-type: none"> • Support required from all LA services to manage parent / carer expectations. • If stringent social distancing cannot be adhered to, it should be stated that those individuals do not attend. They should be supported to learn or work at home. This could depend on why schools are re-opening - education, well-being or economy. • In secondary schools - curriculum may be project based dependent on staffing availability. • Consideration may need to be given to families with siblings in the school. Are Year 10, Year 12, Year 6 priorities for example or is it families in need? working families? Welsh language? For 11-16 schools should consideration be given to learners in Year 11 to help with their transition to next stage learning? • Has to be clear national directive on who is prioritised based on the reason for re-opening schools. School then have find the local solutions. • Three identifiable groups: <ul style="list-style-type: none"> - 1st in school but in unfamiliar circumstances - 2nd not able to come in (vulnerable, etc) - 3rd group not willing to come (suggested link with SE and 3rd group) • Schools would be unwise to force anyone to come to school – schools may need an interim attendance policy. • Schools may wish to consider if their priorities are vulnerable learners, then digitally disadvantaged learners and then SEND learners. • Keeping accurate attendance records will be vital to safeguarding and to the strategic planning of school, LA and National strategy. <p style="color: green;">If a learner is unable to attend the physical setting of the school it is vital that the school continues to engage with the learner remotely</p>		
<ul style="list-style-type: none"> • Any revised guidance needs to be shared well in advance with all stakeholders to ensure consistency of expectation and the right to ask schools and LAs to consider individual circumstances. • This should be a process of encouragement rather than enforcement, unless it falls under a safeguarding concern. • No-one with symptoms should attend a setting for any reason. • Eligible children – including priority groups - should be strongly encouraged to attend school, unless they are self-isolating or they are vulnerable (in which case they should follow medical advice). If someone in their household is vulnerable, they should only attend if stringent social distancing can be adhered to, and the child is able to understand and follow those instructions. • Families should notify their school as normal if their child is unable to attend so that staff can explore the reason with them and address barriers together. • LAs should make it clear that parents will not be fined for non-attendance at this time, and schools and will not be held to account for attendance levels. • Schools should continue to inform social workers where children with a social worker do not attend. 		

ONDARY SCHOOL RISK ASSESSMENT		
Additional Comments	Responsibility	Are you satisfied identified risks have been addressed?
<ul style="list-style-type: none"> No one who has received a shielding letter should be present at this time (in accordance with WG). National / local guidance on asthma required. LAs may wish to define the term 'vulnerable' in order that all stakeholders have the same definition. Schools should therefore be able to identify staff who are at home working and staff available at school. An additional issue is staff who have school-age children, this needs to be identified and worked into the rota. Schools should give consideration to the deployment of staff; staff working at school will not be able to undertake the same distance learning functions. A redeployment of groups may need to be considered to ensure equity and balance amongst staff. A provision for testing for Covid-19 should be shared and commonly understood by all stakeholders. LAs, Governing boards and senior leaders should be conscious of the wellbeing of all staff, including senior leaders themselves, and the need to implement flexible working practices in a way that promotes good work-life balance and supports teachers and leaders. <p>We are asking schools/settings and local authorities to:</p> <ul style="list-style-type: none"> communicate clear and consistent expectations around attendance to parents/carers throughout the summer ahead of the new school year identify learners who are reluctant or anxious about returning or who are at risk of disengagement and develop plans for re-engaging them. This should include disadvantaged and vulnerable children and young people, especially those who were persistently absent prior to the pandemic or who have not engaged with school regularly during the pandemic work closely with other professionals as appropriate to support the return to school, including continuing to notify the child's social worker, if they have one, of non-attendance 		
<ul style="list-style-type: none"> This should be done in partnership with the LA to ensure consistency and appropriate consultation with all stakeholders. <p>Rapid Deployment of PCR Antigen Testing</p> <p>The rapid deployment of testing will be made available to support outbreaks in schools/settings by the NHS Wales TTP Programme and Local Health Boards will facilitate PCR antigen testing for everybody in the school/setting 'bubbles' (small, consistent group of no more than 8) that are affected by the outbreak and everyone in the school/setting if it has been established that the setting has not followed Welsh Government guidelines for schools and/or Infection Prevention and Control measures.</p> <p>The method for delivery and sampling of rapid antigen tests can be executed in a range of ways such as the deployment of Mobile Testing Units (MTUs), temporary testing satellites and drop off and collection routes. The most appropriate testing channel will be discussed and agreed between all stakeholders.</p>		
<p>Latest WG guidance recommends that essential measures include:</p> <ul style="list-style-type: none"> a requirement that people who are ill stay at home robust hand and respiratory hygiene enhanced cleaning arrangements active engagement with Test Trace Protect formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise potential for contamination so far as is reasonably practicable <p>How contacts are reduced will depend on the school's circumstances and will (as much as possible) include:</p> <ul style="list-style-type: none"> grouping learners together avoiding contact between groups arranging classrooms with forward facing desks staff maintaining distance from pupils and other staff as much as possible 		
<ul style="list-style-type: none"> Consideration is needed on what would happen if a learner was seriously injured or someone with a medical condition needed to be admitted to hospital. Of course an emergency service could be called for some serious incidents or incidents, but not always. Are staff willing to go to hospital if parent / carer could not collect the learner? Would the parent / carer be happy for the learner to go to hospital in the first place bearing in mind that some may be reluctant to visit the hospital at present? 		

ONDARY SCHOOL RISK ASSESSMENT		
Additional Comments	Responsibility	Are you satisfied identified risks have been addressed?
<ul style="list-style-type: none"> • Should schools welcome learners back without uniform? • It is important that this message is shared with all parents. • If possible, give a sensible time limit for parents to get the uniform situation sorted. • Where parents are struggling financial, then schools should try to provide the uniform for the child/ren. • Perhaps encourage parents who are struggling, to sort the shoes and the school could help with the uniform, could also ask PTA to help with uniform swap / sale. 		
<ul style="list-style-type: none"> • Schools may wish to consider that less formal dress might be more appropriate. 		
<ul style="list-style-type: none"> • Learners not required in school may be drawn to meet friends outside of school and thereby posing additional risks. • Parent / carer contact should still be done remotely. <p>Where possible, schools should consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school. Staggered start and finish times should not reduce the amount of overall teaching time. A staggered start may, for example, include condensing/staggering free periods or break time but retaining the same amount of teaching time, or keeping the length of the day the same but starting and finishing later to avoid rush hour. Schools should consider how to communicate this to parents/carers and remind them about the process that has been agreed for drop off and collection, including that gathering at the school gates and otherwise coming onto the site without an appointment is not allowed.</p> <p>Schools should also have a process for removing face coverings when learners and staff who use them arrive at school and communicate it clearly to them. Learners must be instructed not to touch the front of their face covering during use or when removing them. They must wash their hands immediately on arrival (as is the case for all learners), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom</p>		
<ul style="list-style-type: none"> • Are there sufficient toilets / washing facilities in the restricted / designated teaching block? • Are there sufficient hand washing facilities? • Consideration of a one way system inside and outside school. • Doors (apart from fire doors) left open so no need to touch handles, etc. If this is this case then schools will need to review their safeguarding policies. 		
<p>Contact groups should be kept apart where possible, meaning that schools should avoid large gatherings such as assemblies or collective worship with more than one group.</p>		

ONDARY SCHOOL RISK ASSESSMENT		
Additional Comments	Responsibility	Are you satisfied identified risks have been addressed?
<ul style="list-style-type: none"> This would be dependent on number of learners and size of grounds available. Consider possible zoning of areas and rules of play / engagement - learners could be consulted. Proposals on phasing or removing canteen usage would need to be reviewed in line with emerging government guidance on schools providing meals on-site. <p>When timetabling, groups should be kept apart and movement around the school site kept to a minimum. While passing briefly in the corridor or playground is low risk, schools should avoid creating busy corridors, entrances and exits. Schools should also consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups)</p>		
<ul style="list-style-type: none"> Provision should consider whether to include breakfast, lunch and possibly dinner as the length of care requires. Snacks may also be required. If possible, food should be served in the rooms where learners are undertaking activity. This minimises the risk of transmission of infection. The area should be cleaned according to guidelines after eating. Staff should ensure that social distancing is maintained at mealtimes and learners should be sat two metres from each other. In this case, tables should be removed of clutter, disinfected, and visually clean before providing the meal / snack. If there are any concerns, schools and settings should seek the advice of their local Environmental Health team for advice. Learners should also wash their hands before and after eating and staff should also wash their hands before and after serving food. The school or setting may wish to consider providing meals for staff also in order to minimise objects being transferred from and to the building. Local authorities and headteachers should work with food providers and suppliers to ensure the utmost rigour in hygiene, including preparation, consumption and disposal. Food must not be shared. Any snacks should be separated clearly to avoid this Lunch and break times could be staggered to support social distancing. 		
<ul style="list-style-type: none"> Review cleaning hours / routines to build public confidence. Strategy required for any member of the school exhibiting Covid-19 symptoms. Policy in place for informing school community of any confirmed cases and the ability to track, where reasonable, others who may have come into contact with the confirmed case. The present advice is that it is not necessary to screen temperatures. The learner's parents / carers will be able to check their temperature. In any case, screening will not identify all cases of Covid-19 and the means of checking temperature may put staff at greater risk of transmission. This will be kept under review. Staff should of course be vigilant for changes to children's temperatures and signs of fever. No learner with symptoms should be sent to school at all and it is vital that parents / carers are encouraged to act accordingly. For the vast majority of learners, Covid-19 is a mild illness. Learners who have been classed as shielding due to pre-existing medical conditions have been advised to undertake specific 'shielding' measures. These learners have serious underlying health conditions which put them at very high risk of severe illness from Covid-19 and are advised to rigorously follow shielding measures in order to keep themselves safe. Schools should not expect these learners to attend schools or settings at this time, and they should continue to be supported at home as much as possible. Once someone suspected, confirmed or with symptoms has been identified, all areas where this person has been must be identified and kept clear. Management of the area should be physical where possible i.e. barriers with suitable signage or behind locked doors. A clean down prior to reoccupation should take place following the Covid-19: cleaning in non-healthcare settings guidance. Other clinically vulnerable children and young people (who are not shielding) will need to be considered case by case, but of course we would only expect these to attend where parents / carers are satisfied that this is safe for them. There is risk of learners (and staff) being upset and even crying on return to school. 		

ONDARY SCHOOL RISK ASSESSMENT		
Additional Comments	Responsibility	Are you satisfied identified risks have been addressed?
<ul style="list-style-type: none"> • LA support to manage external agencies and parental expectations of schools running 'as normal' immediately. • No unnecessary visits or meetings - can be via telephone or Teams, etc. • A balance has to be maintained between site security and the policy of all doors apart from fire doors and toilet doors to be kept open. <p>Schools and settings should consider how to manage other visitors to the site, such as contractors, and ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen outside of school hours, they should. A record should be kept of all visitors.</p>		
<ul style="list-style-type: none"> • Associated costs due to risk assessment response. 		
<ul style="list-style-type: none"> • Liaise with LA to share best practice and compliance. 		
<ul style="list-style-type: none"> • Check with HR that any revised guidance complies with agreements reached with Unions and Associations. • Schools may wish to consider developing a handbook (hard copy and/or online) to act as an easy reference point for the new operating procedures. • The airflow and ventilation should be increased where possible using natural ventilation such as opening doors and windows. 		

ONDARY SCHOOL RISK ASSESSMENT		
Additional Comments	Responsibility	Are you satisfied identified risks have been addressed?
<ul style="list-style-type: none"> Operating procedures should look at the logistical impact of re-engagement starting initially at 15% and phasing up in 10% increments. 		
<ul style="list-style-type: none"> A phased programme consisting of training and guidance on the new operating practices, procedures and policies and time for staff to undertake personal preparation. Time should also be given to adjusting their classroom bases in line with the new operating practices. <p>See GwE's policy and practice guidance on Blended Learning</p>		
<ul style="list-style-type: none"> LA support and welfare services should liaise with schools to help with 'trauma' related guidance and, where necessary, bereavement services. It should be widely publicised in the community that the National Curriculum remains suspended and that schools are not expected to teach a curriculum similar in structure and content experienced before 23 March 2020 until the National Curriculum has been reinstated. Where year groups are returning to school, school leaders should consider: <ul style="list-style-type: none"> - consider their learners' mental health and wellbeing and identify any learner who may need additional support so they are ready to learn; - assess where learners are in their learning, and agree what adjustments may be needed to the school curriculum over the coming weeks; - identify and plan how best to support the education of high needs groups, including disadvantaged learners, and SEND and vulnerable learners; - support learners in Year 6 in primary schools to work together with secondary colleagues to support their upcoming transition to Year 7. Schools should use best endeavours to support learners attending school as well as those remaining at home, making use of the available remote education support. 		
<ul style="list-style-type: none"> Guidance to curriculum re-design has be shared across the region in the curriculum design training run by Ian Gerrard. 		

ONDARY SCHOOL RISK ASSESSMENT		
Additional Comments	Responsibility	Are you satisfied identified risks have been addressed?
<ul style="list-style-type: none"> • Schools and settings should provide clear communications to ensure parents / carers understand expectations. This could include: • Advance notice from parents on whether they will be sending their children. • Advise parents to declare that their children haven't shown symptoms of Covid-19. • Clarity on transport arrangements to and from schools site, this will also include drop off and pick up. • Timing of school day – particularly if school is staggering start times. • School entrance and exit points – this may be different to “normal” arrangements. • Eating arrangements and hygiene policy . • Procedures if child falls ill during time in school. • Arrangements for groups of learners throughout the school day. • Clear protocols for healthy children only to be returning to school, understanding of what happens during the day if child turns unwell. • Schools to consider approach to support whole families with more than one child returning at the same time. • Schools to consider how parents can feedback to schools - questionnaire on views on returning, feedback on distance learning and support needed by children. <p style="color: green; font-size: small;">The importance of a clear communications strategy is particularly important in educational and childcare settings, given the level of media attention that this kind of incident is likely to generate. Early involvement of colleagues from communications teams in PHW and partner organisations is therefore crucial.</p>		

Resources available to schools as part of Accelerating Skills support materials.

Resource 1: Examples of Learning Sequences

The **Accelerated Skills models** are extended teaching sequences that aim to help teachers focus on the isolated literacy and numeracy skills to ensure they have the necessary skills to access the whole curriculum at the appropriate level. They include isolated literacy skills such as oracy, higher order reading, writing/grammar/spelling, vocabulary building and money, multiplication, time and mathematical language, etc, in numeracy. They are designed to support learners to access the rest of their learning.

Each model is based on the Education Endowment Foundation recommended teaching sequence for a flexible approach to teaching and whole-school strategies, targeted support to accelerate learning and wider strategies (including supporting parents and carers). They can be adapted for use at home or school, a learner’s ability and age ranges and act as a model on which the teacher could further develop their own models.

Activities are designed to incorporate DCF and be based on a wider curriculum and learning in the outdoors, where appropriate, to motivate and continue to build learner well-being, independence and confidence.

Each model includes a voice-over briefing for teachers and a set of short videos for parents to help them support their children at home, should schools choose to share them.

They have been produced in both languages with contexts and reading materials selected to best reflect the culture and flavour of each language.

Resources 2-5: Evidence reviews

These four reviews provide a summary of the current evidence for a range of commonly used programmes and interventions. For each programme, a range of practical information useful for school leaders is presented, including information on efficacy, cost, training requirements and curriculum links.

2	Literacy programmes evidence review
3	Numeracy programmes evidence review
4	Behaviour & well-being programmes evidence review
5	Online programmes (literacy and numeracy) evidence review

Resource 6: Teaching and fluency-building packages

These packages build on a range of existing strategies and resources made available to schools via projects delivered by GwE and the Collaborative Institute for Education Research, Evidence and Impact (CIEREI), Bangor University. They focus on the use of evidence-informed teaching and fluency-building strategies to help pupils’ basic reading and reading fluency, reading comprehension and vocabulary skills and basic numeracy and numeracy fluency skills

The strategies have been identified as having a strong theoretical research base, alongside positive evidence from efficacy trials. They are all relatively simple to use at scale without the need for lengthy INSET training. They are also suitable for parents to use.



6a	Keeping Pupils Reading! (HEADSPROUTS, FP-KS2 parental support project)
6b	Repeated Reading & High Frequency Word Fluency strategies (KS2-3 currently being amended for Welsh language, bespoke Welsh texts being written)
6c	SAFMEDS numeracy strategy (KS2 parental support project)
6d	SAFMEDS numeracy strategy/Quizizz app (KS2-3)
6e	Remote Instruction for Literacy & Language (RILL - Currently being amended for Welsh language, bespoke Welsh texts being written)

Resource 7: Secondary Literacy Offer

In the secondary sector it is essential that we further develop literacy skills across the curriculum in order for learners to unlock learning and acquire knowledge. The challenge of improving literacy skills is a particular priority for learners from disadvantaged backgrounds.

The first package offered to schools is a digital Literacy Toolkit. The toolkit makes four key recommendations based on EEF research with each recommendation supported by practical examples which classroom teachers can adapt to support and enhance the literacy skills of their learners. A package of professional learners, again open to all classroom teachers across the region, accompanies the resource. The second package available to schools focusses on literacy intervention which is vital for identified learners across all ability ranges. An interactive literacy intervention programme, available in English and Welsh, has been developed and is available for schools to utilise. The programme can be used in school or at home as we recognise the importance of parental support in accelerating learning. Effective intervention also identifies learners early; uses assessment to target need and reviews impact regularly and the programme also supports schools in doing this. A comprehensive professional learning package for teachers or teaching assistants has also been developed in order to support schools in ensuring effective implementation.

Resource 8: Secondary numeracy packages

These resources are a package that will enable secondary colleagues to support the numeracy drive within the school. Resources included are suitable for use within the classroom (including cross-curricular links), for learners working away from school and for parents to support the learners. Where possible the resources are evidence-based and include a range of learning resources that can be used for different learners' needs as and when appropriate.

8a	Universal support materials	KS3
i	<p>Organisation of the numeracy curriculum for years 7-9 to prioritise aspects of the curriculum. This includes the combining of topics that can be taught together to create the following:</p> <ul style="list-style-type: none"> • Links between the current framework and the new curriculum. • Topics organised into progression ladders to provide resources for all ability ranges at KS3. • Topics linked to the other projects – SAFMEDS and iSTer where appropriate. 	

8a ii	<p>Universal support materials Materials to support teachers to guide learners with independent and distance learning. The resources include a toolkit which is suitable for learners, learners with parental support, learners with non-specialist support, learners' under teachers' direction. The toolkit includes the following:</p> <ul style="list-style-type: none"> • Diagnostic questions – to be completed at the beginning and end of the series of learning opportunities. • Lesson that can be followed, including supporting video clips and examples. • Tasks to be completed and self-marked so that learners can assess their own development. 	KS3
8a iii	<p>Universal support materials</p> <ul style="list-style-type: none"> • Materials supported from the Maths.Cymru website to enable free and easy access for all teachers, learners and their parents/guardians. • Promotion of the brand 'Maths.Cymru' as a one-stop shop for supporting materials. • Specific areas targeted for KS3 within the website (with an area for KS4 which learners will need to access as they progress through the school). • Release of materials over the next two terms with different stakeholder groups. 	KS3- KS4
	<p>Targeted support package to include</p> <ul style="list-style-type: none"> • Resources to support the workforce, to support personalised learning, additional support materials and for supporting the parental role in the learning. 	KS3
8b i	<p>Targeted support materials</p> <ul style="list-style-type: none"> • Promote and develop a package that Senior leaders within schools can use to develop the workforce in order to accelerate the learning for all. 	KS3
8b ii	<p>Targeted support materials</p> <ul style="list-style-type: none"> • Develop a professional learning package to support senior learners to develop the personalised learning experiences in order to accelerate learning for all. 	KS3
8b iii	<p>Targeted support materials</p> <ul style="list-style-type: none"> • Develop a professional learning package to support SLT/AENCO/ Numeracy Coordinators to develop the workforce within the school to further invest in small group numeracy intervention. 	KS3
8b iv	<p>Targeted support materials Develop a range of resources that can support the sessions that schools may choose to deliver to the wider community in order to strengthen links with parents and the wider community to support numeracy development</p>	KS3

8c	<p>iSTeR Development Retrieval & Spaced practice strategies for maths (KS3-4) developed alongside the work with Bangor University to further support the development of topics considered in 8a and 8b.</p>	KS3
8d	<p>SAFMEDS Development Materials developed as a collaboration between Bangor University, KS2 and KS3 colleagues. Linked to the developments of topics considered in 8a and 8b where appropriate.</p>	KS3



Professional Offer 2020-2021





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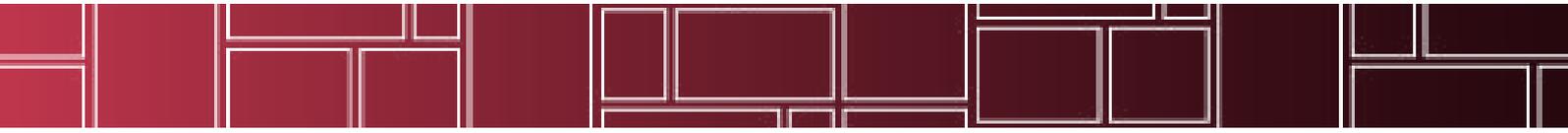
This year has been a difficult year, which has highlighted how incredibly flexible you as headteachers and schools can be when responding to all the COVID-19 challenges you have had to face. Following discussions with several of you, the GwE offer will reflect this flexibility and be available to you at a time that is convenient to you.

We will discuss with you in your catchment areas in order to identify aspects that have priority, and then we will do our utmost to respond to these needs in a flexible manner to suit you as schools.

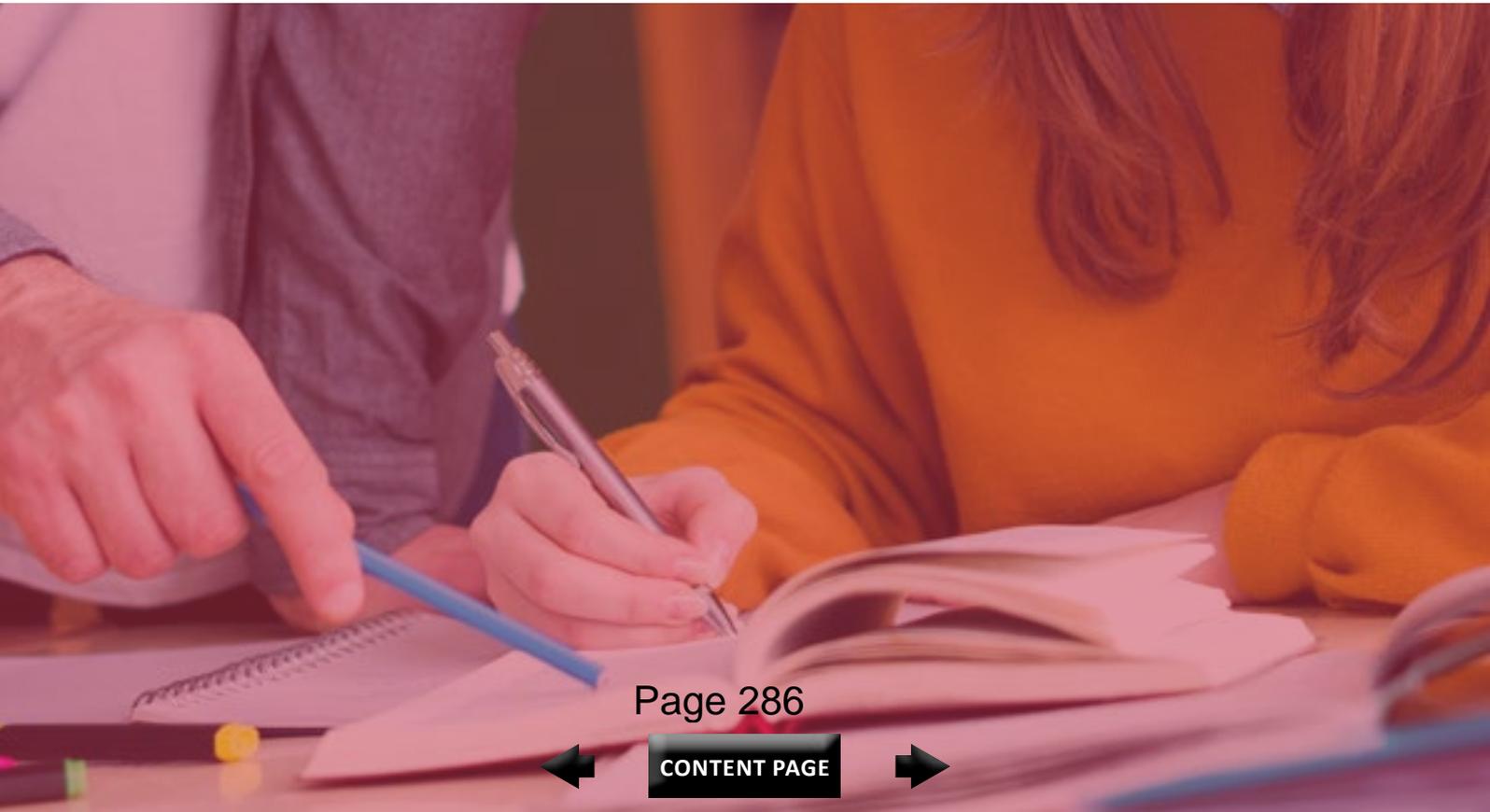
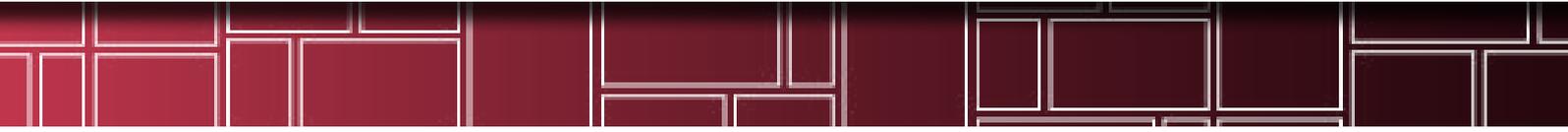
The offer this year is condensed under five main headings, namely:

- **WELL-BEING**
- **THE REFORM JOURNEY:**
 - Curriculum for Wales
 - ALN
 - The Welsh Language
- **DEVELOPING THE WORKFORCE:**
 - Teaching Assistants
 - Leadership
 - Foundation Phase, Literacy & Numeracy, Subjects
- **ACCELERATING LEARNING**
- **DIGITAL**

What follows will give you a high-level idea of the Professional Learning offered by GwE during this academic year. It is not in its final form, but it gives you a flavour to assist you to identify the Professional Learning needs of your school and your staff in the near future. We will work with you as schools to identify the best time to deliver the Professional Learning; therefore, times and dates are not included in this high-level offer. GwE will also work closely with you as schools in order to continue to deepen the Peer work already established, and to identify the aspects that you as schools could offer to other schools to develop specific aspects of Professional Learning.



WELL-BEING



Dealing with attachment and trauma difficulties in Educational Settings

Provider Name(s): Trauma Informed Schools - Dr Coral Harper

Brief Description:

- Suitable for all school staff, although targeting Designated Teachers for LAC / Head of Pastoral Care / Well-being / ALNCo
- 3 hour online PLO delivered in 2 x 90 minute sessions
- To provide an introduction to developmental Trauma and Attachment via evidence based research with focus on developing a whole schools approach
- To support all attendees to identify strategies within teaching and learning to help learners within their school setting

Biophilia: The Science of Nature & Animals: Why being outside makes us happier, healthier and better able to learn

Provider Name(s): Dr Coral Harper, Independent Education and Mental Health Consultant

Brief Description:

This three-hour (or 2 x 90 minute) online PLO will support school to developing their understanding of Biophilia in regards to regulating in Nature

- Understanding the beneficial (brain) chemistry of Nature Hard & Soft Fascination
- Incorporating learning into practice –Activities to support emotional well-being in the outdoors
- Risk/Benefit Assessment

Developing Self-Regulation Zones in primary settings

Provider Name(s): Dr Janet Rose / Nia Thomas – GwE

Brief Description:

- This workshop is designed to accompany the Emotion Coaching workshop and will be delivered in English with bilingual resources
- The workshop will focus particular attention on strategies that enable children to develop more effective skills in regulating their feelings and behaviour so that they can focus on their schoolwork. The workshop will offer participants a number of different strategies that can be easily implemented in their classrooms
- The strategies all help children to learn to regulate their stress response system, their feelings and their behaviour and help to build emotional literacy



Supporting the Education of Children who are Looked After across the Region

Provider Name(s): Sharon Williams, GwE

Brief Description:

- The 45 minute session can be delivered in Welsh / English and is suitable for all staff who are supporting children who are looked after – but with focus on NQTs / Designated Lead
- The workshop will focus on - What does it mean to be ‘looked after’? / The role of the school and LA in supporting LAC pupils
- Raising aspirations of children who are looked after and consider the impact of early childhood trauma and attachment difficulties in education and universal support to implement
- Support, processes and procedures e.g. Personal Education Plans

Developing a Whole School Approach to Well-being

Provider Name(s): Sharon Williams, GwE

Brief Description:

The 60-minute session can be delivered in English / Welsh and suitable for all settings.

- The session will focus on universal Well-being and reference evidence based research / national strategies in regards to the whole school approach.
- It will focus on the key principles / considerations and practices for schools that are beneficial for all learners.
- Information will also be shared on the Well-being Accelerating Learning evidence database and signposting to further guidance

The Right Way – A Children’s Rights Approach in Wales

Provider Name(s): Children’s Commissioner for Wales / GwE

Brief Description:

The workshop is suitable for all settings and can be delivered in Welsh / English – the session will be between 60 – 90 minutes.

- The focus will be on the introduction to the United Nations Convention on the Rights of the Child and how they can be applied within school in regards to the 4 purposes within CfW and in addition learner voice.
- The workshop will also allow you to have the status of Train the Trainer and cascade across your school / cluster.



The Observational Checklist

Provider Name(s): Helen Worrall, Education Consultant/ Author

Brief Description:

- Participants will, via a summary of Attachment Theory, be able to understand how early experiences, particularly those related to neglect, trauma and loss, negatively impact the ability to form positive relationships with others and how this impacts upon their well-being, behaviour and needs within our schools
- Participants will become familiar with the range of resources contained with each of the observation checklist books and their intended uses
- Participants will develop an understanding of how the Observational Checklist for each of the age groups is structured, how it is completed and how it can be interpreted to inform understanding of need and to inform planning
- Participants will understand how the checklist can be used as an effective method to monitor and observe change in a child or young person's emotional well-being and as such can be used as a resource that shows progress and efficacy of interventions put into place as a result of increased understanding

Thinking Differently for Disadvantaged Learners

Provider Name(s): Challenging Education

Brief Description:

- The Professional Learning Programme (PLP) is based around six recorded training modules released half-termly throughout the academic year and available to all staff (and governors) to access at their own convenience. They are suitable for all schools / settings
- Each training module will be divided into a series of short video sessions (viewable online only) and a number of these will be accompanied by additional reading and/or reflective worksheets that can be downloaded. There is also the opportunity to join in a live feedback session as well
- Settings will be given access to the modules via GwE up to 31st August 2021.
- The focus will be supporting vulnerable and disadvantaged youngsters and includes: What it is like to be disadvantaged in school; the impact of the curriculum; Adapting teaching and effectively using metacognitive strategies; addressing the difficulties of participation; Teaching appropriate learning behaviours and career-related learning



Family and community engagement - FaCE

Provider Name(s): GwE

Brief Description:

- The workshop is suitable for all settings and can be delivered in Welsh / English
- The workshop will focus on the Welsh Government FaCE toolkit that is designed to provide practical support for schools with an overview of the 5 key themes in regards to parental and community engagement
- The workshop will also focus on practical examples from schools across the region in regards to embedding a whole school approach to family engagement and family voice
- The workshop will also share / signpost to further guidance in regards to evidence based programmes / provision

How do we Measure Well-being? – The Conversation

Provider Name(s): GwE

Brief Description:

- The 60 minute workshop can be delivered in Welsh/English
- The focus of the workshop is to give schools / settings an overview of the universal range of evidence based “well-being” measures /tools
- There will be practical examples of what schools have used and its impact to date, we will also link with the 6 local authorities in regards to targeted learner support

Bloom – for Young People’s Mental Health & Resilience

Provider Name(s): Mental Health UK (Hafal Cymru)

Brief Description:

- Bloom is a free resource for schools, to equip learners in KS4/post 16 with the tools and knowledge to maintain good mental health and well-being - <https://mentalhealth-uk.org/partnerships/projects/bloom/>
- The online training is available in both Welsh/English as well as the resources / lesson plans/student workbook
- The programme includes six key topics – What is Resilience? Exam Stress / Making decisions / Managing Studies/Social pressures and friendships
- Following the training schools can then have practical support via Hafal Cymru in regards to delivering in school



Foundation Phase Network – Autumn Term. Focus – Health and Well-being. Effective strategies to support the learning

Provider Name(s): Foundation Phase Team

Brief Description:

- Schematic behaviour. What is a schema? How to support schematic behaviour. Aligns with early progression steps Curriculum for Wales
- Trauma – ACEs. Case study on effective strategies that can be used with all pupils to deal with anxiety and trauma
- Information about on-line assessments
- Recording available within the 'Webinars' section of GwE Support Centre

Well-being across the Curriculum for NQTs

Provider Name(s): Ieuan Jones

Brief Description:

- Ensure that the well-being of all learners is of the highest priority in all schools across the region
- Ensure that all learners maximise their full learning potential and become healthy, confident individuals who build their emotional well-being
- Ensure that teachers understand that developing physical health and well-being has lifelong benefits
- Promote that all schools have a healthy and safe environment that embraces a holistic approach to well-being and that all learners feel safe and free from abuse

Embedding the VESPA Programme in Schools

Provider Name(s): Martyn Froggett

Brief Description:

- Training continuing for schools involved in the programme and opportunities to train for those not involved. Training will be focussed on development for VESPA Champions and existing and potential programme deliverers (costs: resources £4000; training £700)

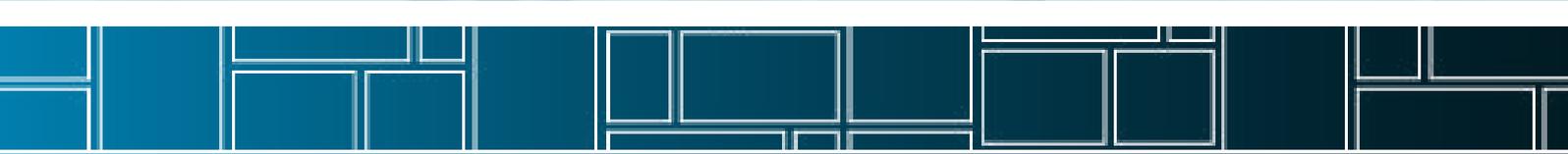
Head teacher well-being workshops

Provider Name(s): Claire Chidley - an experienced and highly regarded expert in the area - will facilitate the workshops

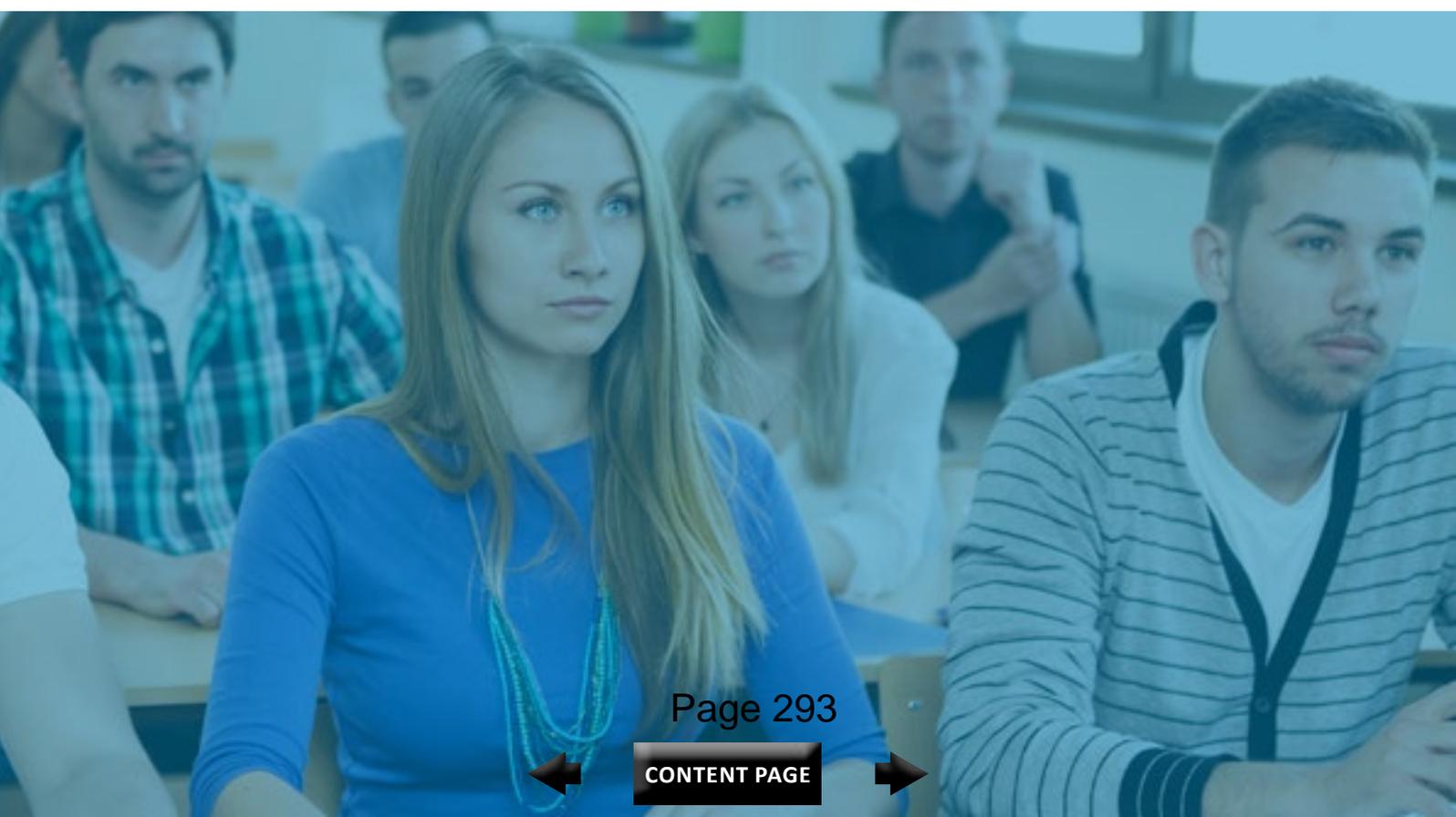
Brief Description:

- A one off 'live' workshop focusing on a variety of aspects of Head teachers' personal well-being e.g. resilience, adapting to a changing environment, personal reflection etc. The programme will be launched during November 2020
- Following this, there would be a series of bite-size webinars, which will be recorded, focusing on various themes and aspects of well-being and resilience. In addition to this there will be pre and post reading materials and exercises for school leaders to engage with. Schools can partake in these sessions on a flexible basis and use them within their own schools if they wish
- Peer to peer engagement and support will be key throughout the offer with opportunities to engage with peers from within individual school senior leadership teams and / or with school leaders from other schools
- There will be an opportunity for groups of schools to come together to further explore bespoke aspects of personal, collective and institutional well-being. This could be clusters of primary schools or groups of secondary schools





THE REFORM JOURNEY



THE REFORM JOURNEY

CURRICULUM FOR WALES

Change Management

Provider Name(s): Ruth Thackray and Euros Davies

Brief Description:

- A practical and compelling session to support schools with leading and planning change through the reform journey.
- What is Change Management and how to go about managing change?
- An opportunity to work with colleagues in small groups to discuss various situations.
- The Professional Learning is split into two sessions of approximately 1 hour and 45 minutes.

Developing a Shared Vision

Provider Name(s): Ruth Thackray and Euros Davies

Brief Description:

- Working with stakeholders to develop a vision for Curriculum for Wales
- What is your current vision? Does it need to be amended/updated?
- How will you ensure this is a vision for the whole community and your stakeholders?
- How to develop a shared vision during COVID-19

System Expectations

Provider Name(s): Ruth Thackray and Euros Davies

Brief Description:

- Discussion and making sense of expectations for the journey to September 2022
- An informal session with ample time to ask questions and express views
- Useful for schools to be able to map out the journey to September 2022
- Identify where Curriculum for Wales is in the wider reform journey



THE REFORM JOURNEY

Blended Learning, Accelerating Learning and Curriculum for Wales

Provider Name(s): Ruth Thackray and Euros Davies

Brief Description:

- Identify and prepare for scenarios and challenges that arise due to COVID-19
- Identify examples of how this work can help us to prepare for CfW.
- What are the links between these aspects?
- Opportunities to reflect

Understanding a Curriculum that is driven by the Purposes

Provider Name(s): Ruth Thackray and Euros Davies

Brief Description:

- Develop and understand concepts within Curriculum for Wales and how to plan curriculum change
- Understand the concepts underpinning a Curriculum that is driven by Purposes

Pedagogy

Provider Name(s): GwE CfW team

Brief Description:

- A series of short sessions looking at what makes effective Pedagogy
- Link with Schools as Learning Organisations and the role of research
- Link with the Professional Learning Standards

Creating space and time for Professional Learning

Provider Name(s): GwE CfW team

Brief Description:

- An opportunity to look at effective professional learning for all members of staff and how it supports the Reform Journey
- Discuss effective methods and examples of creating space and time for Professional Learning
- Identify the PL that is available in terms of the reform journey and how to benefit from it as a school and catchment area



THE REFORM JOURNEY

Welsh Curriculum Update for NQTs

Provider Name(s): Ieuan Jones

Brief Description:

- Focus on the “What matters Statements”, the “Principles of progress” and the “Learning descriptions”
- Teachers have the opportunity to develop aspects of the curriculum itself, enabling its learners to develop towards the four purposes of the curriculum
- Share best practice in teaching in the Foundation Phase, KS2 and KS3

How to provide a developmentally appropriate holistic and integrated curriculum into lower KS2

Provider Name(s): Foundation Phase Team

Brief Description:

- Sharing ideas and learning experiences
- How to plan using authentic context in a holistic way
- Suitable for senior leaders, foundation phase and Year 3 and 4 teachers and teaching assistants

Following the live webinar, a recording will be available within the ‘Webinars’ section on GwE Support Centre

Embedding the 12 pedagogical principles into everyday practices

Provider Name(s): Foundation Phase Team

Brief Description:

- How to effectively plan the learning environment
- How the provision is used effectively to widen children’s literacy, numeracy and digital skills
- Develop and understand theories and research about child development and learning relevant to planning and everyday practice
- Suitable for senior leaders, foundation phase and Year 3 and 4 teachers and teaching assistants

Following the live webinar, a recording will be available within the ‘Webinars’ section on GwE Support Centre.



THE REFORM JOURNEY

Developing mathematical and numeracy skills in the outdoor provision

Provider Name(s): Foundation Phase Team

Brief Description:

- Focus: sharing ideas on how to develop pupils' mathematical and numeracy skills outdoors through a range of rich learning experiences (many of the activities linked to the topic of 'Christmas' and the use of natural resources and loose parts). Sharing ideas how to develop maths and numeracy skills, which can be adapted to your current situation.
- Activities to support overall development of personal and social skills and their well-being.
- Suitable for Nursery – Year 2 teachers and TAs

Following the live webinar, a recording will be available within the 'Webinars' section on GwE Support Centre.

Heads of English Network Meetings (once per half term)

Provider Name(s): Gaynor Murphy, Anna Lloyd Williams and Louise Usher

Brief Description:

- Further develop standards of teaching and learning
- Develop approaches to effective blended learning
- Further strengthen quality of leadership
- Create opportunities to share best practice and develop approaches to CFW



THE REFORM JOURNEY

ADDITIONAL LEARNING NEEDS [ALN]

Differentiation – Mike Gershon

Provider Name(s): Regional ALN Transformation Team

Brief Description:

- Video 1: Defining Differentiation and Layering Up
- Video 2: Scaffolding, Modelling and Working Memory
- Video 3: Using Taxonomies to Differentiate
- Video 4: Feedback and Metacognition

Managing Difficult Conversations

Provider Name(s): Regional ALN Transformation Team & online virtual presenter Nicola S Morgan

Brief Description:

- How to handle challenging conversations using an 8-Step blueprint that will help you feel more prepared, communicate confidently and stay in control of the situation and yourself
- 2.5-hour session

Dealing with Challenging Situations Effectively

Provider Name(s): Regional ALN Transformation Team & online virtual presenter Nicola S Morgan

Brief Description:

- Develop specific strategies for conflict resolution
- Practice communication skills
- Develop Influencing and negotiation skills to facilitate resolutions
- 2.5-hour session



THE REFORM JOURNEY

Welsh Government Eliesha Level 1 e-learning

Provider Name(s): Regional ALN Transformation Team

Brief Description:

- What is the new ALN system?
- Identifying additional learning needs
- Roles and key responsibilities

Working with Parents

Provider Name(s): Regional ALN Transformation Team & e-learning presenter Samantha Garner

Brief Description:

- Looking at the challenges faced when working with parents and how we can build effective positive relationships to ensure the best outcomes for children and young people

Inclusivity in Education

Provider Name(s): Regional ALN Transformation Team & online virtual presenter Nicola S Morgan

Brief Description:

- What is inclusivity and how can we promote it within our setting and within our individual working practices?

One-Page Profiles Top Tips

Provider Name(s): Regional ALN Transformation Team & e-learning presenter Ben Rosamond

Brief Description:

- What is a one-page profile?
- How can they help us to support children and young people better?

THE REFORM JOURNEY

Quality First Teaching

Provider Name(s): Regional ALN Transformation Team & e-learning presenter Samantha Garner

Brief Description:

- What is quality first teaching and how can we achieve it?

Using multi-sensory teaching to support ALN children and young people

Provider Name(s): Regional ALN Transformation Team

Brief Description:

- Why we do not all learn the same way?
- How we can plan and evaluate our practice to ensure we are reaching all students, not just those who learn how we teach

Person-Centred Reviews

Provider Name(s): Regional ALN Transformation Team & e-learning presenter Ben Rosamond

Brief Description:

- What is a Person-Centred Review?
- How can Person-Centred Reviews help us to support children and young people better?

Person-Centred Thinking for Everyone

Provider Name(s): Regional ALN Transformation Team & e-learning by Helen Sanderson Associates

Brief Description:

- Begin or add to your understanding of what being person-centred means; the person-centred thinking tools will give you some practical ways to help people take control of their lives and support



THE REFORM JOURNEY

Developing Effective Outcomes and Using the Support Sequence

Provider Name(s): Regional ALN Transformation Team

Brief Description:

- Session 1 – Preparation (learning what matters, who matters and where matters)
- Session 2 – The Outcomes Sequence (writing effective person-centred outcomes)
- Session 3 – The Support System (checking solutions and problem solving)
- Each delegate will need to complete every session (3 sessions = 7.5 hours) (Online virtual training)



THE REFORM JOURNEY

THE WELSH LANGUAGE

Literacy in the New Curriculum for Wales

Provider Name(s): GwE Welsh Language Team

Brief Description:

- Networks/ clusters across the region working together to create new cross-curricular resources
- Support and build on schemes that are already operational and successful
- Provide guidance on how to place the New Curriculum as a focus for the further development of Literacy within individual departments plans or within cross-school areas of learning

Offering opportunities for teachers to work on cross-regional/national projects

Provider Name(s): GwE Welsh Language Team

Brief Description:

- Projects in progress for KS3 and KS4
- Invitation for teachers to join the projects panel
- The direction of the projects will be determined by the project panel

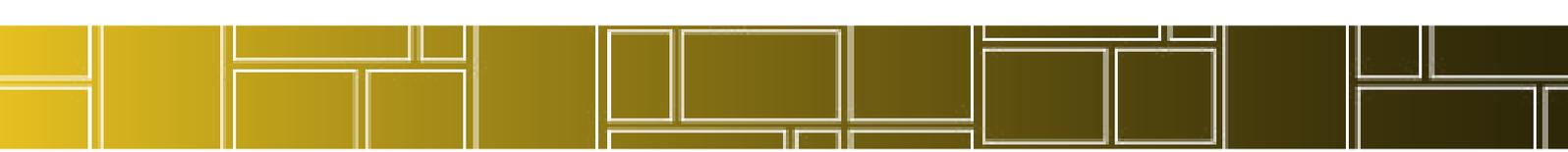
Bilingual Teaching Methods

Provider Name(s): GwE Welsh Language Team

Brief Description:

- A quick guide for educators based on International research into bilingual teaching methods, led by Professor Enlli Thomas of Bangor University
- Contains a brief overview of the international literature, relating those practices to an educational context here in Wales
- The booklet has been produced to coincide with the Welsh in Education and Bilingualism Conference (October / November 2018) and is supported by Welsh and English YouTube videos of the conference





DEVELOPING THE WORKFORCE



DEVELOPING THE WORKFORCE

TEACHING ASSISTANTS

Induction Programme for New Teaching Assistants (digital)

Provider Name(s): Teaching Assistants' Learning Pathway

Brief Description:

- To understand the role of a teaching assistant and how to develop professionally
- To understand how policies and frameworks impact the teaching assistant's role
- To embrace the changes and consider relevance in their own settings

Aspiring HLTA Programme Cylch 1 (Modules 2, 3 and 4)

Provider Name(s): Teaching Assistants' Learning Pathway

Brief Description:

- To understand the requirements of the HLTA status and role, and prepare for HLTA assessment
- To develop understanding regarding their professional impact on learners
- To understand how policies and frameworks impact the HLTA's role, embrace the current national changes and consider relevance in their own settings
- To establish and improve professional networks and collaborations of teaching assistants within schools and between schools

Aspiring HLTA Programme Cylch 2 (Modules 1 - 4)

Provider Name(s): Teaching Assistants' Learning Pathway

Brief Description:

- To understand the requirements of the HLTA status and role, and prepare for HLTA assessment
- To develop understanding regarding their professional impact on learners
- To understand how policies and frameworks impact the HLTA's role, embrace the current national changes and consider relevance in their own settings
- To establish and improve professional networks and collaborations of teaching assistants within schools and between schools



DEVELOPING THE WORKFORCE

Teaching Assistants / HLTAs – Supporting & Progressing Numeracy in KS2

Provider Name(s): Manon Davies

Brief Description:

- Practical classroom based support strategies for supporting the development of learners numeracy skills
- Introduction to evidence based research to further develop subject knowledge and understanding
- Suitable for all levels of TA and HLTA

Teaching Assistants / HLTAs – Supporting and Progressing Literacy in KS2

Provider Name(s): Vicky Lees

Brief Description:

- Practical classroom based support strategies for supporting the development of oracy, reading and writing skills
- Introduction to evidence based research to further develop subject knowledge and understanding
- Suitable for all levels of TA and HLTA



DEVELOPING THE WORKFORCE

LEADERSHIP

Middle Leaders Development Programme

Provider Name(s): A national programme run by the regional consortia and delivery partners

Brief Description:

- This one-year leadership development programme is available to all middle leaders across Wales who have areas of responsibility and/or line management of staff
- A practical, cross-phase, development programme, using a blended delivery model
- The programme will aim to: develop a participant's leadership skills and the school's leadership capacity; improve experiences for pupils and raise standards
- Accreditation options are offered, in partnership with UWTSD and Bangor Universities

Senior Leaders Development Programme

Provider Name(s): A national programme run by the regional consortia and delivery partners

Brief Description:

- This one-year leadership development programme is available to all senior leaders across Wales who have overall responsibility for an aspect of leadership across an establishment
- The programme seeks to maximise e-learning opportunities and technology through all learning, research and instructional content being made available digitally. This will be the primary method of collecting and exchanging knowledge and learning
- The programme promotes highly effective leadership through self-evaluation and reflection, exploring the relationships between leadership, successful schools and the wider community
- The delivery of the programme includes mentoring, peer support networks and an individual leadership standards self-review



DEVELOPING THE WORKFORCE

National Aspiring Headteachers Development Programme – preparing for NPQH

Provider Name(s): A national assessment and development programme run by the regional consortia on behalf of Welsh Government

Brief Description:

- This one-year development programme is an exciting professional learning opportunity for experienced school leaders across Wales who wish to become head teachers in the near future. Completion of this programme is an expectation for all future NPQH applicants
- The programme promotes highly effective leadership through self-evaluation and reflection, exploring the relationships between leadership, successful schools and the wider community. It will ensure equity of access to practitioners across Wales and an increase in the number of high-quality applicants for headteacher posts in schools
- The programme will enable participants to reflect on their own professional practice and to ensure they are well prepared when applying to undertake formal assessment for the National Professional Qualification for Headteachers (NPQH)
- The programme takes place over a one-year period and requires a commitment of the equivalent of five days between January and December. It may be delivered through a blended learning model

Newly Appointed and Acting Headteachers Development Programme

Provider Name(s): A national programme, run by the regional consortia and their delivery partners

Brief Description:

- This two-year programme is available for every Headteacher in their first substantive or acting post throughout Wales
- The programme offers: Development Days in Leadership; support from Leadership Coaches and networking opportunities
- It aims to allow Headteachers who are new to their roles continue to develop and to benefit from a support structure and peer networking
- Accreditation options are offered, in partnership with UWTSD and Bangor Universities



DEVELOPING THE WORKFORCE

Experienced Headteachers Development Programme

Provider Name(s): A national leadership development programme, run by the regional consortia and their delivery partners

Brief Description:

- This two-year programme is a professional learning opportunity for experienced headteachers and has been created to enable headteachers to reflect on their current performance and determine their next steps in ensuring effective leadership
- It will provide each participant with personally tailored challenges and support; time to discuss ideas, theories and leadership tools; and the opportunity to benefit from and to help others successfully fill the role
- The programme promotes highly effective leadership through self-evaluation and reflection, exploring the relationships between leadership, successful schools and the wider community
- There is an opportunity for accreditation in partnership with Trinity St David's (Yr Athrofa) and Bangor University for those participants wishing to undertake such a route

Post-16 Leadership Programme - Day 4

Provider Name(s): Cross-Consortia – Post-16 Leadership Development programme

Brief Description:

- Completion of course from 2019-20
- For delegates who completed the earlier part of the programme
- Two 90-minute sessions on 25 November/ 3 December. Delegates should attend both sessions

Coaching and Mentoring Programme

Provider Name(s): Ieuan Jones and Bethan Cartwright

Brief Description:

- A series of workshops for heads and/or SLT looking at further developing Coaching and Mentoring skills
- Equip attendees with strategies and models to support effective motivation and mentoring as motivation is embedded within the organisation
- Interactive workshops with plenty of time for discussion in breakout rooms and some role play to develop understanding



DEVELOPING THE WORKFORCE

FOUNDATION PHASE, LITERACY & NUMERACY, SUBJECTS

Observing against the Compact Profile

Provider Name(s): Foundation Phase Team

Brief Description:

- The importance of the observation cycle
- Making observations against the compact profile to identify and plan next steps in their learning
- Recording available within the 'Webinars' section of GwE Support Centre

Practitioners facilitating and supporting the learning in Foundation Phase

Provider Name(s): Foundation Phase Team

Brief Description:

- Effective questioning, including questions to develop numerical reason, questions to develop pupils' ability to reflect and to extend their responses and thinking
- Blank level of questioning
- Strategies to develop independent learners

Cluster sessions to be arranged on request through the School Improvement Adviser

Foundation Phase Termly Networks

Provider Name(s): Foundation Phase Team

Brief Description:

- Local, regional and national issues regarding foundation phase will be discussed and a 'good practice case study' will be delivered
- Dates will be shared via the GwE bulletin, GwE twitter page and GwE cynradd twitter feed
- Following the live webinar, a recording will be available within the 'Webinars' section on GwE Support Centre



DEVELOPING THE WORKFORCE

Literacy and numeracy termly network meetings

Provider Name(s): Manon Davies and Vicky Lees

Brief Description:

- Facilitation of regional and local networks for Literacy and Numeracy subject leaders
- Specific focus on collaborating and sharing best practice, effective teaching of Literacy and Numeracy, explore a range of reliable evidence and pedagogical approaches to develop the new curriculum
- Develop distributed leadership through up skilling and empowering all staff leading in Literacy/Numeracy

Literacy and Numeracy: Designing your Curriculum in KS2

Provider Name(s): Manon Davies and Vicky Lees

Brief Description:

- Sharing ideas for how to effectively plan the development of literacy, numeracy and digital skills, as you design your curriculum
- Effective use of the indoor and outdoor learning environment
- Suitable for all leaders, teachers and support staff

English teacher Forums (open to all teachers, once per half term)

Provider Name(s): Gaynor Murphy, Anna Lloyd Williams and Louise Usher

Brief Description:

- Further develop standards of teaching and learning – subject specific priority every half term
- Create opportunities for teachers to share and collaborate
- Create opportunities to share best practice

Heads of Mathematics Network Meetings (once per term)

Provider Name(s): Delyth Ellis and Sian Caldwell

Brief Description:

- Further develop standards of teaching and learning
- Develop approaches to effective blended learning
- Further strengthen quality of leadership
- Create opportunities to share best practice
- Develop approaches to CFW



DEVELOPING THE WORKFORCE

Mathematics Teacher Forums (open to all teachers, once per term)

Provider Name(s): Delyth Ellis and Sian Caldwell

Brief Description:

- Further develop standards of teaching and learning – subject specific priority every term
- Create opportunities for teachers to share and collaborate
- Create opportunities to share best practice

Numeracy Coordinator Networks (once per half term)

Provider Name(s): Delyth Ellis and Sian Caldwell

Brief Description:

- Improve provision for Numeracy across the school based on the EEF's key recommendations
- Improve skills of workforce
- Utilise QA support in order to identify areas of best practice

Introducing / re-igniting International Languages in the primary curriculum

Provider Name(s): Global Futures GwE MFL/ INTERNATIONAL LANGUAGES- Primary

Brief Description:

- Sharing good practice: GwE Primary Lead schools
- International Languages and Covid
- Practical and ready to use resources
- Support from the Team

Power Language: introduction and update

Provider Name(s): Power Language - Primary

Brief Description:

- National conference/presentation by Power language director: Richard Tallaron
- Overview of the website and the resources/ plans for IL in primary schools
- Training opportunities and customised resources and plans
- For non-specialist teachers in the primary



DEVELOPING THE WORKFORCE

Pedagogical principle in MFL- part 1: Challenge

Provider Name(s): Global Futures GwE MFL + Ariane Laumonier (Institut français) - Secondary Sector

Brief Description:

- Aimed at NQT and non-specialist teachers but also good review to plan for the New Curriculum
- Defining challenge and how to achieve it: the theory
- Practical examples and resources
- DATE: WEEK OF 30TH November

Pedagogical principle in MFL- part 1: Retrieval

Provider Name(s): Pedagogical principle in MFL- part 1: Retrieval

Brief Description:

- Retrieval practices to address the gap in knowledge due to lockdown period
- Develop pupils' confidence and proficiency
- Hub leaders to share good practice
- Discussion and practical examples

Pedagogical principle in MFL- part 3: Blended learning

Provider Name(s): Global Futures GwE MFL- Secondary Sector

Brief Description:

- BL approach in practice: sharing good practice - Hub leaders
- BL to be exam-ready: ideas and examples
- Discussion and practical examples
- All teachers
- Support from the Team

Heads of Science Network Meetings (once per term, more frequently if required)

Provider Name(s): Nicola Jones, Beverly Humphreys-Jones, Huw Smith

Brief Description:

- Improve the quality of Teaching and learning in the current climate (Blended, distant, live streaming)
- Develop approaches to effective planning for learning
- Continue to develop leadership at all levels and create opportunities to share best practice
- Improve understanding of the CFW and current planning for 2022



DEVELOPING THE WORKFORCE

Science surgeries (open to all teachers, once per half term)

Provider Name(s): TBC

For each of the following qualifications:

- Level 3 Medical Science
- GCSE Applied Science
- GCSE Biology (Separate & Double awards)
- GCSE Chemistry (Separate & Double awards)
- GCSE Physics (Separate & Double awards)

Brief Description:

- Share updates from WJEC
- Share best practice from schools that have successfully introduced/delivered the qualification
- Provide a platform for teachers to discuss and concerns, ask questions and support each other

Science Teaching and Learning networks (open to all teachers – once per half term)

Provider Name(s): Nicola Jones, Beverly Humphreys-Jones, Huw Smith

Brief Description:

- Further develop the quality of teaching and learning and effective planning for learning – subject specific priority every half term
- Create opportunities for teachers to collaborate and share best practice
- Creating opportunities to promote and develop a STEM approach and to build learners' 'Science Capital'
- Improve understanding of the CFW and curriculum planning for 2022

Familiarisation with resources to support Welsh literacy in KS2

Provider Name(s): GwE Welsh Language Team

Brief Description:

- An introduction to the nationally developed resources
- Details what is available to develop speaking and listening, reading and writing throughout KS2
- Highlighting the digital tools available through Hwb to further enrich and extend the activities and support blended learning



DEVELOPING THE WORKFORCE

GwE Welsh Language Training Directory

Provider Name(s): Various

Brief Description:

- A directory referring to the provision for developing the Welsh language skills of the workforce in North Wales
- It directs the workforce to National provision e.g. the National Centre for Learning Welsh, and what is offered locally by the individual authorities

Network meetings – Heads of 6th Form

Provider Name(s): Martyn Froggett/ Christine Wynne / Elfed Morris

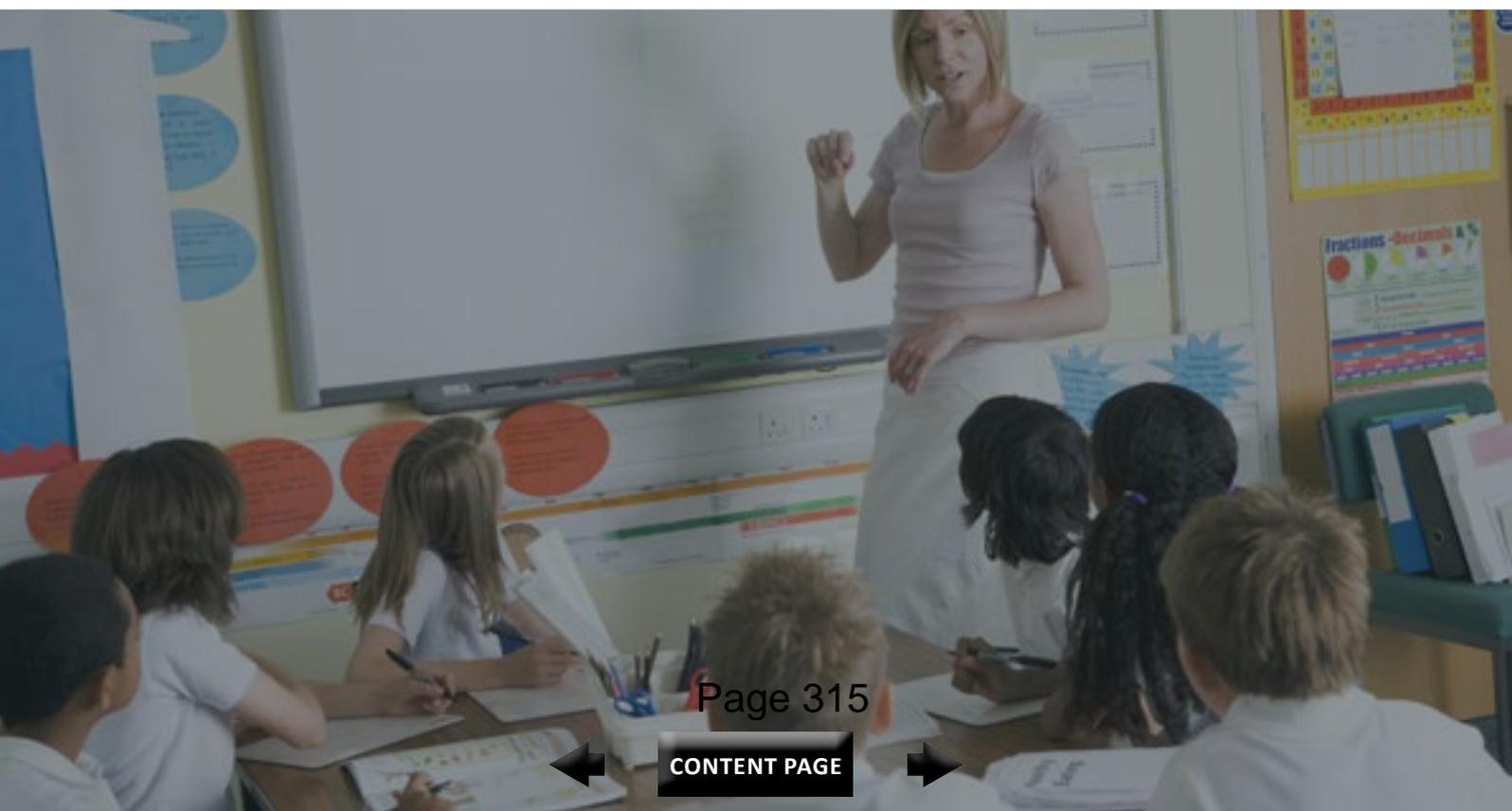
Brief Description:

- Termly meetings for Heads of 6th Form to exchange thoughts around current issues such as UCAS/ well-being/ blended learning
- Specific input on topics from speakers/ guests to be provided as needed





ACCELERATING LEARNING



ACCELERATING LEARNING

Literacy across the Curriculum for NQTs

Provider Name(s): Ieuan Jones

Brief Description:

- Ensure that learners have relevant high-level literacy skills
- Support NQTs to identify and provide opportunities for pupils to develop literacy skills across the curriculum
- Share best practice in teaching in the Foundation Phase, KS2 and KS3
- Effectively develop the literacy skills of all learners across the curriculum

Numeracy across the Curriculum for NQTs

Provider Name(s): Ieuan Jones

Brief Description:

- Ensure that learners have relevant high level numeracy skills
- Support NQTs to identify and provide opportunities for pupils to develop numeracy skills across the curriculum
- Share best practice in teaching in the Foundation Phase, KS2 and KS3
- Effectively develop the numeracy skills of all learners across the curriculum

Literacy Leader Networks [once per half term]

Provider Name(s): Gaynor Murphy, Anna Lloyd Williams and Louise Usher

Brief Description:

- Improve provision for Literacy across the school based on the EEF's key recommendations
- Improve skills of workforce
- Utilise QA support in order to identify areas of best practice

Accelerate Literacy for all Classroom Teachers and Teaching Assistants

[once per term]

Provider Name(s): Gaynor Murphy, Anna Lloyd Williams and Louise Usher

Brief Description:

- Improve provision for Literacy across the school based on the EEF's key recommendations
- Improve skills of workforce
- Utilise QA support in order to identify areas of best practice
- Upskill support staff to ensure effective implementation of literacy intervention programmes



ACCELERATING LEARNING

Developing mathematical and numeracy skills in the outdoor provision

Provider Name(s): Foundation Phase Team

Brief Description:

- **Focus:** sharing ideas on how to develop pupils' mathematical and numeracy skills outdoors through a range of rich learning experiences (many of the activities linked to the topic of 'Christmas' and the use of natural resources and loose parts). Sharing ideas how to develop maths and numeracy skills which can be adapted to your current situation
- Activities to support overall development of personal and social skills and their well-being
- Suitable for Nursery – Year 2 teachers and TAs

Following the live webinar, a recording will be available within the 'Webinars' section on GwE Support Centre.

Foundation Phase Accelerated Learning Model and examples of activities that exemplify the model

Provider Name(s): Foundation Phase Team

Brief Description:

- Guidance on each section of the Accelerated Learning Model in Foundation Phase
 - Examples of activities, exemplifying the different sections of the model for Nursery/Reception and Year 1 and 2
- Recording available within the 'Webinars' section of GwE Support Centre.



ACCELERATING LEARNING

Precision Teaching and SAFMEDS – Primary and Secondary Numeracy Webinar

Provider Name(s): Kaydee Owen (Bangor University), Manon Davies (Primary), Sian Caldwell (Secondary)

Brief Description:

- Evidence based numeracy strategy to support learners develop fluency in specific mathematical skills
- Introduction to new Precision Teaching and SAFMEDS resources, its online application and the comprehensive support package to help families apply the Precision Teaching and SAFMEDS strategy at home
- Online access to full SAFMEDS training for any schools/members of staff that have not previously attended SAFMEDS training. Members of staff who have attended training before can also use this training as a refresher
- Practical guidance and support implementation available from dedicated Bangor University staff via email and phone

<https://sites.google.com/hwbcymru.net/gwewebinars/primary>

Accelerating Learning Programme – Primary Literacy & Numeracy Webinar

Provider Name(s): Manon Davies, Vicky Lees, Joanne Davies, Anna Hughes and Gwawr Thomas

Brief Description:

- Examples of Literacy and Numeracy learning sequences and review of evidence based teaching packages
- Effective planning frameworks for discrete teaching of specific literacy and numeracy skills, flexible for use at home, school or as blended models; exemplifying cross-curricular responsibilities, use of outdoors to support learning and well-being, DCF and other innovations in provision through holistic learning experiences
- Comprehensive review of teaching strategies and online programmes in literacy and numeracy to provide educators with information to make informed, evidence-based decisions to achieve the best impact on pupil outcomes

<https://sites.google.com/hwbcymru.net/gwewebinars/primary>



ACCELERATING LEARNING

'Headsprout' reading programme- overview and supporting information webinar

Provider Name(s): Vicky Lees / Sarah Roberts (Bangor University)

Brief Description:

- Introduction to the reading programme, its online application and the comprehensive support package to help families apply the Headsprout strategy at home
- Programmes comprises of early reading, reading comprehension and advanced reading
- Practical information about implementation and home/school support available from dedicated Bangor university staff
- Implementation support via email and phone
<https://sites.google.com/hwbcymru.net/gwewebinars/primary>

'Repeated reading and high frequency words' reading fluency programme webinar

Provider Name(s): Vicky Lees / Bangor University Researchers

Brief Description:

- Introduction to the free reading support programme
- **Repeated Reading** is a reading intervention which supports pupils to develop oral reading fluency of passages of text
- **High Frequency Words fluency** intervention is a specific approach to improving the fluency of reading
- Ongoing training, guidance and support information

'Remote Instruction in Language and Literacy' (RILL) Reading and Spelling Programme Webinar

Provider Name(s): Vicky Lees / Bangor University Researchers

Brief Description:

- Introduction to the free 8 week evidence based reading and spelling programme, supporting learners to develop phonology, vocabulary, word reading and spelling, through live (synchronous) and remote (asynchronous) instruction
- Includes a comprehensive support package to help families access the programme at home
- Access to full RILL training for staff and families
- Ongoing implementation support via email and phone



ACCELERATING LEARNING

Accelerate Literacy for all Classroom Teachers and Teaching Assistants

(once per term)

Provider Name(s): Gaynor Murphy, Anna Lloyd Williams and Louise Usher

Brief Description:

- Improve provision for Literacy across the school based on the EEF's key recommendations
- Improve skills of workforce
- Utilise QA support in order to identify areas of best practice
- Upskill support staff to ensure effective implementation of literacy intervention programmes

"Your Voice" (GwE) Oracy Plan – Voice21

Provider Name(s): GwE Welsh Language Team

Brief Description:

- Oracy promotional scheme in KS3 as well as transition to KS2
- This scheme is based on the principles of teaching Voice21 (School21)
- Support the 'Accelerated Learning' by focusing on oracy within that plan
- Build and develop on schemes that have already been successful e.g. 'Ilafaredd@gwe' and the 'Gwefeillio' plan

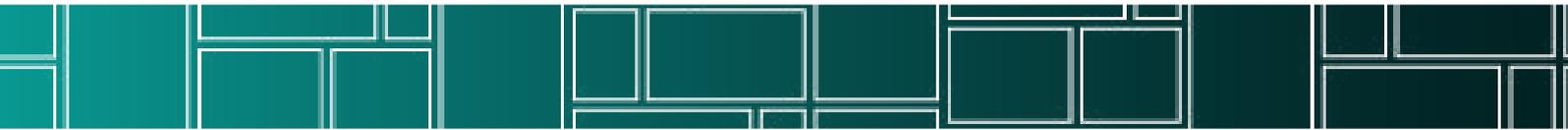
Support children to use Welsh as a second language

Provider Name(s): GwE Welsh Language Team

Brief Description:

- Resources on Hwb to support parents of children who attend a Welsh-medium school or are learning Welsh in an English-medium or bilingual school
- Information and help in the form of software for checking Welsh spelling and grammar
- Distance learning resources for all ages also available in one place
- A video clip by Enlli Thomas suitable for parents on "Supporting children to use Welsh"





DIGITAL



Google for Education

Provider Name(s): Gwion Clarke and Hywel Roberts

Brief Description:

- On-line courses split into three tiers - 1. Google Core Apps 2. Google Classroom (Foundation) 3. Google Classroom (Intermediate)
- Each course is approximately 45 minutes and includes a series of videos, practical tasks and an assessment at the end
- Suitable for teachers who are keen to develop their skills through their own initiative, or for schools to use in staff training sessions, twilight sessions or INSET days.
- Suitable for all sectors
- Located on the digital learning page in the support centre

Adobe Spark

Provider Name(s): Gwion Clarke and Hywel Roberts

Brief Description:

- On-line courses introducing elements of Adobe Spark – Spark Post / Spark Video / Spark Page
- Each element can be completed individually (approximately 15 minutes each), or the course may be completed in full. It includes practical tasks and a final assessment (approximately 70-80 minutes)
- Suitable for teachers who are keen to develop their skills through their own initiative, or for schools to use in staff training sessions, twilight sessions or INSET days
- Suitable for all sectors
- Located on the digital learning page in the support centre

Flipgrid

Provider Name(s): Gwion Clarke and Hywel Roberts

Brief Description:

- On-line courses split into two tiers - 1. Flipgrid - Foundation 2. Flipgrid - Intermediate
- Each course is approximately 45 minutes and includes a series of videos, practical tasks and an assessment at the end
- Suitable for teachers who are keen to develop their skills through their own initiative, or for schools to use in staff training sessions, twilight sessions or INSET days
- Suitable for all sectors
- Located on the digital learning page in the support centre



j2e

Provider Name(s): Gwion Clarke and Hywel Roberts

Brief Description:

- On-line courses introducing elements of j2e - Creating Classrooms / Groups + j2homework / j2e5 + j2whiteboard + j2blast / jit5 + j2whiteboard + j2blast / j2data
- Each course is approximately 45 minutes and includes a series of videos, practical tasks and an assessment at the end
- Suitable for teachers who are keen to develop their skills through their own initiative, or for schools to use in staff training sessions, twilight sessions or INSET days
- Suitable for primary schools
- Located on the digital learning page in the support centre

360 Safe Cymru - live / on demand Webinar

Provider Name(s): Gwion Clarke and Hywel Roberts

Brief Description:

- An introduction to digital safety self-evaluation software, 360 Safe Cymru
- Looking at the benefits of using the software
- Provide an overview of the templates and policies available
- A live webinar to provide opportunities to ask questions, but it will also be available on demand - suitable for all sectors

360 Safe Cymru - sessions for clusters or alliances

Provider Name(s): Gwion Clarke and Hywel Roberts

Brief Description:

- Practical training on how to use the digital safety self-evaluation tool
- An opportunity for cluster schools to become familiar with the system and its content
- An opportunity for cluster schools to collaborate on identifying priorities and planning for improvement
- Suitable for all sectors



360 Digi Cymru

Provider Name(s): Gwion Clarke and Hywel Roberts

Brief Description:

- A webinar to launch and raise awareness of the new digital safety self-evaluation tool - 360 Digi Cymru
- An opportunity to see the system in action and to discuss the main benefits of using it
- An opportunity to see how the school can use the tool to identify strengths and weaknesses, plan for improvement and develop specific aspects of provision to raise standards in digital learning
- Suitable for all sectors

360 Digi Cymru - sessions for clusters or alliances

Provider Name(s): Gwion Clarke and Hywel Roberts

Brief Description:

- Practical training on how to use the new self-evaluation tool - 360 Digi Cymru
- An opportunity to become familiar with the system and its content
- An opportunity for cluster schools to collaborate on identifying priorities and planning for improvement
- Suitable for all sectors

Digital Resilience

Provider Name(s): Gwion Clarke and Hywel Roberts

Brief Description:

- A series of events to raise awareness of online safety and digital resilience
- Discuss strategic leadership in this area, teaching and learning and steps that teachers and learners can take to safeguard themselves
- Suitable for all sectors

Effective use of apps

Provider Name(s): Gwion Clarke and Hywel Roberts

Brief Description:

- On-line courses introducing possible examples of using apps effectively
- Each course is approximately 45 minutes and includes a series of videos and examples
- Suitable for teachers who are keen to develop their skills through their own initiative, or for schools to use in staff training sessions - material is available on demand
- Suitable for primary schools



Digital Skills across the Curriculum for NQTs

Provider Name(s): Ieuan Jones

Brief Description:

- Ensure that learners have relevant high-level digital skills to excel in new jobs of the future
- Use the relevant technologies and skills to transform the digital competence of our learners
- Take advantage of opportunities to improve the standard of pedagogy, while aiming to become better teachers
- Make wide use of Hwb (the learning platform for Wales) to promote learning and teaching across the curriculum

Effective use of digital tools to support the learning either at school or through distance or blended learning

Provider Name(s): Foundation Phase Team

Brief Description:

- Use of adobe spark video/post to introduce and present activities
- Effective use of 'See-saw' both at home and at school
- Good practise case studies

Cluster sessions to be arranged on request through the School Improvement Adviser

Developing digital language and creative thinking through blended learning and teaching

Provider Name(s): GwE Welsh Language Team

Brief Description:

- Fit into the 'Accelerated Learning' scheme
- Linguistically equip our learners to develop digital creative skills and thinking
- Build confidence and up-skill teachers to experiment on digital platforms
- Training and workshops leading to the sharing of good practice





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Appendix to Gwynedd Scrutiny Committee

This period has been very challenging for all Gwynedd schools and for us as a service. However, many exciting and interesting developments have taken place in schools across the county as everyone adapts their methods to try to ensure that pupils receive the best possible provision in a turbulent time.

During these challenging times the Learning Service and GwE have worked together purposefully e.g. by introducing and supporting Risk Assessment processes and collaborating on agreed 'continuing to learn' principles through the Learning and Teaching Group. High level messages to the primary schools were shared and discussed through regular GYDCA (Primary and Special Schools' Advisory Group) meetings with further, specific guidance being discussed at catchment or individual school level. Links and communication between the schools and GwE are strong. In the spirit of working together to meet the challenges of the pandemic, GwE Supporting Improvement Advisers also helped out in school care hubs when capacity was limited to help schools stay open, and ensure continuity of provision and care for the children of the county. Specific support is tailored to the needs of each school and subsequent action is very robust. According to an Estyn report in January 2021 "most leaders agreed that GwE provided effective support and guidance to support the learning in their school."

Supporting welfare and wellbeing has been a top priority in our work over this period. GwE Advisers have been maintaining regular individual contacts with headteachers (through virtual meetings or telephone conversations) offering support as needed. The frequency of contact has varied according to the needs of the headteachers, their particular circumstances and their wishes. When restrictions were relaxed and in line with relevant risk assessments, face-to-face pastoral visits were held with headteachers who wanted us to do so, and almost all of them appreciated the support and valued the visits.

Trying to ensure that the Welsh language does not lose ground has been at the forefront of all our minds during this time and GwE and the Authority have been working hard to support schools in trying to ensure that this does not happen. Specific resources have been shared and are available to all schools in the GwE Support Centre e.g. School Development Plan priority for developing Welsh, resources for promoting oracy, language modeling resources and guidance for supporting parents.

There are numerous examples of schools supporting non Welsh-speaking parents at home to ensure that pupils continue to hear the language during this period. These include school staff reading stories nightly to children, videos to support oral language development through Google Classroom and teachers recording presentations and including bilingual instructions for their remote lessons.

Primary:

In general, nearly all the primary schools received similar support from their SIA, as there are no primary schools in Gwynedd in any of Estyn's follow-up categories. Specific, additional support was however given to the few schools that had come out of Estyn monitoring fairly recently and to those schools where there was a new headteacher or a headteacher in charge. For example, one catchment area SIA has been in frequent contact with a new headteacher, ensuring that he and his staff are coping with the situation and succeeding in prioritising wellbeing and continuing to sustain the learning. A good early rapport has been established with this headteacher and he was able to draw on the adviser's time and experience to cope with a difficult first term. SIAs also use their knowledge of schools and headteachers to contact and support more frequently if any concern about well-being or difficult circumstances arise due to the impact of the virus. In such situations, the SIA, for example, offered teachers guidance on possible distance learning

models and shared blended learning resources and good practice that would be appropriate to support pupils' education.

Early in the pandemic it became apparent that schools needed to be distance learning for an extended period. This involves giving pupils educational tasks to complete from home. GwE's guidance was to prioritise well-being but also to ensure fun activities that developed age-appropriate skills, using the environment and resources around the home. During this time GwE promoted collaboration between schools to reduce workload, for example, under GwE's guidance, groups of teachers from some catchment areas met to share good practice in distance learning and to discuss which digital media worked best to secure learner engagement. It was an opportunity for teachers to share ideas in key stage groups, to respond to common concerns and to offer each other support and suggest possible solutions. A number of examples of good practice were shared with schools and catchment areas through the SIAs and the impact of this on implementation was seen with schools successfully following and developing the same ideas.

In September, when school development plan priorities are usually formulated, GwE found, through the local SIAs, that a number of Gwynedd schools had an obvious pattern of very similar initial priorities. It was therefore decided to offer templates of exemplar priorities to schools in order to avoid administrative work at a time when the head teacher's focus was on getting the pupils and staff back to school safely. Some of the exemplar priorities were adopted and adapted by most schools and used effectively throughout the first term.

When pupils started to return to schools gradually, and especially when the threat of bubbles having to isolate arose, blended learning methods came to the fore. This means preparing the staff, pupils and parents for a combination of face-to-face learning at school and joint distance learning. Teams from GwE developed a number of rich exemplar cross-curricular themes for teachers that developed the use of blended learning. One catchment area, for example, used some of these blended learning ideas, and the SIA's digital expertise, to come together and co-create rich cross-curricular resources on the theme of 'Come to Wales'. This resource has led to developing pupils' digital skills and pupil collaboration as well as preparing them for further lockdown learning. Groups of teachers from another area came together to develop specific areas of blended learning; a virtual classroom was used to share resources and to offer suggestions on each other's tasks and units. This collaboration enabled teachers to develop their digital skills as well as improving the use of technology and software, enriching learners' experiences.

At such a difficult time where the situation of a school could change from one week to the next, the possibility of having to isolate or further unannounced lockdown periods arose. GwE therefore drew up exemplar plans for schools to prepare for the continuation of learning. This means that forward planning is needed to ensure that staff, pupils and parents have the appropriate skills, knowledge and tools to be able to access distance learning as required. One school, for example, used these plans to respond successfully to a period when many classes had to isolate for two weeks; they had virtual thematic cross-curricular resources already prepared, with pupils and parents fully aware of how to access from home from the first morning.

Secondary:

Since the announcement in the summer that schools would re-open, and the urgent need to ensure that learning could be sustained and delivered on a 'blended learning' pattern - there has been a strong emphasis across all secondary schools on upskilling staff for them to have the appropriate skills to get pupils to learn digitally effectively. This was done formally through training days, informal and voluntary training often outside the school day, and by practising teachers at work every day. School training days also helped schools and teachers prepare for the challenges. We have supported this training at GwE by

sharing ideas for blended learning at head teacher forums, leaders of learning and teaching forums and subject forums. We have supported digital training by showcasing Hwb resources such as Screencastify and Flipgrid in addition to individual discussions with leaders and teachers. There are also learning models and various resources in the GwE resource centre, which schools use. These sessions were well supported by schools, and numbers have been high. With the more recent move to distance learning, live learning support is being offered.

Throughout the pandemic, GwE has offered strong support to the schools and additional one-to-one support to those schools that needed it, including those in the Estyn follow-up category, with regular discussions between senior management teams and the SIA forming the basis for support plans. Core subject networks have continued to meet under the guidance of the subject SIA which has provided advisers with the opportunity to provide further training sessions for departmental heads and teachers, as well as an opportunity to share practice and discuss ideas for provision during this period.

Alongside this, there has been an emphasis on supporting the range of teaching and learning styles that lend themselves to the blended learning model. These discussions have led to a deepening of understanding and improved practice in many situations e.g. effective questioning, how to give feedback etc. It is fair to note that digital learning has been new to us all, and the resulting leap of professional learning has been huge. The digital skills of staff across the county have developed dramatically and the work done in a relatively short period of time is impressive. This has been acknowledged by GwE advisers, LA officers and by Estyn during the thematic review.

Schools use flexibility when providing blended learning. Some schools choose to stream some lessons, or parts of lessons, live to groups of pupils; others have taken a more 'blended' approach - some live lessons, some asynchronous learning via pre-recorded videos or PowerPoint and tasks via the virtual classroom. All schools have very good things to say about the effort of teaching staff, their commitment to learners and their willingness to adapt to new teaching methods. However, a number of schools have identified problems with the infrastructure of IT systems which in turn has hampered efforts to provide live lessons. The Authority and schools have worked together to try to ensure that all learners have access to a device and internet connection from home.

Schools have adapted to the needs of learners and teachers over the period in terms of how they approach the learning for pupils who are at school, those who have had to isolate or have had to work for extended periods from home. Most senior management teams ensure that feedback from pupils and their parents feeds into the planning for Blended Learning and make adjustments to its provision based on perceptions.

In light of the impact of the pandemic on learners' basic skills and the need to accelerate learning, a comprehensive resource pack has been developed to support teachers in improving pupils' literacy and numeracy skills. Several schools have taken advantage of training opportunities in order to make effective use of these resources in their schools. In some specific schools, advisers have undertaken further training to secure support for a range of teaching staff involved in this work including middle leaders, teachers and assistants.

A very robust learner engagement strategy has underpinned the teaching. Attendance at lessons is rigorously monitored through various systems with some schools having established teams of individuals, including SMT members, teachers, assistants and administrative staff to liaise with learners and their parents if learners do not attend. There are also many examples where Assistants continue to support

ALN pupils to complete tasks with the most vulnerable accessing the school for specific help with their work.

Headteachers recognise that variation in quality continues within and across schools and they work effectively with the service to ensure consistency of experiences for learners.

Special

Similar to their mainstream school peers, the special schools have received support and guidance from GwE advisers throughout this difficult time. The staff at the schools have been working extremely hard and tirelessly throughout the pandemic offering a very high level of support to these special children and young people and their families. The well-being of the whole school community has been a priority for their plans and provision in very challenging times. Their regular and thoughtful communication with parents and carers has been a particularly strong element.

Comprehensive corporate and individual risk assessments have been created, followed and adapted to ensure that pupils remain safe and can resume attending schools in September. Despite all the complex and difficult challenges, the teaching was sustained using elements such as blended and accelerated learning from the GwE Support Centre to practice and develop the core skills.

Through this period the schools have succeeded, with guidance from their SIA, to continue the education reform journey ensuring the professional development of all staff and securing development through effective collaboration with their fellow schools. Leaders and their staff have succeeded in tirelessly finding highly innovative and positive solutions to ensure continuity of learning for all children and young people.

Next steps

Most schools plan to focus on developing digital skills, linked to the new curriculum. Preparing for the new curriculum and forthcoming ALN reforms is a priority for all schools. Schools are also planning how best to use GwE's Professional Offer to support these areas. GwE will provide a combination of generic and unique support to support schools in further developing a blended learning approach.

Primary and secondary schools have the opportunity to share resources that they have co-designed in order to help ensure enrichment of optimal provision. In the primary sector, schools continue to work together within their catchment areas to create and share rich teaching and learning resources. This is intended to promote mutual support, share good practice and reduce workload locally and to contribute to a regional resource bank that will be available to schools across the region as they prepare their provision for pupils. In the secondary sector, the schools have formed three Collaboration Alliances (Arfon, Meirion and Dwyfor) with the intention of sharing resources in the first instance - through the GwE Support Centre - and then to move forward to ensure collaboration on areas such as the Curriculum for Wales. The alliances also enable schools to support each other when different scenarios arise as a result of the pandemic e.g. the potential for sharing specialisms, establishing minority subject networks etc, and supporting the formal assessment processes at KS4 and 5. These clusters / alliances are funded by the consortium.

It is likely that much work will likely be required, when pupils are back in schools, to regain and develop many pupils' use of Welsh. GwE and the Authority will continue to work together to prepare guidance, support and resources for schools in preparation for this.

Monitoring and evaluating impact and progress over the period has proved challenging. We will continue to work with schools over the coming term to ensure that they have a clear picture of their strengths, areas for improvement and to ensure that they are ready to transition over lockdown to preparations for the new curriculum.

We have been working closely with advisers from other Consortia across Wales to ensure that effective Leadership Development Programs are available in a virtual form for the workforce. They are available to practitioners at every stage of their career - from the newly qualified teacher to the experienced headteacher and will begin, next term, to support leaders at all levels. It is our intention to continue to look at what leaders really need during the difficult pandemic period so that they can successfully lead their schools. In addition to this there is a series of workshops for middle leaders on 'Outstanding Middle Leadership in disruptive times', with a number of middle leaders from Gwynedd attending the training.

Dear Arwyn,

During the early autumn term, the Welsh Government asked us to undertake a review of local authorities and regional consortia's work in supporting their learning communities in schools and pupil referral units (PRUs) during the period from March to October 2020.

This letter outlines the outcome of this work in GwE. The content of the letter is based on virtual meetings with officers, as well as information from a sample of schools and PRUs in the local authorities across the GwE region. We have also considered the supporting documentation provided by GwE officers and the feedback from surveys of school/PRU leaders, governors, teachers and support staff, parents and pupils. We have referred to the outcomes of the surveys where relevant, although the surveys were mainly be used to inform the national report which was published on our website on 15 January. Here is a [link](#) to that report.

We would like to thank your staff for giving of their time to discuss their work with us and for providing additional information on request.

Yours sincerely

A handwritten signature in blue ink that reads "Meilyr Rowlands".

Meilyr Rowlands
Her Majesty's Chief Inspector

The regional consortia's work to support schools and PRUs: March – August 2020

Leadership and collaboration

Educational portfolio holders and directors of education from the six local authorities worked with GwE to discuss the effect of the pandemic on education. They agreed a consistent regional approach to try to mitigate its effects.

GwE leaders worked closely with local authority managers to develop and share regional guidance to support schools and PRUs through the pandemic. At the beginning of the lockdown period, a communication strategy was agreed with the directors of the six local authorities and GwE. This strategy included Supporting Improvement Advisers (SIAs) contacting schools regularly to support headteachers and alleviate concerns. Regular contact with schools in order to support the health and wellbeing of staff and pupils was a consortium priority and schools welcomed this approach. In a number of instances, the consortium deployed its staff to a local authority to support with essential services or to schools and PRUs to support them to remain open.

The consortium continued to operate its governance structure from the start of lockdown. The GwE Joint Committee met virtually and considered revisions to its plans and work due to the pandemic. The Joint Committee also continued with matters that they would usually consider, such as the service's value for money and audit reports. The GwE Managing Director and the Joint Committee worked well to anticipate and plan for issues proactively. For example, they discussed establishing a regional approach to the transition of pupils back into schools in good time before any final decisions were made nationally. This enabled local authorities, GwE and schools to prepare and respond quickly when Welsh Government instructed schools to reopen for more learners.

Schools and providers became more accustomed to working virtually, and received support from the regional consortium and local authorities to develop their ways of working. Many schools mentioned their appreciation of the regular online contact meetings with their SIA. These included meetings within school clusters across the region to share regular updates, to consider any lessons learned and to ensure headteachers were able to share any problems and concerns.

The consortium worked well nationally to develop distance learning guidance for schools in collaboration with other regions. The region has continued to look at international research and sourced external advice to improve practice.

Promoting learning

From March 2020, GwE adapted its work to focus on five distinct phases. These were the pre-lockdown phase; supporting schools at the beginning of lockdown; distance learning; supporting schools to re-open and the blended learning phase. GwE recognised that its SIAs would have an evolving role in supporting schools to develop their distance learning approaches.

GwE worked closely with its local authorities to share guidance and advice to schools during each phase. Resources, websites and professional learning materials were shared with schools including 'How to' videos to help teachers develop their approaches to distance learning. Most school leaders feel that GwE have provided helpful support through its digital platform, the 'GwE Support Centre'. This contains all the resources and materials produced by the consortium during the COVID-19 period. GwE ensured that staff and learners could access a range of classroom learning materials, such as support for maintaining and developing literacy, numeracy and digital skills. GwE established an online classroom for each key stage and uploaded an initial bank of practical resources and links for schools to adapt and use with their own learners. The platform also included resources help to maintain connections between teaching and support staff during this period of potential social isolation, including support for building resilience and personal wellbeing.

GwE recognised that schools were at different stages in developing their support for distance learning and that their approach would vary according to their context and capacity. During this time, the consortium produced guidance to support effective distance learning and was proactive in helping schools produce their own distance learning models. This included exemplar models in order to share good practice across the region. Many of these were based on international research and gaining a deeper understanding of distance learning approaches and principles.

Between March and the end of May, GwE conducted an overview of the level of engagement of learners in distance learning. SIAs contacted all schools to gather feedback on the engagement of learners. Many of the SIAs had prior knowledge and information on the level of engagement and were able work collaboratively with schools. This work enabled the consortium to develop a regional overview of current practice, and to identify effective practice to inform and support regional guidance. The information helped to identify key barriers in learners' engagement and how the consortium could support schools in collaboration with local authorities and other partners. The report also identified the need to strengthen schools' tracking of the impact of engagement.

From June onwards, a key activity was to support the planning of pupils' transition back into school in a positive frame of mind, and to continue as seamlessly as possible with their learning. This included providing support to schools to ensure the health and wellbeing of learners returning to a very different classroom during the phased return and supporting teachers in the transition from consolidating previous learning to the teaching of new aspects. In addition, SIA supported schools with ideas about monitoring and giving constructive feedback on pupils' work.

GwE evaluated the capacity and ability of schools in their region to use the various learning platforms that are available. This provided the consortium with an understanding of which schools required additional support to develop their on-line distance learning resources and which members of staff required further training in using the technology. Overall, many schools within the GwE region noted that they saw value in the digital resources provided by the consortium during this period. A number of headteachers identified that their staff have become more confident in using technology and that its increased use had a positive impact on learning overall.

The continued support for professional learning was appreciated by many schools. For example, GwE provided support for teaching assistants (TAs) through the development of an online classroom, which included a suite of professional development opportunities. Schools were also positive about SIAs' support to subject areas in the secondary sector and their regular meetings with groups of subject teachers. The consortium has also invested in engaging its own staff in professional learning to develop their understanding of distance learning, including researching best practice national and internationally.

Local authorities within the region spoke of their open and positive relationship with GwE, whom they consider to have been at the forefront of developing the continuity of learning support and guidance for schools. Local authorities believe that at the end of June, when many pupils' returned to schools, and subsequently at the beginning of September, the consortium provided valuable support. For example, GwE provided support and guidance so that staff, pupils and parents could get used to new routines designed to keep everyone safe for re-opening schools.

At a national level, GwE worked closely with the other regional consortia to develop a collegiate response to these very challenging circumstances. GwE leaders and staff maintained regular discussions and collaboration with Welsh Government on delivering the Continuity for Learning Plan and have been involved in supporting most of the key deliverables. GwE was a key driver for developing and publishing a blended learning guidance and exemplar blended learning models in collaboration with Estyn and the other regional consortia.

Supporting vulnerable learners

On 23rd March, schools were re-purposed to support pupils of key workers and some vulnerable learners. In response, GwE adapted their work in order to continue to provide services and support for schools within its region. Regional and local roles were identified in order to support vulnerable learners and GwE staff accessed further professional development and training to help them support school leadership in these areas.

During this period, GwE supported schools and local authorities with a focus on the safety and wellbeing of pupils and the workforce. A key driver for this work was to ensure support for the physical and mental wellbeing of pupils and young people, including preparing for them to return to school with motivation and enthusiasm to

learn. The consortium's SIAs ensured regular contact with the headteacher of their link schools, to check on their wellbeing and to ensure that they received appropriate support.

The regional consortium notes that at the time, the logistics of opening schools to all learners for the 'Check in, catch up' period were complicated. GwE's Management Board were committed to working in partnership across the region to adopt a consistent approach in developing a supportive framework to help schools during this period. As part of this, GwE's SIAs worked with local authority representatives to formulate a return to school plan. This aimed to support all schools in the region to ensure they had the right policies in place and a comprehensive risk assessment that they could tailor to the circumstances in their own school. GwE worked with the local authorities in the region to develop a common approach to risk assessment. This acted as a guide for school leaders to plan for reopening schools and PRUs for the 'Check in, catch up' period and for reopening fully in September. The risk assessment framework is presented as a dashboard and includes policies, documentation and checklists. This was regularly updated as Welsh Government guidance was issued. Local authorities' corporate health and safety officers quality assured and tested the procedures to address concerns and issues. School leaders note that they appreciate the consistent approach across their local authority area and region and in particular, the dashboard developed by GwE. In addition, they were positive about the helpful communication channels, including the headteacher fora.

The consortium worked in partnership with local authority officers such as the inclusion teams, human resource and transport to consider learners' needs and appropriate learning experiences, in particular, to support their health and wellbeing. GwE SIAs and local authorities continued to work closely with schools as they worked to adapt their settings to be as safe as possible for their learners.

The regional consortium's work to support its schools and PRUs from September 2020

Leadership and collaboration

In preparation for the full return of pupils to schools and PRUs in September, GwE revised its work plan, adapting its priorities to meet the needs of schools.

GwE continued to work closely with local authorities, schools and PRUs. Evidence from our engagement calls suggest that schools value the support and training given by regional SIA on teaching and learning, and in particular the guidance on blended and digital learning.

GwE has been a key driver in helping disseminate information and guidance to schools. For example, through its 'universal wellbeing and learner support

dashboard' a professional learning directory was developed and a range of guidance was shared with all schools across the region. This was communicated through the cluster approach and with officers within each local authority. At the beginning of the lockdown period, a minority of schools communicated that they had difficulties in getting to the right information promptly. This led to GwE making adaptations to the website and since September, most schools are complimentary about using the dashboard and the accessibility of other sources of information from GwE and their local authority. Overall, communication and access to information has improved considerably during this period.

The regional 'Return to School Group', with representatives of the six local authorities and GwE, has been a useful conduit to steer a co-ordinated approach to respond to COVID-19 challenges across the region.

Cameo: Regional 'Return to School Group'

The aim of establishing the group was to develop a consistent, cohesive and collaborative regional approach to respond to COVID-19 challenges across all six local authorities. The group aimed to:

- provide all schools with timely and appropriate support
- ensure all learners were kept safe and well during this period
- promote a high quality learning offer (through distance and blended learning)
- ensure that clear communication channels are established to allow two-way flow of information across the region – with schools and the wider community
- listen to the voice of headteachers
- support the wellbeing of headteachers and staff of schools
- provide schools with a comprehensive framework to support the work in restarting schools, including support on risk assessments
- re-focus the work of GwE team members where needed to support local authority colleagues.

During this period the group:

- worked in partnership to offer schools a risk assessment matrix for primary, secondary, special and PRU settings
- developed a dashboard of resources with regional and national guidance to act as a 'one stop shop' for all schools to access
- collaboratively wrote COVID-19 amendments or appendices to existing policies for use by all schools across the region
- developed a communication strategy for the work of the group based on three pillars of 'inform, support, listen'
- co-ordinated contributions from regional sub-groups to provide consistent and timely messaging to schools on human resource guidance, transport, and learner support to include universal and targeted wellbeing support
- supported all schools with resources to develop blended learning as part of promoting high-quality learning provision for all learners across all schools

- supported all schools with resources to support the planning of accelerating learning

In our contact with schools and local authorities within the region, many appreciated the co-ordinated approach during this period. The facilitating and strengthening of collaboration and team-working at many levels between the local authorities and GwE has had a positive impact on schools across the north Wales region. Some schools have commented that they now have a clearer understanding of roles and responsibilities around addressing issues with the pandemic and appreciate being able to work collaboratively across clusters to share, and have access to, expertise. A few headteachers noted that keeping learners and staff focused on reopening schools built confidence among school leaders, staff and families.

To ensure continuity for their learners, planning for different scenarios, on several levels has also been a key activity of local authority and GwE leaders since September. Leaders identified the need to support and prepare schools for possible future eventualities beyond their control. Through this, GwE and the local authorities encouraged schools to reflect on lessons learnt from the lockdown period and scenario plan for a potential further lockdown. Since the return in September, many schools have faced different challenges, for example with pupils at home self-isolating. The various scenarios included considering what learning could look like in different contexts, a fully open school, to one where all pupils are learning at home. This helped the consortium and schools consider the robustness of their distance and blended learning models.

GwE senior leaders are proactive in continuing to provide direction and vision to support leaders in schools. In particular, they are aware that headteachers, school leaders and education officers are presently working under difficult circumstances. All SIAs have continued their regular contact with the headteachers of their link schools, to check on their wellbeing and to ensure that they receive the assistance they need. To support this further, a series of workshops are available to school leaders and education officers with a focus on their wellbeing, such as on developing resilience, adapting to a changing environment and personal reflection. This continuing support of the workforce demonstrates a sound awareness by leaders in GwE and the local authorities of their likely wellbeing and development needs in the near future.

GwE provided advice and guidance to headteachers so that they could consider how to adjust their schools' strategic plans under the current circumstances. Although reviewing progress against the 2019-20 school development plans remains statutory, the consortium notes that most schools have taken a measured approach by reviewing their priorities up to March 2020. The consortium provided additional guidance to school leaders on the possible content of their school development plans to enable them to report on progress beyond March. This included possibilities for schools to consider the progress around their work on distance learning, staff professional learning and curriculum adjustments in line with what they needed to address during the pandemic.

Promoting learning

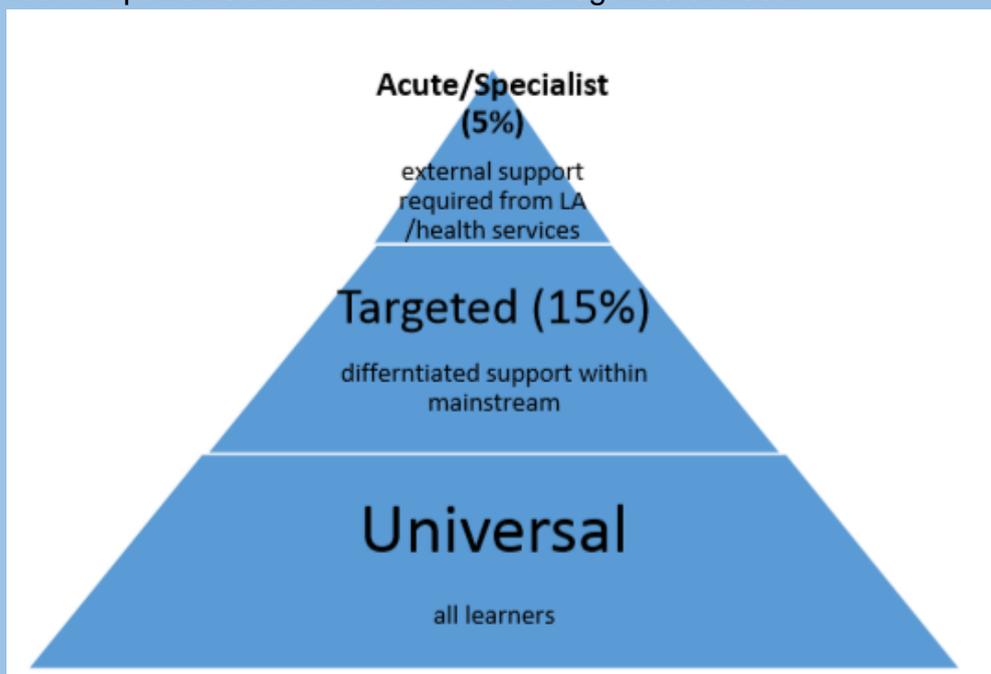
During the summer term and over the summer holidays, GwE and the local authorities worked with schools and PRUs to support their planning for the return to school in September.

Cameo: Re-starting learning model for North Wales

GwE developed a regional model, with local authorities and schools, to ensure that the individual needs of learners could be met, with consideration to their local context. The model evaluated the school's preparedness and approach to ensure learning for all pupils continued. It focused on three inter-related components that assess pupils' fitness for learning. The three components are:

- emotional and mental wellbeing
- health and physical fitness
- core skills of numeracy and literacy, independence skills, and readiness for new learning.

The three components are divided into the categories of need:



Source: GwE regional consortium

Schools needed to ensure that they could offer provision for their learners against each area to ensure equity and equality. Responsibility for supporting schools to deliver each element was agreed between local authorities, GwE and other agencies to plan appropriate provision to meet all learners' needs.

The model aims to support schools to assist learners to return to 'learning fitness' and to develop learning which allows pupils to continue to make progress. Ensuring coherence for learners between in-school and distance learning is

another key element of the model including developing appropriate learning while current curriculum requirements were disapplied.

Many local authorities and schools praised GwE's role in co-ordinating partnership work between schools and PRUs, on a cluster level in primary schools and by geographic proximity in the secondary sector. This approach has meant that schools and PRUs are able to receive valuable curricular support from their SIA, whilst turning to local authority officers for operational support.

GwE is continuing to work with local authorities to support schools and PRUs to develop a broad and balanced curriculum for pupils. During our engagement calls, many schools felt that they have been well supported by GwE and their local authority during this period. Headteachers were consistent in their view that GwE has supported schools to deliver as broad a curriculum as possible, despite the constraints. Many primary schools have adapted their plans from September to include a greater emphasis on activities that promote learner wellbeing. In many schools, this meant adjusting the theme or topic that they had planned to cover during this term. Most schools have also placed a greater emphasis on increasing their focus on developing pupils' core skills. Nonetheless, a few lead primary SIAs note that there has generally been a narrowing of the curriculum. GwE has shared new models of delivery with primary headteachers to try to counteract this issue.

Headteachers in secondary schools report that in a few subjects, teachers are finding working within the COVID-19 period challenging, particularly in providing pupils with opportunities to complete practical work, for example in design and technology, science, art, music and physical education. Schools have generally adapted their provision to cope with these difficulties. In some secondary schools, leaders have adjusted their timetable to run more double lessons. This allows schools to respond to health and safety guidance while maintaining a balanced curriculum. In a few schools, departments have adapted their schemes of work to overcome practical difficulties such as not being able to use specialist rooms.

This term, SIAs and local authority education officers have continued to work together to add to the range of teaching and learning materials that are accessible to teachers and support staff through the GwE online platform. Headteachers report that these resources provide valuable support to their staff. GwE officers explained that many secondary schools have made use of resources and in particular, they have accessed multi-disciplinary units of work that fit in well with the principles of Curriculum for Wales. Many authorities relay that GwE has promoted co-operation and collaboration between schools and within schools on a departmental basis. This term, teachers within the region are sharing resources based on each area of learning and experience to address the need to support a wide and enriched curriculum model.

Many schools that Estyn have engaged with mentioned that during the initial return of their pupils in September, a significant number needed further support to catch-up with their literacy and numeracy skills. In particular, schools in the region noted that a continued focus on re-establishing pupils' Welsh oracy skills was a priority. To

address this, GwE co-ordinated opportunities for Welsh-medium schools to work across local authority areas to develop and share resources. For example, Welsh-medium secondary schools from Wrexham, Denbighshire, Flintshire and Conwy have worked together to develop resources to support pupils' oracy skills. Over time, GwE and its schools have built a sound collection of resources available online for both schools and parents within the region. These include a series of Welsh language resources for schools teaching Welsh as a second language and bilingual resources for non-Welsh speaking parents. GwE has also raised awareness of additional materials available. For example, they have promoted 'Y Pair' as a network in Hwb established to share Welsh language resources adapted for distance and blended learning and 'Y Gist' as a network for Welsh as a second language teachers. Overall, as the autumn term has progressed, a few headteachers feel that Welsh language skills have recovered well, especially in the case of older pupils.

In our survey of school leaders, many noted that they receive useful information from GwE on approaches to distance and blended learning. Overall, these responses were more positive in the GwE region than in the other three consortia. Many schools and PRUs have found the information, resources and examples of practice for distance and blended learning produced by GwE useful as a starting point to develop their own practice. Information and professional learning has been shared through a range of fora and networks. These include cluster meetings, meetings for headteachers, subject specific fora and teaching and learning groups. GwE has offered webinars and surgery sessions to share resources and to develop teachers' understanding of effective online and distance teaching and learning. In addition, GwE has offered training for teaching assistants through an online platform. Many schools and PRUs have used the resources as a basis for their own package of professional learning to support teachers and teaching assistants' digital competency. Generally, school leaders note that staff have developed their digital skills and are better placed to offer a range of online learning experiences if pupils need to learn from home.

Cameo: An approach to monitoring and evaluating the effectiveness of distance learning

Following cluster meetings with the regional school improvement service to discuss distance and blended learning, one school trialled using a digital distance learning approach while pupils were in class. One group of pupils completed activities and tasks online while the teacher used direct instruction with other pupils. This allowed teachers to support pupils to use software and upload work to a digital platform while they were in school. It also allowed the school to monitor and evaluate the effectiveness of the activities and tasks set as distance learning. The school is adapting its approach following feedback from this process.

As expected, many learners required additional support to accelerate their learning when they returned to schools. As a result, GwE and its stakeholders recognised the need to identify effective teaching strategies to support schools and learners.

Through a review of research literature, together with research undertaken within schools in the region, GwE developed a guide to help schools identify the most effective teaching strategies and online programmes that could help schools improve pupils' core skills. In particular, GwE and the schools within the region focused on improving pupils' reading skills, including their comprehension, fluency and vocabulary skills along with improving their numeracy skills. Some of these strategies and support materials have been specifically designed to be used in schools and by parents at home to support, their child's learning. Many of the resources and strategies stem from recent collaborative research projects undertaken with GwE schools through the Collaborative Institute for Education Research, Evidence and Impact (CIEREI) which is a partnership between Bangor University and GwE.

In a few local authorities, senior leaders are keen for local authority and GwE officers to increase their role in monitoring and quality assurance so that officers gain a secure understanding of the quality of provision across their schools. Many schools have made use of pre-lockdown assessments to identify how pupils' skills have developed during home learning. SIAs have encouraged schools to consider a wide range of evidence from September in order to identify gaps in pupils' learning. Schools note that they have had helpful discussions with SIAs about making use of the lessons learnt in terms of pupil progress in recent months. For example, it seems that some pupils have made sound progress because they were provided with a broad range of open-ended activities, which gave beneficial opportunities for them to make their own choices.

The 'normal' professional learning offer has been modified to ensure that schools and settings receive relevant and purposeful support. This has enabled them to adapt to the challenging circumstances. In our engagement with schools, most headteachers have praised the content of the professional learning offered by GwE during this period. For example, they have provided training through webinars on specific accelerated learning methods based on research at the University of Bangor. Another example is how the middle leadership programme has been tailored to address how to lead at times of crisis and change. The professional learning offer prioritised supporting schools to improve the digital skills of their staff and enabling them to develop effective distance and blended learning approaches and more effective learner engagement.

The regional consortium offer a wide range of opportunities for schools to participate in specific professional learning opportunities to improve pupils' literacy, numeracy and accelerated learning strategies. This includes, the extensive SAFMEDS (Say All Fast Minute Every Day Shuffled) project to improve pupils basic mathematics fluency skills using an evidence-based teaching strategy. Other support programme for schools include a comprehensive range of training materials and resources such as a bilingual literacy toolkit, to support the literacy skills development of pupils. GwE has been training members of staff who then relay that training to others in schools and PRUs. Leaders and school staff benefit from training through webinars, networks of subject leaders, and meetings between teaching and learning leaders.

Resources for promoting literacy and numeracy have been shared through each co-ordinator. GwE is facilitating work between schools to share good practice and ideas on teaching and learning through the current pandemic. There is also support for schools to reflect on the quality of provision during the lockdown period and to use this information as they prepare for the delivery of Curriculum for Wales. Headteachers note that these resources give them a firm foundation to observe models of effective practice.

Many of the region's local authorities believe that schools and the regional consortium have changed their way of working, in many ways for the better. In particular, these local authorities are positive about the developments in ICT and acknowledge that improving ICT capacity has been a steep learning curve for everyone. They also see that more extensive professional learning opportunities are available through using a range of digital platforms. Many schools and local authorities report that staff are more likely to engage in optional professional learning activities when they can access it remotely and at a time that suits them.

Supporting vulnerable learners

GwE SIA, in collaboration with local authority officers, have given purposeful support to headteachers and school staff to promote wellbeing and, at a suitable time, begin to consider provision and learning. Headteachers identified that SIAs have provided an effective balance between support for learner wellbeing and guidance on learning during this term. They say that schools are feeling immense strain in getting the balance right between school improvement and prioritising staff and learner wellbeing.

The region's SIA with responsibility for vulnerable groups has provided purposeful resources for schools and parents and these are available on each of the local authorities' SEN and Inclusion websites. This SIA attends half-termly meetings with the education officers of each local authority and representatives from children's services in order to gather important information on aspects of learning needing further support. This has resulted in a more targeted approach to support.

GwE officers have collaborated with schools and local authorities in a range of fora. For example, officers contributed to the work of the regional ALN/Inclusion Group and produced content for the online dashboard. They also facilitated a regional shared drive of information and resources between all six of the local authorities. GwE SIAs continue to attend local authority wellbeing and safeguarding groups to share practice and information, and also the regional quality group to collaborate with the work of supporting children who are looked after.

During our engagement calls with schools, headteachers were positive about the support and advice provided by GwE to help them plan how to use the 'Recruit, Recover, Raise Standards: the accelerating learning programme (RRRS)' grant. Local authorities are responsible for monitoring the expenditure, compliance and ensuring that plans are sustainable, whereas consortium officers generally take the lead on advising schools about appropriate and effective provision.

GwE leaders have communicated that headteachers are best placed to prioritise how this additional grant funding should be spent. Support and advice is available to schools but SIAs and local authorities are keen to provide autonomy for schools to develop their own ideas about exactly how to target the grant. GwE provided a pro-forma for schools and received their plans, which were then agreed with the local authority. GwE has created a helpful dashboard and a bank of documentation and resources on their website linked to the RRRS grant so that schools can access information quickly to get ideas on grant spending, such as support for running small intervention groups. GwE are also aware of the need to support and advise some schools more closely, to ensure that the funding is used to maximum impact.

GwE are working alongside their local authority colleagues as they develop a single method of monitoring RRRS expenditure across the six north Wales authorities. In addition, it is expected that schools should show that their plans are sustainable. Some small schools told us that they have had difficulty in recruiting staff, as the grant funding will only sustain provision for a limited number of additional hours. According to SIAs, most of the smaller schools are using the grant to top up the hours of employment of existing members of staff, and providing them with training so that they will continue to benefit from the expertise when the funding ends.

Nationally, GwE officers have contributed to the work of various working groups with a focus on wellbeing and vulnerable learners. For example, a SIA with responsibility for wellbeing contributed to the national PDG Group with Welsh Government to ensure regular communication, to update on regional developments and share information back within the consortium.

GwE has supported local authorities and schools to respond to the wellbeing needs of vulnerable pupils, especially in providing complimentary professional learning for staff. The consortium has worked in collaboration with individual schools, clusters of schools and local authorities to support a universal and targeted approach to learner and staff wellbeing. It has structured this professional learning offer to support the learning in the schools. With the wellbeing of the learner central to the offer, schools can benefit from the resources and strategies in the universal offer which is available to all schools or opt for a targeted offer. To date, many schools have trialled, shared and benefitted from observing examples of effective practice from schools in their local authority and across the region. The practical intervention resources for schools to utilise, underpinned by the 'Five principles to support home learning' [EEF, 2020], are a focus of SIAs conversations with schools as they plan and deliver their accelerated learning programmes.

A good example of a professional learning offer is the 'Return to school trauma-informed schools programme'. Through this programme, whole school sessions are facilitated about the impact of the pandemic and analysis of strategies that schools could consider using as their learners returned. This included key teaching and learning principles and models. A number of schools commented on this programme and noted that it was helpful to increase the number of staff who are trauma-informed and adverse childhood experiences (ACEs) aware. These schools

also mentioned that teaching staff became more confident in assisting learners and identifying suitable support and provision.

Local authority and regional consortia support for schools and PRUs in response to COVID-19

Update report from June to November 2020

January 2021



The purpose of Estyn is to inspect quality and standards in education and training in Wales. Estyn is responsible for inspecting:

- ▲ nursery schools and settings that are maintained by, or receive funding from, local authorities
- ▲ primary schools
- ▲ secondary schools
- ▲ special schools
- ▲ pupil referral units
- ▲ all-age schools
- ▲ independent schools
- ▲ further education
- ▲ independent specialist colleges
- ▲ adult community learning
- ▲ local authority education services for children and young people
- ▲ teacher education and training
- ▲ Welsh for adults
- ▲ work-based learning
- ▲ learning in the justice sector

Estyn also:

- ▲ reports to Senedd Cymru and provides advice on quality and standards in education and training in Wales to the Welsh Government and others
- ▲ makes public good practice based on inspection evidence

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Introduction

This report is written in response to a request for advice from the Minister for Education in July 2020. It provides an overview of how local authorities and regional consortia have worked with schools and pupils referral units (PRUs) to promote learning and support vulnerable pupils during the COVID-19 period between June and November 2020, that is the period after the initial lockdown when schools were reopening. It captures the ways local authorities and regional consortia have adapted their work to respond to the challenges resulting from COVID-19. The work was carried out before all schools returned to remote learning in January 2021 but will be helpful to inform current ways of working.

The intended audience for this report is the Welsh Government, local authority and regional consortia officers and staff in schools and PRUs. It draws on the evidence base in appendix 1 including interviews, survey feedback and documentary evidence. Due to restrictions associated with COVID-19 we were unable to visit schools and PRUs to gather first hand evidence about the quality of provision. The quantitative feedback from the surveys issued can be found in appendix 2. We have also provided detailed feedback to individual local authorities and regional consortia to support their own self-evaluation for improvement. The report is part of a series of publications by Estyn to share learning and support the education system's continued response and recovery (Appendix 3).

The report features 'cameos' from local authorities and regional consortia. These are not case studies as we are unable to evaluate the impact of the work because of restrictions on our activities due to COVID-19. The cameos are included to exemplify points raised in the report, giving a flavour of the work that has taken place across Wales.

Background

In the foreword to his Annual Report 2019-2020, Meilyr Rowlands HMCI (Estyn, 2020, p.4) stated that 'the last months of the 2019-2020 academic year brought challenges to Welsh education the like of which we have not seen in generations. The challenges were many, complex and unexpected. The COVID-19 pandemic changed people's lives, had a huge impact on economies, and caused major disruption to education systems worldwide and in Wales'. His foreword offers an initial account of how schools and other education and training providers coped with the initial lockdown period and strived to support pupils while providing continuity of learning for them remotely. For further information on this initial lockdown period see the [Annual Report 2019-2020](#).

This thematic report focuses on the period from late summer to late autumn. A timeline of significant events during this period can be found in appendix 4.

In late June, nearly all schools reopened to pupils to provide an opportunity for them to 'Check in, catch up and prepare for summer, and September'. In July and August, the Welsh Government published guidance to support schools to reopen to all pupils, on supporting learning and on supporting vulnerable learners (Welsh Government 2020a, 2020b, 2020c). Schools and PRUs reopened to pupils in September, with a transition period leading up to all pupils attending by 14 September 2020. Almost immediately, schools began to experience their first positive COVID-19 cases among pupils and staff, reflecting the situation in their communities, and the first of a series of local restrictions to reduce transmission was announced. During September and October, individual pupils, classes or whole year groups were required at times to self-isolate, leading to the need for remote learning provision. The length of self-isolation periods varied from one day to 14 days depending on the reason and personal circumstances¹. Positive COVID-19 cases continued to rise and the Welsh Government announced a two-week firebreak lockdown from 23 October 2020. Schools and PRUs were closed for half-term during the first week of the firebreak. During the second week primary schools re-opened for face-to-face learning while many secondary-aged pupils reverted to distance learning from home.

In early November, around 90% of pupils were in school. The proportion of pupils in school fell to around 80% by the end of November and to around 70% by mid-December, as increasing numbers of pupils were required to self-isolate or their school was closed due to an insufficient number of staff available to supervise pupils on site. Towards the end of the autumn term, an increasing number of parents chose not to send their children to school, even if their school remained open, often due to concerns about being able to meet family or friends at Christmas. The national attendance figures mask considerable variation across schools and local authority areas, as in the local authorities worst affected by COVID-19 only around 50% of pupils were in school towards the end of the term. The national figures also mask considerable variation across age groups, with older secondary school age pupils having the lowest attendance at school.

The scope of this thematic report includes the extent of the support provided to schools and PRUs by local authorities and regional consortia during this period. Although the scope does not include post-16 or pre-school providers, we refer to aspects of these sectors' work where helpful. The report focused specifically on two aspects:

- Promoting learning – the quality of the learning offer and how has this been supported through further guidance and professional learning?
- Supporting vulnerable pupils – how did the local authority targeted services and support to vulnerable pupils to support them to engage in learning? What barriers still exist?

¹ The maximum self-isolation period was reduced to 10 days from 10 December 2020.

We also considered the early planning and implementation for the 'Recruit, recover and raise standards programme' grant across schools and PRUs and the next steps for this work.

At the time of our engagement with schools in October, very few pupils needed to receive blended learning. Most pupils were able to attend school and benefit from face-to-face teaching. Where pupils were required to isolate or shield, schools provided distance learning until they were able to return. A blended learning approach would involve a cohesive, intentional plan for pupils' learning to involve a combination of learning in school and at home which was not required in most schools during the autumn term. At the time of publication in January 2021, all schools have returned to providing remote learning for pupils, with some face-to-face provision in school for vulnerable pupils and those with parents who are key workers.

Main findings

- 1 Local authorities and regional consortia have worked closely together and with the Welsh Government to respond to the evolving context caused by the pandemic. Through the Association and Directors of Education Wales (ADEW), senior leaders have provided good support for each other and collaborated to create shared approaches and resources.
- 2 Local authorities provided valuable support to enable their schools and PRUs to reopen successfully to all pupils in September. Particular strengths were the practical support around health and safety and on communicating with parents and learners. For example, local authorities, working with health care partners where appropriate, supported risk assessments, including for vulnerable pupils and developed welcome packs providing information for parents, carers and pupils. School leaders welcomed the direction from local authorities and regional consortia to focus on pupil wellbeing and felt this was appropriate.
- 3 During the initial lockdown and the autumn term, local authority services had to respond rapidly to support the wellbeing of all pupils, and particularly those known to be vulnerable. Where local authorities already had effective joint working across services and external agencies, this was evident in the efficiency with which they responded to these needs. In other local authorities where collaboration is less well established, the pandemic has been a catalyst to strengthen joint working. The enhanced use of digital communication also contributed to more efficient multi-agency working within local authorities.
- 4 During the initial lockdown, teachers had to respond quickly to the need to provide distance learning materials for pupils. This provision improved though the summer term. As the need for a number of pupils to learn away from the classroom continued in the autumn term, it remained a priority to further improve and embed distance and blended learning provision. Regional consortia and local authorities have developed helpful guidance, playlists of videos featuring good practice and a range of professional learning. However, schools', local authorities' and regional consortia's oversight of the quality of provision is underdeveloped.
- 5 Pupils' learning experiences in the autumn term varied widely across and within schools. This is partly due to the varied impact of the pandemic in different areas and also as a result of the different policies and practices adopted by local authorities in relation to close contacts and the different ways that schools have organised groups and cohorts of pupils. These factors have resulted in considerably unequal learning experiences for pupils who have received most of their autumn term education in school and those who have been taught at a distance for extended periods.
- 6 In his recent Annual Report, the Chief Inspector's noted that 'despite considerable effort by schools, local authorities and central government to provide additional equipment and support, a minority of learners were disadvantaged by lack of access

to suitable computers or adequate connectivity.’ The barriers to learning at home identified in the summer term, including access to digital technology, remained in the autumn term.

- 7 The pandemic has had a greater impact on certain groups of pupils and magnified challenges that already existed. For example, school leaders have told us that pupils eligible for free school meals made slower progress in their learning during the initial lockdown than their peers, with some pupils returning to school with weaker language and numeracy skills than before the initial lockdown started.
- 8 The pandemic has exacerbated some challenges that local authority and regional consortia had already been working with schools to address. Pupils across Wales have experienced the pandemic in very different ways as a result of their home circumstances. The necessity for pupils to work at home for periods of time in the autumn term has highlighted the need for pupils to be able to work independently successfully and for schools to focus on supporting pupils to improve learning resilience.
- 9 Local authorities and consortia have recognised the potential longer-term impact of the pandemic on the wellbeing of children and young people. All have offered enhanced professional learning for staff from schools and PRUs on supporting wellbeing, including on bereavement and adverse childhood experiences. Children and young people already challenged because of adverse childhood experiences prior to the pandemic have faced further challenges. Children and young people in stable family environments with very few or no prior adverse childhood experiences may also have been affected by the pandemic. For example, time away from friends caused by lockdowns, isolation periods or having to remain in tight bubbles at school can have an adverse impact on pupils’ social development and their mental health.
- 10 In most cases, local authorities have ensured that statutory processes for pupils in relation to special education needs (SEN), including assessments and annual reviews, have continued during the autumn term. Where there have been delays, this has most commonly been due to the capacity of educational psychology services and other specialist services, caused by staff absence or challenges in delivering services remotely.
- 11 Regional consortium and local authority officers continued to support teachers’ and school leaders’ digital competence during the autumn term. The increased effective use of digital communication has had positive consequences for facilitating more agile, efficient and frequent interactions between and within learning communities across Wales. School and PRU leaders have valued the flexibility of online professional learning opportunities provided by local authorities and regional consortia.
- 12 School leaders across Wales have mixed views about the effectiveness of support they have received from their local authority and their regional school improvement consortium during the pandemic. School leaders in south west Wales are most satisfied with the support they have received from their local authority, while school leaders in north Wales are most satisfied with the support they have received from their regional consortium.

- 13 Local authorities made appropriate early adaptations to the governance arrangements but a few local authorities were too slow in resuming their scrutiny functions. By the middle of July 2020, most councils had begun to hold Cabinet meetings online, but only half of councils had held virtual meetings of their scrutiny committees. As a result, decisions about re-opening schools and providing support for learners in the summer were not scrutinised in half of councils. By the autumn, all council Cabinets were meeting online, and scrutiny committees in most councils were also meeting online.

Recommendations

Recommendations for the Welsh Government to work with regional consortia, local authorities, and other partners and providers to:

- R1 Urgently address barriers to learning at home, particularly where this is due to a lack of access to suitable computers or adequate connectivity
- R2 Improve the quality of the distance and blended learning experiences for pupils by supporting more effective teaching across and within schools and PRUs
- R3 Develop a coherent approach to improve progress in literacy, numeracy and personal and social skills of vulnerable pupils disproportionately affected by the pandemic, for example pupils eligible for free school meals
- R4 Establish strategies to monitor and address the long-term impact of the pandemic on the physical and mental health of pupils
- R5 Create opportunities to take stock and evaluate the impact of policies and practices developed since the start of the pandemic to inform future ways of working and curriculum design

Leadership

Decision-making and governance

- 14 Local authorities and regional consortia have worked closely together and with the Welsh Government to respond to the evolving context caused by the pandemic. Through ADEW – the Association of Directors of Education in Wales – directors of education have worked co-operatively to support each other through the pandemic. Directors have reduced the burden on themselves, their officers and staff in the regional consortia by identifying aspects of work that they can agree to work on collaboratively or on behalf of each other. ADEW has supported national work with Welsh Government such as guidance relating to the continuity of learning.
- 15 Audit Wales has published several reports on how councils' governance arrangements have been affected by the pandemic. Early during the initial lockdown period, councils had to use emergency governance arrangements, meaning that typically 'responsibility for decisions about how councils use public money and provide services fell to senior council officers in consultation with a much smaller number of senior councillors than would usually be involved in decision-making – sometimes just the leader of the council.' (Audit Wales, 2020).
- 16 Some councils were slow to use new regulations that came in to force in April 2020 that made it easier for councils to meet virtually. As Audit Wales noted, 'in some of those councils there is no comprehensive record available online of the decisions taken since lockdown. This makes it difficult for the public to see and understand the decisions their council has taken during lockdown, and who is accountable for them' (Audit Wales, 2020).
- 17 By the middle of July 2020, most councils had begun to hold Cabinet meetings online, but only half of councils had held virtual meetings of their scrutiny committees. As a result, decisions about reopening schools to all pupils and providing support for learners in the summer were not scrutinised in half of councils. By the autumn, all council Cabinets were meeting online, and scrutiny committees in most councils were also meeting online.
- 18 When important decisions are being taken about education services, local authorities should usually take account of the views of school leaders as well as other stakeholders where relevant. Our survey of school leaders across Wales carried out in October 2020 found that the majority of them agree that their local authority involves them effectively in discussions about local education services. However, a few school leaders do not feel involved enough. Local authorities have continued to build on the range of fora they have with school and PRU leaders to communicate, consult and in a few cases, co-construct approaches.

Working together to support schools and PRUs

- 19 School and PRU leaders in south-west Wales were considerably more positive about the work of their local authority than leaders were about their local authority in the

other three regions. For example, they were more positive about the timeliness of advice and guidance from the local authority, how well their local authority communicated with them, and the support provided to enable their school or PRU to re-open successfully to all pupils in September 2020. They were also more positive about how well their local authority involves them in discussions about education services. South-west Wales is the only region where challenge advisers are directly employed by local authorities, rather than by regional consortia, and this may partly explain why leaders are more positive in this region.

- 20 School leaders' views of the support they receive from their regional consortium varies considerably. A majority of leaders agreed that GwE had provided effective support and guidance to support learning in their school or PRU. Nearly half of leaders agreed with this was the case with EAS, but only a minority agreed this was the case with CSC and ERW. A majority of leaders also agreed that GwE had provided useful information on the differences between, and approaches to, distance and blended learning. Just over half of leaders agreed with this was the case with CSC and EAS, but only a minority agreed this was the case with ERW.
- 21 Just over half of school leaders told us that they feel that their local authority cares about their wellbeing. This indicates that there is room for improvement in the relationship between some local authorities and their school leaders. A majority of teachers and most support staff told us that their school cares well for staff wellbeing.
- 22 During the initial lockdown, local authority services had to respond rapidly to support the wellbeing of all learners, and particularly those known to be vulnerable. Where local authorities already had effective joint working across services and external agencies, this was evident in the efficiency with which they responded to needs. For example, in Bridgend, the 'early help locality service model' already meant that multi-disciplinary teams worked out of three bases in the county, working in an integrated way to support families with vulnerable children and young people. These teams were well placed to work collaboratively and provide support through the pandemic. In other authorities where collaboration is less well established, the pandemic has been a catalyst to strengthen joint working. For example, Anglesey and Gwynedd's education psychology service has collaborated with the Child and Adolescent Mental Health Service to develop a new approach to supporting pupils who are absent from school because of their emotional wellbeing.
- 23 Local authorities have sought to support school leaders in preparing for various scenarios in the face of uncertainty about how the pandemic may affect schools through the autumn and into 2021. A majority of school and PRU leaders told us in our survey that their local authority provides effective guidance to support them to develop flexible plans in the event of further spikes in infections.

Cameo: School Business Resilience Planning

Prior to the increased operation of schools, the Corporate Director for Education and Family Support in Bridgend required all schools including the PRU to produce a business resilience plan. The local authority provided a plan template. Settings were asked to consider a range of possible scenarios and the actions they would take to ensure the continuity of learning. The local authority quality assured the plans and, where necessary required further clarification. Possible scenarios included; the self-isolation of pupils, either individually or as whole year groups; the self-isolation of staff; planning to ensure continuity of leadership. Possible solutions may include the strategic planning and mapping of blended learning; developing the capability and capacity of staff and pupils in using online platforms to support blended learning; producing pre-prepared emergency learning packs for all groups of pupils; use of Welsh Government's 'Recruit, recover and raise standards programme' grant and cover arrangements.

Delivering ongoing priorities

- 24 Local authorities have tried sustain as much 'business as usual' as possible while dealing with the various added needs of schools and PRUs associated with the pandemic. For example, wherever possible, work has continued to reorganise schools and improve school facilities as part of the Welsh Government's 21st Century Schools Programme. The workload associated with responding to the pandemic has undoubtedly slowed progress in some areas. For example, at the end of March 2020, Neath Port Talbot left the regional school improvement consortium, ERW, and three of the remaining five authorities gave notice of their intention to leave at the end of March 2021. The lack of a clear plan for school improvement services in south west Wales from April 2021 is a significant concern. Elected members and senior officers across all local authorities in the region have been slow to demonstrate that there is a clear vision and plan for how high quality school improvement services that meet their needs will be provided to schools and PRUs from April 2021.
- 25 Planning and professional learning activities focused on preparing for Curriculum for Wales that schools, local authorities and regional consortia had planned for this year have inevitably been disrupted by the pandemic. From September, we had originally planned to begin discussions with all schools in Wales about their early preparatory work to implement Curriculum for Wales from September 2022. Instead, our discussions with schools in the autumn mainly concentrated on how they are responding to the pandemic. Despite the disruption to preparatory work for Curriculum for Wales, our Chief Inspector noted in our latest annual report that the pandemic 'has presented providers with the need and the opportunity to evolve and innovate ... The re-thinking that the lockdown required of schools, combined with deeper engagement with families and support services, has arguably put schools in a better place to co-create with these stakeholders a common vision for realising the Curriculum for Wales' (Estyn, 2020, p.9).

Promoting learning

Supporting schools and PRUs to reopen to all pupils

- 26 Prior to September, many pupils had spent only a few days in school since the onset of the COVID-19 pandemic in March, with some not having spent any time in school. In July, Welsh Government (2020c) issued guidance to schools and settings to support the full return to school in September. This set out priorities for learning emphasising the health and wellbeing of pupils and the importance of outdoor learning. Officers from local authorities ensured that they adopted the same priorities in their work with schools at the start of the autumn term. Local authority officers recognised the pressure that school leaders were under as they planned the reopening of schools and the amount of their time that they needed to give to operational matters including keeping staff and pupils safe. In order to support headteachers, most local authorities and regional consortia distilled the guidance about learning and brought relevant information together in one place, as in Carmarthenshire where officers established Y Porth website for this purpose. Many of the headteachers who responded to our survey said that they had sufficient support from their local authority to help them to re-open their school or PRU successfully. Many agreed that their local authority had provided guidance in good time. This contrasts with what school leaders told us about the guidance in the spring and summer terms, when many felt that it was received too late and that they had to put processes in place to support pupils' learning prior to receiving guidance.

Cameo: Supporting pupils' return to school

GwE developed a regional model in line with Welsh Government guidance, with local authorities and schools, to ensure that the individual needs of pupils were met, with consideration to their local context. The model evaluated the school's preparedness and approach to ensure learning for all pupils continued. It focused on three inter-related components that assess pupils' fitness for learning. These include their emotional and mental wellbeing; their health and physical fitness; and their core skills of numeracy, literacy, independence, and readiness for new learning.

The aim of the model was to support schools to assist pupils to return to 'learning fitness' and to promote learning which allows pupils to continue to make progress. Ensuring coherence for pupils between in-school and remote learning is another key element of the model including developing appropriate learning while current curriculum requirements were temporarily disapplied.

- 27 Through the school summer break and into the autumn term, regional consortia and local authorities built on the work during the initial lockdown to provide support and guidance to schools for ensuring the continuity of pupils' learning. In some instances, resources provided earlier in the pandemic were revised and updated to make it easier for school leaders and teachers to engage with them. For example, in

the EAS, officers listened carefully to the views of headteachers about the playlist of videos showing effective practice that officers had begun to compile at the start of the pandemic. In the summer term, schools had found the playlist useful as it drew together the national and local guidance about distance learning in one place. As the volume of materials increased, school staff found it more difficult and time-consuming to use the resource and officers responded well to this by streamlining the content into an easier to use web-based resource.

Cameo: 'Supporting Our Schools' website

In response to feedback from stakeholders, the EAS have created a new website to house their support for schools resources. The new website is easier to navigate than the playlist that the service used previously. Resources are clearly labelled and easy to scan. The website contains sections covering different topics such as governance, school improvement, guidance on using the accelerating learning grant funding and curriculum support. The website also contains a link to another new website that houses all resources related to distance and blended learning. These resources are also clearly organised under themes and there are several examples of informative case studies and presentations from schools, as well as links to helpful external resources. In order to make it easy for leaders to identify any new resources, these are signposted each week in a separate section, before being moved to the relevant themed section. The EAS staff are providing online introductory sessions to the new websites. These well-attended, informative sessions are sector specific and available through both English and Welsh. In addition to providing a demonstration of the websites, these sessions also include a choice of breakout sessions involving presentations from schools and an opportunity for discussions in small groups.

Identifying and addressing regression in learning

- 28 Early in the autumn term, schools leaders started to plan how they could best use the funding from the Welsh Government for the 'Recruit, Recover, Raise Standards' programme. The Welsh Government (2020e) issued guidance for schools to support the use of the grant using the work of national and international organisations including the Children's Commissioner and the OECD to identify the impact of the pandemic on pupils' progress in learning. The government acknowledged that, while many pupils had not progressed as much as they could, there were groups of pupils for whom the impact of the pandemic was greater. These included pupils in year groups preparing for examinations, pupils who had made the transition from primary to secondary school and vulnerable and disadvantaged pupils. Local authorities and regions supported schools to plan for the use of the grant. For example, in GwE, officers worked with schools to try to ensure that headteachers used the funding in a sustainable way and aligned its use to local priorities, including the Welsh language strategy, to benefit pupils in the longer term. Across Wales, many schools found it difficult to recruit staff using the grant because they were drawing on a limited number of available people. A few schools employed a teacher or teaching assistant on a shared basis and many schools used the funding to increase the hours of existing staff. In smaller schools, funding was often not sufficient to be able to support recruitment. Although, it is too early for schools and local authorities to

monitor the impact of the grant on addressing pupils' skills deficits, officers from local authorities and consortia have plans in place to do this. Officers in Powys local authority provided helpful advice for governors about how to evaluate schools' use of the funds on pupil progress.

- 29 The impact on pupils' learning and skills from the initial lockdown period differs widely across Wales. In their study into 'Schoolwork in Lockdown', researchers from UCL (Green, 2020) found that children across the United Kingdom spent an average of 2.5 hours each day engaging in learning. Their research shows that 20% of pupils engaged with learning for less than an hour each day and only 17% worked for more than four hours (Green, 2020, p.2). This means that between March and September 2020 nearly all pupils across the UK spent considerably less time than usual learning during the pandemic. In Wales, the number of pupils engaging with learning was lower than the averages for the UK as a whole. The study found that 20% of pupils in Wales were doing no schoolwork at home or less than an hour each day (Green, 2020, p.19). Only 15% of pupils were learning for four hours each day (Green, 2020, p.19). The report highlights substantial inequality linked to deprivation and social groups. Our findings from engagement calls to schools in the October 2020 mirror these findings. Headteachers from schools in areas of social deprivation say that teachers found it more difficult to engage pupils and families with learning through the summer term. We reported on the reasons for this, including access to technology for learning and support from parents in the thematic section of the Annual Report 2019-2020 (Estyn, 2020).

Cameo: Assessing the level of learner engagement in the Vale of Glamorgan

Prior to reopening to all pupils, officers from the local authority, in collaboration with the CSC and schools, developed a matrix to assess the level of engagement of pupils and their wellbeing. Through conversations held between improvement partners and headteachers, information was collected from 55 out of 56 schools in the Vale of Glamorgan. The useful report summarised the key findings, the barriers and challenges encountered by schools and effective practice across the region, and concluded by highlighting ways forward. The information gathered has been used to inform local policy and share effective practice across the local authority through a collection of case studies. In addition, support was provided to schools to help strengthen areas such as increasing the engagement of vulnerable pupils.

- 30 As pupils returned to school in September 2020, leaders and teachers put in place processes to identify the impact of the school closure period on pupils' learning and skills. Many schools used the national online personal assessments for reading and numeracy with pupils in Years 2 to 9 to supplement teachers' own assessments of pupils' skills. Identifying pupils' skill levels following the school closure period was a particular challenge for secondary schools as pupils moved from Year 6 to Year 7. To help schools to identify a baseline for these pupils in secondary schools across the south-east region, the EAS provided schools with funding to support pupil assessment. Generally, local authorities report that pupils have fallen behind with reading and writing skills, and headteachers reported in early October that there has also been a negative impact on the speaking and social skills of younger pupils in the

foundation phase. Local authority and consortia officers are working with schools to address these skills deficits, and are mindful of the need to ensure that schools do not focus on these core skills to the detriment of the wider curriculum.

Supporting Welsh language skills

- 31 An issue identified during the summer term was the learning of pupils in Welsh-medium schools from English-speaking homes, as many of these pupils had not had the opportunity to hear or practise the language. Addressing this issue was one of the aims of the Welsh Government's 'Recruit, recover and raise standards programme'. As the pupils affected by this issue returned to school in September, staff were particularly concerned about the levels of pupils' speaking skills. Local authorities put a number of initiatives in place to support schools and pupils. For example in Neath Port Talbot, the Welsh advisory service developed useful resources and collaborated with Menter Iaith and the Urdd to provide support for schools. In Wrexham, officers ensured that pupils from Welsh-medium schools who have needed to self-isolate since September have received resource packs and weekly face-to-face sessions or online sessions including podcasts. Several local authorities, including Conwy and Bridgend, used their immersion facilities to provide additional support for these pupils and Cardiff increased its provision in this area to help cope with demand. Officers in the regional consortia also provided support for schools. The EAS placed members of its Welsh support team in Welsh-medium primary schools across the region during the autumn term to support staff and pupils to address the deficit in pupils' skills. In our discussions with headteachers from English-medium primary schools, many said that they valued the support for teaching Welsh from local authorities and regional consortia, in particular the resources produced by Welsh advisory team staff to support provision in school.

Cameo: Supporting pupils who are new to the Welsh language

One example of the close alignment of the work of Gwynedd and GwE is their approach to supporting schools to develop pupils' Welsh language skills. The challenge of catering for their linguistic needs when schools reopened for all pupils in September was compounded by the difficulties in running Welsh language units in their traditional form. To support primary schools, the local authority arranged for the specialist teachers to provide an outreach service on a cluster basis, while the cluster's improvement support officer worked with the schools to create and adapt Welsh schemes of work.

- 32 Around 1,000 parents responded to our survey question about support for pupils in Welsh-medium schools. Many of these said that they were happy with the support provided by the school to help their children make progress with their Welsh. Very few parents felt that this was not the case, but those that did said that there was a lack of support for parents who do not speak Welsh and a lack of bilingual resources to enable parents to provide support for their children at home. Most of the pupils who responded to our survey agreed that they are getting good support to help them with their Welsh language skills.

Cameo: Supporting pupils' Welsh language development

In Carmarthenshire, officers identified the need to support pupils to maintain their engagement with the Welsh language from early in the pandemic. The Welsh advisory team adapted and refined their existing resources to provide schools and PRUs with activities to share with pupils and parents. In addition, they created extra-curricular activities and micro-lessons for pupils to recall previous learning, revise grammar, and to develop their reading skills and numeracy skills. They provided worthwhile tasks based on Welsh poetry as a stimulus to learning as well as providing activities to develop pupils' Welsh-speaking skills through the 'Cynllun Clonc' and Flipgrid activities.

Social media was used well to promote Welsh language activities, for example scientific activities for the outdoors and activities on history of the local area. Homework booklets were also distributed to enable parents to support their children with work through the medium of Welsh. Local authority officers and teachers in a number of its secondary schools worked with regional consortia staff to create a wide range of valuable Welsh language resources to support pupils in Welsh-medium and English-medium schools. Officers continued to develop resources for schools throughout the autumn term to support schools to improve pupils' Welsh language development.

Promoting broad curriculum experiences

- 33 Through Modification of Curriculum Requirements in Wales Notices, the Welsh Government temporarily modified the requirement for schools and funded non-maintained nurseries to provide the basic curriculum and associated assessment arrangements. In practice the curriculum narrowed in many schools in the autumn term. Whether the result of their own risk assessments or a misunderstanding of Welsh Government operational guidance, lots of schools determined the need to sanitise resources between uses. In schools where this was the case, it has had an impact on the youngest and the oldest pupils in schools in particular. For example, in the foundation phase pupils have had to access a limited range of resources in their continuous and enhanced provision. In secondary schools, pupils' access to equipment in practical subjects such as art and science has also become more difficult for teachers to manage.

Cameo: Supporting science teaching

ERW subject teams shared clear and helpful guidance which reassured and supported science teachers in the region. For example, the ERW science team gave examples of online sites that included video demonstrations of experiments, and useful and engaging resources that teachers could use for distance learning.

- 34 In a few local authorities, the delivery of shared services to schools, for example peripatetic music tuition for pupils stopped. In other local authorities, including Caerphilly and Cardiff, officers found new ways of providing these services. In Ceredigion, the authority's information technology team provided support to the

music service to enable them to teach virtually. This has enabled pupils to continue to receive instrumental lessons. This way of working has removed tutors' travel time and contributed to maintaining pupils' standards.

Cameo: Caerphilly music service

Local authority officers have worked to ensure that the schools' music service was able to resume its work more fully from September 2020. The local authority has provided clear guidance to music service staff and schools on how this service can be delivered safely in schools. It has also provided detailed guidance and protocols on how the service can be delivered remotely. The guidance covers a range of issues and scenarios, including lessons for individuals and classes, live and recorded sessions and safeguarding considerations. The guidance also provides clear information as to how the Welsh Government's guidance should be followed in the context of the Caerphilly music service.

- 35 In November 2020, the Minister for Education confirmed that, for qualifications in 2021, there will be no end of year examinations for pupils taking GCSE, AS level or A levels. The Minister established a Design and Delivery Group to advise on the process of awarding qualifications without examinations. Plans for this process were again being reviewed as term started in January 2021 with all pupils learning from home due to another national lockdown. Although it is understandable and necessary that plans for awarding qualifications have had to change again this year, these changes, especially in-year changes, can cause great stress and anxiety for pupils, as well as teachers.
- 36 Pupils in key stage 4 following alternative curriculum courses are a particular concern to many schools. There is a great deal of variation in how easily these pupils can access their alternative and off-site provision and this has proved to be a considerable timetabling challenge for schools. A large number of more practical courses such as hair and beauty have not been able to run. As a result, a few pupils who usually access provision of this kind, particularly those who were previously at risk of exclusion, are displaying challenging behaviour or are disengaging. Even when these courses are accessible, often it is with a reduced timetable because the provider cannot allow pupils from one school to mix with another. In Powys, officers engaged with all post-16 pupils through the Powys Learning Pathways website during the summer holidays. This helped pupils to feel supported and engaged after a period of disruption to their learning. At the same time, local authority officers made helpful bridging units available to pupils about to start post-16 courses. These units together with the contact have helped pupils transition to their post-16 studies. During the autumn, pupils had to remain at their own school for all learning as it was not possible to visit other campuses, even if their subject teachers were based elsewhere. Supported by officers in the local authority, subject teachers streamed lessons live so that all pupils could access them. As the local authority had already used remote learning through their 'e-sgol' programme, the transition to online learning was comparatively seamless and schools and pupils are familiar with how to make the best use of it.

- 37 Providers of post-16 education have developed contingency plans for local lockdowns or outbreaks of COVID-19 and continue to amend aspects of the delivery of teaching, training and assessment across the sectors. Where venues for pupils to receive face-to-face teaching or training have had to close, the restrictions on access to pupils' workplaces continue to be a major barrier to learning. Providers offer online activities to maintain learner engagement and interest, however a key challenge on vocational programmes and courses is maintaining the engagement and motivation of pupils during periods of lockdown or self-isolation. These pupils selected practical-based courses and with the current crisis this aspect is often paused or significantly reduced. Providers report that higher level pupils on higher level programmes, even those undertaking academic courses and programmes, may not make the progress that was initially expected due to family reasons such as childcare restricting their study time.

Promoting more effective distance and blended learning

- 38 In her research commissioned by the Senedd's Children, Young People and Education Committee, Dr Sofya Lyakhova of Swansea University (2020) found that, although many pupils fall behind in their academic learning without access to teachers and support from their parents, a small proportion may make gains in learning, particularly in reading. These are pupils who have the ability to self-regulate or as John Hattie (2020) says, 'they know what to do when they do not know and there is limited help available'. Lyakhova's research emphasises the need for pupils' emotional health and wellbeing to be strong in order for them to be able to learn independently. School improvement advisers have noted that building resilience and developing independent skills have become more evident as school priorities since pupils returned to school in the autumn. Local authority and regional consortia officers are aware of the need for a greater focus on teaching and learning strategies that accelerate the development of pupils' abilities in these areas.
- 39 The need for schools to act quickly to address the need for pupils to learn at home became more urgent as the autumn term progressed. It became clear in September 2020 that schools were going to be affected by positive COVID-19 cases and that pupils would be required to self-isolate at home for periods of time. In our survey, many governors said that their schools and PRUs had sound plans in place to ensure that teaching could continue if pupils were away from school because of another lockdown or the need to isolate. A majority of headteachers agreed, saying that local authorities had provided effective guidance to support schools and PRUs to develop flexible plans to deal with further outbreaks of COVID-19 infection. In practice, pupils' experiences as a result of these outbreaks have varied widely across Wales due to the varied impact of the pandemic in different areas and also the different policies and practices adopted by local authorities in relation to close contacts and the different ways that schools have organised groups and cohorts of pupils. This has resulted in further inequity in the learning experiences between pupils who have received their autumn term education in school and those who have been taught at a distance, in some cases for a significant proportion of the term. Where this happens, the barriers to learning at home identified in the summer term, including access to digital technology and parental support, remain. When we surveyed school leaders in October 2020, many headteachers felt that local authorities had been proactive in providing information technology resources and internet connectivity for those pupils

without access to these at home. Teachers and governors were less positive about this support. Around half of governors said that local authorities had provided effective support in this area. Although many teachers from primary schools and PRUs and a majority of those from special schools said that schools were helping pupils to overcome barriers to learning at home, only around half of the secondary school teachers and a minority of the teachers from all-age schools who responded to our survey agreed with this.

- 40 In November 2020, the Children’s Commissioner for Wales (2020) spoke to pupils from Years 9 to 13 to identify any differences in their learning experiences between the summer and autumn terms, in particular the period where all pupils in these year groups were working at home because of the national firebreak. The pupils involved in this work said that there had been improvements in their experiences of distance learning. Their days were structured in a similar way to a school timetable, and teachers had checked that all pupils had access to digital devices and were provided with feedback on their work online in a timely manner. In some schools, pupils had been asked to complete surveys about their learning experiences and, as a result, teachers had made adjustments to suit pupils. For example, some schools provided recordings of lessons that pupils could use at a time that suited them. The issues raised by pupils included the amount of work provided, which meant that they were working long hours, and the inconsistency of provision between different subject areas. They also shared concerns about the lack of support from parents who do not have the skills to support them and the lack of digital skills of some teachers. Many said that they missed interacting with teachers and other pupils and that, although the distance learning offer had improved, it still does not compare well with learning at school. The importance of remote peer interaction was one of the findings from the EEF’s Rapid Evidence Assessment (2020). Across the studies that EEF researchers reviewed, they found a range of strategies to support peer interaction, including peer marking and feedback, sharing models of good work, and opportunities for pupils to participate in live discussions of content. The evidence from pupils and schools indicates that this is an area of distance learning that needs development.
- 41 Across Wales, regional consortia and local authority officers have seen the COVID-19 pandemic as an opportunity to focus on developing the ethos and principles of the Curriculum for Wales, for example the focus on health and wellbeing in schools at the start of the autumn term. In Powys, challenge advisers are promoting the use of the pedagogical principles to enrich pupils’ learning. In Flintshire, officers provided training on using the outdoor environment as a way to develop pupils’ resilience and perseverance in problem-solving. The training was provided for non-maintained settings, nursery and primary schools and PRUs with pupils of primary school age. Across the GwE region, officers recognise that many secondary schools have had to change their approach and plan lessons in thematic blocks due to pupils being in ‘bubbles’. Officers and elected members see this as a strength as it links clearly with the authority’s vision for implementing the Curriculum for Wales. Many secondary schools have made use of resources provided through GwE’s new online ‘support centre’, including multi-disciplinary units of work that fit well with the principles of the Curriculum for Wales. Despite this positive work, there is also a recognition that the pandemic has slowed the progress that schools were making in addressing the implementation of the new curriculum.

Professional learning

- 42 Regional consortia and local authorities increased the range of professional learning opportunities to address the additional need caused by the pandemic. Much of their work in the autumn term focused on supporting schools to understand and develop approaches to distance and blended learning, building on the work they started in the initial lockdown. As schools identified pupils' needs on their return to full-time schooling, officers in local authorities and regional consortia responded by tailoring their learning offer to support teachers to address pupils' specific needs. GwE offer a wide range of opportunities for schools to participate in specific professional learning opportunities to improve pupils' literacy, numeracy and accelerated learning strategies. In Swansea, officers adjusted their learning offer as their understanding of the impact of distance learning on pupils developed. They worked with schools to provide the best fit model for individual circumstances. For example, the local authority supported teachers to design paper materials for distance learning following evidence that pupils do not learn as well in front of a screen when compared with on paper. Officers in Swansea also provided support for schools to develop their approach to assessing pupils' work through virtual platforms. They offered virtual training on approaches that include using mini quizzes, giving feedback using the live-chat facility on platforms like 'Microsoft Teams', using video recordings to explain new tasks and to identify misconceptions and offering whole-class feedback on common misconceptions. A few local authorities, including Cardiff, collaborated with organisations such as the Open University to support professional learning in schools. In Cardiff, schools and the Cardiff and Vale College worked with the Open University to deliver a programme of interactive online workshops, focused on pedagogy and effective learning design.

Cameo: Using evidence from communication with schools to inform professional learning

Officers in Swansea carried out a survey with primary headteachers, seeking information on specific training needs during the pandemic. They analysed the responses and came up with a list of items for future webinars. These included developing the use of live sessions, how to use the tools available via Hwb and other useful platforms/apps and suggestions for easy-to-use tools for teachers to help them when designing online/distance learning activities. As a result, the local authority produced a comprehensive programme of webinars to address these.

- 43 Officers from local authorities and regional consortia used the initial lockdown period to engage with national and international research, to identify effective practice to share with schools. In Bridgend, school improvement partners collated evidence about learning from the Education Endowment Foundation (2020) whose findings include that the quality of teaching is more important than how it is delivered. This has helped schools in the local authority to think about their approaches to distance and blended learning. In Carmarthenshire, officers used the work of Michael Fullan as a basis for moving learning from a distance learning model used during the school closure period to a model that could be used as schools re-opened fully for the autumn term. In the EAS, officers adapted the approach of Simon Brakespear to help school leaders to see their response to the pandemic in phases and to identify what was important and different at each phase.

- 44 Officers from local authorities and regional consortia have started to put plans in place to evaluate the impact of their support for schools on pupils' learning. In Gwynedd, officers recognise that it is not yet possible to draw meaningful conclusions about schools' approaches to distance learning. However, following the first case of a school having to send home a significant cohort of pupils in the autumn term, officers evaluated the distance learning provision. They created a case study for other schools, outlining the implications and the factors that leaders and teachers need to consider when planning for pupils to learn remotely. Following cluster meetings with the regional school improvement service to discuss distance and blended learning, one school in Wrexham trialled using a digital distance learning approach while pupils were in class. One group of pupils completed activities and tasks online while the teacher used direct instruction with other pupils. This allowed teachers to support pupils to use software and upload work to a digital platform while they were in school. It also allowed the school to monitor and evaluate the effectiveness of the activities and tasks set as distance learning. The school is adapting its approach following feedback from this process. The EAS carried out a survey to gain leaders' perceptions of their learning offer. Local authorities within the region are using this information to help them to develop an overview of their schools' provision. Across Wales it is too early to be able to evaluate fully the impact of this work on schools and pupils as processes to evaluate the quality of learning offers including distance learning are in the early stages of development.
- 45 Training to support teachers' digital competence continued in the autumn term. Officers in ERW provided a series of webinars for primary, secondary and special schools and PRUs that give an overview of the tools available through Hwb to support blended and distance learning, complementing their earlier work. The sessions included specific themes for school leaders, such as what to consider when experiencing individual year group isolation. These webinars also included recordings and live discussions with school leaders from around the region, which school leaders found reassuring when considering how best to implement their own plans. In addition, the team shared online safety and self-review tools, as well as curriculum support for specific areas, for example to develop teachers' practice with coding. A Google Classroom set up specifically for teaching assistants to develop their online skills has attracted over 200 participants. In our engagement calls with schools, headteachers identified the improvement in teachers' ICT skills and their confidence in the use of technology to support pupils' learning as a positive impact of the pandemic on schools. The need for teachers to put what they had learned into practice quickly made the professional learning immediately relevant to their needs.
- 46 Most consortia and local authorities found that, as professional learning moved online, more practitioners have taken up learning opportunities as they no longer involve full days out of school and materials can be accessed at any time. A majority of the support staff who responded to our survey said that they had received effective professional learning to support them to make a successful return to school. Despite the opportunities available for professional learning, our survey also found that 22% of teachers who responded do not feel that they have had sufficient opportunities to support their understanding of distance and blended learning.
- 47 The period since March 2020 has delivered many challenges for local authorities and regional consortia in their work to support schools. It has also provided opportunities

to think differently and to work in different ways. Officers are aware of the need to learn from the experience and are keen to maintain and build upon the new ways of working that have had a positive impact. The use of digital platforms to hold meetings and as a way of delivering professional learning has been both time and cost effective and has enabled more education staff to participate in these more frequently. In the spring and summer terms 2020, teachers had to respond quickly to the need to provide distance learning materials for pupils. This provision improved though the summer term and as the number of pupils needing to learn away from the classroom has increased in the autumn, the need to further improve and embed distance and blended learning provision remains a priority. The pandemic has reinforced issues that local authorities and consortia had already been working with schools to address. These include the impact of poverty on families and in particular on children's learning. Pupils across Wales have experienced the pandemic in very different ways as a result of their local and home circumstances. The initial lockdown period and the necessity for pupils to work at home for periods of time in the autumn term have highlighted the need for pupils to be able to work independently successfully and for schools to focus on supporting pupils to improve learning resilience.

Supporting vulnerable pupils

Preparing for pupils to return in September

- 48 Having briefly welcomed pupils back to their school or PRU at the end of the summer term, leaders' attention turned to supporting vulnerable pupils during the summer holiday as well as preparing for the autumn term. Local authorities organised various summer activities, often led by youth workers. These usually targeted the most vulnerable pupils, such as children looked after by the local authority and those whose behaviour in their community was a concern, and provided a range of useful activities to support personal and social skills as well as their wellbeing.
- 49 Many support services for vulnerable pupils continued through the summer holiday too, such as online counselling, welfare visits to families in need, helplines for those needing support. In Merthyr Tydfil, a local authority officer maintained contact through the summer holiday with Gypsy, Roma and Traveller pupils and their families to support them to remain engaged in learning, with schools reporting that a good proportion of these pupils returned to school in September 2020. In Torfaen, education welfare officers identified pupils who did not engage with the 'Check in, catch up, prepare for summer and September' sessions in schools at the end of the summer term (Welsh Government, 2020d). The officers then worked closely with families to support pupils to return to school in September.

Cameo: Re-engaging pupils through summer activities

Officers in Denbighshire recognised that some vulnerable pupils would benefit from additional input in order to successfully re-engage with learning. They secured grant funding to deliver engaging and enriching activities to target vulnerable young pupils and those from economically disadvantaged areas. The Education and Children's Services worked in partnership with the Youth Service and external partners to provide a summer holiday activity programme over five weeks. This helped to bridge the gap between the initial lockdown period and the full reopening of schools to all pupils in September by inspiring young people through sport, music, drama, team building and craft activities. Activities included lessons on African drumming, a drama workshop hosted by a West End star, and team games on a beach. All participants received free lunch and bus passes in order to facilitate attendance.

- 50 While scientists warned of the potential for a 'second wave' of COVID-19, this was unpredictable both in terms of timing and scale. The Welsh Government committed to returning all pupils full-time in the autumn, with scope for a staggered start in September. Local authority officers, and sometimes regional consortium officers, worked closely with school and PRU leaders across Wales to ensure that school sites were safe for pupils. In some cases, health and safety officers jointly carried out risk assessments with school and PRU leaders. In other cases, leaders carried out their own assessments and these were sent to officers to be checked. Local authorities have helpfully held drop-in online meetings or used a digital forum for headteachers to discuss health and safety issues with officers.

- 51 Where relevant, individual risk assessments were carried out for vulnerable pupils with special educational needs and those requiring extra support, and often local authority officers supported this process and assisted with any resulting concerns. For example, officers in Caerphilly worked with parents and school staff to discuss the use of PPE when a child with autistic spectrum condition spits when distressed. Officers provided staff in another school with surgical respiratory protection masks for when working with pupils who require aerosol or suctioning procedures.
- 52 Schools and PRUs across Wales prioritised pupils' wellbeing at the start of the autumn term. Regional consortia and local authorities provided professional learning, guidance and resources to help staff think through the potential issues. Much of the professional learning offered to leaders, teachers and support staff across Wales focused on understanding how trauma can affect children and young people, and how staff can identify those who are struggling and support them. For example, GwE offered a 'Return to school trauma-informed schools programme', which included practical strategies and key teaching and learning principles and models. In EAS, teaching assistants were offered training in delivering a 'coping and connecting' six-week intervention programme to support targeted vulnerable pupils settle back to school life. In Powys, existing school-to-school support continued, with staff at the PRU training school staff across the local authority on supporting pupils' behaviour and readiness to learn on their return to school.
- 53 Professional learning also focused on the importance of relationships, with schools and PRUs encouraged to give time to this at the start of the autumn term. For example, CSC purchased access to the Social and Emotional Aspects of Learning (SEAL) for all schools, and ERW commissioned Professor Robin Banerjee to deliver professional learning to develop staff understanding of self-efficacy and connection as key to supporting wellbeing.
- 54 Some local authorities provided parents and carers with information and advice to support pupils' return to school. For example, Carmarthenshire created a 'Welcome back' pack that explained what pupils might experience when using school transport and practical suggestions on how to support their child's wellbeing.

Cameo: Supporting vulnerable pupils' wellbeing needs in preparation of the return to school

In collaboration with the Educational Psychology team, leaders and teachers in Neath Port Talbot provided a 'One Page Profile' via Microsoft Forms for all pupils to complete before the 'Check-in, catch-up, prepare for summer and September' period. This was an effective approach to gain direct, individual information from pupils regarding their wellbeing during the initial lockdown. This information served as a guide for teachers to plan more diverse and bespoke provision on their return, especially for specific vulnerable groups such as pupils with SEN.

- 55 Most pupils were happy to return to school in September 2020, for the social contact with friends as well as to progress their learning. Many headteachers we contacted commented on how engaged most pupils were, and how positively they were accepting new routines and procedures. Our survey of pupils in October 2020 found

that 77% agreed or strongly agreed that felt safe in school. Prior to the pandemic, 89% of pupils, on average, told us they felt safe in their school when they surveyed as part of their school inspection. This indicates the anxiety that a few pupils were feeling on returning to school, despite the protective measures that were in place. In particular, pupils expressed concern about the unsafe behaviour of a very few pupils who did not follow their school's rules and put others at risk. Some school leaders have noted that enforced changes to how the school operates, such as staggered break times, zones for different year groups and one way systems, have had a positive impact on pupils' behaviours and they are considering which changes may be useful to continue when the pandemic is over.

- 56 Pupils who were moving to a new class within their school or PRU or a new school or PRU in September 2020 had missed out on usual transition activities, including visits to familiarise themselves with the site and staff. Schools and PRUs made up for the lack of visits and opportunities to meet new staff in the summer term through helpful video tours and staff introductions alongside information on websites to help pupils prepare for their transition. In our survey, 92% of pupils moving to a new class in September felt that teachers helped them settle, with only a very few disagreeing.
- 57 Some primary schools have commented that young children starting school for the first time in September 2020 are less ready for school than is usually the case. They also noticed that children that who had their first year in school disrupted by the initial lockdown had regressed in their readiness for learning. For example, schools identified weaknesses in the development of these pupils' social and communication skills, and more children than normal are unable to toilet and feed themselves. This is making it harder for young pupils to settle, and is stretching the resource of staff to support them.

Cameo: Sharing a school's approach to supporting skills in the early years across Monmouthshire

One primary school in Monmouthshire noticed that the sudden ending of school in March had a significant negative impact on pupils in the reception class. From March, many of these young pupils made less progress in relation to their personal, social and learning skills than would have normally been expected. To help address this, leaders, teachers and support staff worked with parents to create a framework of skills to tackle this deficit. The local authority noted that the school's strategy seemed to be successful and shared the learning from this with other schools..

- 58 While almost all pupils returned to school or PRU in September 2020, a very few did not and some parents opted to educate their child at home. The number of pupils being educated at home has been steadily rising in recent years, but there has been a sharper increase this year. Around half of local authorities report that the number of families choosing to educate their children at home has increased as a result of the pandemic.
- 59 The Welsh Government postponed the introduction of statutory guidance and regulations on elective home education due to COVID-19, so local authorities

continue to have limited responsibilities and powers in relation to ensuring that every child's right to an education are upheld. Local authorities have varying degrees of success in their efforts to encourage these families to engage voluntarily. For the large proportion of families that are willing to engage, local authorities offer varying extent of support to parents and carers of children educated at home. For example, in Anglesey, officers established an elective home education forum to help to strengthen the procedures around home education and in Neath Port Talbot inclusion officers worked with schools to provide guidance to parents of pupils with a statement of special educational needs.

- 60 A very few pupils did not return to their school or PRU because of specific health and safety concerns that meant the risk to themselves or staff was too great. This included, for example, pupils with severe health conditions and those with extremely challenging behaviour. In these rare instances, local authorities have worked with schools and PRUs to ensure that these pupils can continue to learn from home as much as possible.
- 61 Local authorities often proactively supported vulnerable young people to return to school in September 2020. For example, in Ceredigion a team of youth specialists was attached to each secondary school. Youth workers, specialist behaviour workers and youth justice workers supported pupils who were known to be at risk of not engaging in their education. This support, in addition to that provided by the schools themselves, contributed to high attendance rates for these pupils.

Supporting wellbeing

- 62 For children and young people already challenged by several adverse childhood experiences, the pandemic may have magnified the challenges they face and taken a heavy toll on their wellbeing. Even children and young people in stable family environments with very few or no prior adverse childhood experiences have been significantly affected by the pandemic. For example, time away from friends caused by lockdowns, isolation periods or having to remain in tight bubbles at school can have an adverse impact on pupils' social development and their mental health. Indeed, schools and local authorities noted that some of the pupils they had become concerned about were not pupils that they would previously had recognised as vulnerable.
- 63 During the initial lockdown, schools and local authorities refined their approaches and systems for identifying and monitoring vulnerable pupils and sharing information between agencies. In Cardiff, for example, the local authority set up a new data system for collecting information on vulnerable pupils. The information was reviewed weekly by a 'joint vulnerable pupils panel', which planned a co-ordinated response across services.
- 64 During the initial lockdown, local authority services had to respond rapidly to support the wellbeing of all pupils, and particularly those known to be vulnerable. Where local authorities already had effective joint working across services and external agencies, this was evident in the efficiency with which they responded to needs. In authorities where collaboration is less well established, the pandemic has been a catalyst to strengthen joint working. For example, Anglesey and Gwynedd's

education psychology service has collaborated with the Child and Adolescent Mental Health Service to develop a new approach to supporting pupils who are absent from school because of their emotional wellbeing.

Cameo: Multi-disciplinary working – sharing information and providing solutions

A key feature of Bridgend's ability to adapt and respond quickly to the needs of children and young people, particularly those identified as vulnerable, has been the strong connections that exist across and within service areas. For example, the pre-existing 'early help locality service model' across the borough helps to ensure that professionals share relevant information with one another. Multi-disciplinary staff are co-located at three sites across the borough. Discussions and solution-focused work with families involve different specialist services. This integrated approach helps to ensure also that support is prioritised and allocated appropriately.

The development of the multi-agency safeguarding hub, in place for the past two years, has also contributed to a sharing of intelligence around safeguarding concerns for individuals. Colleagues from South Wales Police, the local health board and local authority are co-located and provide a single point of contact for agencies to refer into.

- 65 In the summer term 2020, school leaders often noted that they had been inundated with information, guidance and suggested resources and activities to support pupils' wellbeing and to support vulnerable pupils. This was a reflection of how all agencies, including local authorities, regional consortia, health services, police and justice services, local and national voluntary organisations, were keen to support children, young people and their families. Taking account of feedback from senior leaders, agencies helpfully rationalised their communication with schools during the autumn term.
- 66 In most cases, local authorities have ensured that statutory processes for pupils in relation to special education needs (SEN), including assessments and annual reviews, continued during the autumn term. Where there have been delays, this has most commonly been due to the capacity of educational psychology services and other specialist services, caused by staff absence or challenges in delivering services remotely. In Wrexham, the local authority has employed a locum educational psychologist to boost capacity in their service and help complete outstanding assessments. Local authority services, schools and PRUs have adapted so families and professionals involved with their child's education can meet online where necessary to facilitate statutory processes. During the autumn term, services gradually resumed face-to-face work to support assessment of pupils with SEN, although headteachers were frustrated by inconsistent approaches across agencies to returning to face-to-face work.
- 67 Local authority services to support pupils with special educational needs have found ways to continue support for pupils. For example, in Caerphilly, the regional SENCOM service for pupils with sensory difficulties has worked remotely with pupils through video conferencing technology and provided bespoke training to school staff so that they can support pupils with hearing or visual impairments.

- 68 Our survey of parents and carers in October 2020 found that the majority of those with children who receive additional support agreed that the school or PRU is considering their child's needs and providing appropriate resources, support and guidance for them. A similar proportion felt that the school or PRU makes appropriate arrangements for their child to discuss their feelings, health and wellbeing or concerns. On both matters, a few parents disagreed. Where parents and carers had concerns, these related to poor communication about how their child's needs would be met, support outlined in a statement for special educational needs not being provided, reduced support for pupils with autistic spectrum condition, and general concerns about the usual support not being provided.
- 69 The Welsh Government gave local authorities additional funding this year to increase the capacity of counselling services. These services are provided directly by some local authorities, although more commonly the service is commissioned from an external provider. In some cases, the funding has been used to extend access to Year 4 and Year 5 children as local authorities are only required to provide a service for Year 6 children in primary school. In the Vale of Glamorgan, the local authority has employed a play therapist to provide support to younger children in primary schools, to complement the counselling service. Lots of counsellors have completed additional training in counselling online. While some counselling services resumed face-to-face sessions with children and young people during the autumn term, others continued to provide sessions online or over the telephone as they did during the initial lockdown. Young people around Wales have mixed views about counselling via video or telephone calls: some find it easier to talk to a counsellor this way whereas others have not engaged and are waiting for face-to-face sessions to resume.
- 70 Some local authorities and consortia are supporting schools to use their 'Recruit, recover, raise standards' programme grant from the Welsh Government to increase capacity to support the emotional wellbeing and mental health of pupils. For example, in Ceredigion, schools have used the funding to increase the hours of Emotional Literacy Support Assistants, working under the Child and Adolescent Mental Health Service 'In-Reach' pilot.
- 71 Safeguarding work with children, young people and families continued online through the autumn term when circumstances meant that this was the best option. While the rate of children placed on the child protection register was a little lower than usual during the initial lockdown period, the rate rose through August 2020 and peaked in September before dropping again through the autumn term. The peak rate was not a significant increase compared to typical fluctuations or the long term trend for rising numbers of children being placed on the register nationally. There is no clear correlation between the local authorities seeing the highest increases in the rate of children placed on the child protection register and the incidence of COVID-19 in the community.
- 72 Young people have often spent more time online than usual due to periods of self-isolation and restrictions on activities that they would usually be involved in. In Monmouthshire, the local authority recognised the increased safeguarding risk associated with this. Local authority officers worked with their schools, the PRU and the Home Office to hold more frequent Channel Panels to review concerns about pupils relating to extremism or radicalisation.

- 73 School attendance was understandably affected by COVID-19 in the autumn term. After pupils gradually returned at the start of September 2020, attendance peaked at 88% at the start of October. Attendance dropped through October as the incidence of COVID-19 began to rise sharply in some parts of Wales. Attendance was 90% in the first week after the firebreak in November, which included half-term, before dropping through the rest of the autumn term. Attendance in the autumn term is highest for pupils in primary schools, with the exception of nursery pupils. Pupils in Years 11, 12 and 13 have the lowest attendance. Much of the absence is explained by pupils having to self-isolate. Although recorded as authorised absence, schools provide distance learning for these pupils, although for logistical reasons there is often a delay of a day or so before the full distance learning offer is in place for self-isolating pupils. School leaders report that pupils often make slower progress in their learning when self-isolating.
- 74 There is a close correlation between school attendance rates and local COVID-19 rates. Through the autumn term, pupils were affected unequally as enforced self-isolation due to close contact with a confirmed COVID-19 case affected certain parts of Wales more than others. Some pupils experienced several weeks of distance learning during the autumn term due to self-isolation, whereas other pupils were in school every day.
- 75 The 'Test, Trace and Protect' (TTP) strategy in Wales is a partnership between the Welsh Government, local authorities and NHS organisations. The purpose of the strategy is 'to enhance health surveillance in the community, undertake effective and extensive contact tracing, and support people to self-isolate where required to do so' (Welsh Government, 2020f). The strategy appears to have been implemented slightly differently across Wales when a positive COVID-19 case has been confirmed in a school. In some local areas, much larger groups of pupils have been regarded as a close contact compared to other areas despite schools having similar protective measures in place. This has particularly affected older pupils in secondary schools, with some of these pupils having several weeks away from school in self-isolation during the autumn term. The local variation in implementation of the TTP strategy has impacted pupils' progress and wellbeing unequally across Wales.
- 76 When pupils are required to self-isolate, some local authorities work with schools to share this information across services and with partners so that vulnerable pupils can be offered additional support. For example, in cases where a pupil is on the child protection register in Denbighshire, officers make contact on the first day of self-isolation to ensure that support is in place. When several hundred pupils from a school serving an area of high deprivation were required to self-isolate, Denbighshire's Youth Support Team worked constructively in partnership with local police officers to support young people who were gathering outside during the day instead of self-isolating.
- 77 Schools, PRUs and education services sometimes reported that they had noted a rise in concerns about pupils' mental health. All local authorities have sought to ensure that schools and PRUs are aware of all the support that is available for pupils struggling with their mental health.

Cameo: Guidance on supporting learners' mental health and wellbeing

From the outset, Swansea has prioritised the health and wellbeing of learners and staff. The improved sharing of information across the local authority and with external agencies during the pandemic, allowed officers to focus on common issues affecting learners across Swansea. In particular it became evident that there could be an increase of learners self-harming, suffering from anxiety and depression or attempting to take their own lives. As a result, the local authority produced timely guidance for schools to support their learners and information on where to seek further help. The guidance was also shared with a neighbouring local authority to help support their learners.

Supporting vulnerable pupils

- 78 Schools have found it particularly challenging to support all their vulnerable pupils. Our survey of support staff found that many of them feel that they have been providing effective support to vulnerable pupils, with hardly any disagreeing. In the same survey, just over half of teachers felt that they were able to meet the needs of their vulnerable pupils, with around two-in-ten teachers disagreeing.
- 79 Children and young people who are Gypsy, Roma or Travellers often miss more school than most pupils for cultural reasons. Local authorities have worked hard to maintain contact with families and encourage them to return to school in September. For example, officers in Carmarthenshire used an existing WhatsApp support group to keep families engaged and as a platform for offering support where needed. This authority is also providing these families with access to a tailored package of activities to support language skills as this was identified as a common concern.
- 80 Pupils with English or Welsh as an additional language are particularly vulnerable to making little progress when they are expected to learn from home, as was the case during the initial lockdown and periods of self-isolation in the autumn term. Often these pupils' parents or carers do not understand English or Welsh and therefore find it difficult to support their child's learning. In Newport, the Gwent Education Minority Ethnic Service (GEMS) continued to support pupils at home during the autumn term. Multi-lingual staff in GEMS kept in regular contact with families affected, to support pupils to continue learning as well as to monitor their wellbeing.
- 81 Operation Encompass is a relatively new scheme where police services commit to contacting key staff in relevant schools before the start of the next school day if they have been called to an incident of domestic abuse at a child's home. This early information enables schools to offer immediate support to pupils affected. As lots of schools remained in contact with vulnerable families during the school summer holidays and the two-week firebreak in the autumn term, authorities such as Cardiff worked with police services to extend the scheme to operate through these periods too.
- 82 Children and young people looked after by local authorities are among the most vulnerable in Wales, both in terms of their wellbeing as well as their education outcomes. Local authorities have often added in extra checks and support for these

children and young people during the pandemic. For example, in Bridgend local authority officers visited care placements weekly, which helped them to identify potential placement breakdowns and be proactive in providing additional support where needed rather than waiting for placements to fail. Anglesey and Gwynedd local authorities provided looked-after children with a laptop to enable them to continue learning at home during lockdown or self-isolation periods.

- 83 Pupils in work-based learning have faced redundancy or anxiety related to potential redundancy during the autumn term. Some vocational courses, such as hair and beauty, have been significantly affected by the pandemic. This has disproportionately affected vulnerable pupils who are more likely than their peers to follow vocational routes at ages 14-19. For example, older secondary-aged pupils in Merthyr could not continue with junior apprenticeships run by the local college. This caused considerable disappointment for these young people, the vast majority of whom returned to school full-time while the local authority had to make alternative provision for the rest.

Cameo: Local authority support for vocational provision

In one secondary school in Pembrokeshire, leaders had already planned to evaluate and review its vocational provision during the last academic year. They worked with a local authority officer to carry out this evaluation. The school no longer employs an external vocational provider and has created its own vocational provision. It has employed three staff from the previous provider and a qualified teacher to supervise the provision. This has resulted in a significant financial saving for the school as well as allowing leaders to monitor the quality and effectiveness of the provision more closely. Around 230 learners currently access the vocational provision as part of their curriculum. The school has worked with the local authority so pupils from other providers can also access this provision. Through its vocational courses, the school now provides a crèche, nursery, and a motor vehicle workshop that serves the local community.

- 84 It is difficult to assess the impact of the pandemic on the proportion of young people in Wales who are not in education, employment or training (NEET). Work to monitor and support young people to secure a suitable destination at the end of Year 11 into the autumn was significantly affected. Given the pandemic's national impact on employment and training generally, it is not surprising that early information from some local authorities suggests that more young people are NEET at age 16 this year than in recent years. In Swansea, pupils that schools and the PRU had identified at risk of becoming NEET were prioritised for support in the summer 2020. The young people were referred to multi-agency early help hubs for support and guidance on their next steps, and local authority officers continued to monitor their progress in the autumn term and provide support where necessary. As a result, nearly all of these vulnerable pupils have been engaged in some form of education, employment or training during the autumn, despite the challenges brought by the pandemic.

Cameo: Supporting disengaged pupils

Wrexham local authority planned a programme to target Year 9 learners who have become increasingly disengaged with education during the COVID-19 period or have become vulnerable due to their COVID-19 experiences. The programme includes 15 weekly sessions where between 10 and 15 pupils from six secondary schools take part in activities and challenges to develop their engagement with learning and resilience. Activities include problem-solving workshops, outdoor activities, workshops with motivational speakers and support from Careers Wales delivered online.

- 85 Pupils eligible for free school meals have poorer outcomes than their peers. The pandemic has hampered the efforts of the education system to support these pupils to achieve better outcomes than their predecessors. Headteachers have told us that this group of pupils made slower progress in their learning during the initial lockdown, with some pupils returning the school with weaker language and numeracy skills than before the lockdown started. In addition to the annual Pupil Development Grant, the Welsh Government has provided schools with additional funding through the 'Recruit, recover, raise standards' grant. Local authorities and regional consortia have advised schools on how this grant could be used to fund suitable strategies to support pupils eligible for free school meals to catch up on their learning during the autumn term and beyond. In Rhondda Cynon Taf, the local authority has worked with the Child Poverty Action Group to strengthen its support for pupils living in poverty. For example, a cluster of schools has focused on identifying the local barriers to learning that exist because of poverty currently and is working with the Action Group and local authority to address these.
- 86 Rising obesity in children and young people is a national concern as it leaves them susceptible to poor physical health. Obesity is primarily caused by what children and young people eat and drink and how physically active they are. It appears that pupils have had fewer opportunities to be physically active at school during the autumn term than would usually be the case. In our learner survey, 77% agree they have enough chance to exercise, which is lower than the average response from inspection surveys where 86% of pupils agree. A lot of schools have reduced the time pupils have for lunch breaks in order to protect bubbles of pupils using facilities, meaning that pupils have less time to play and be physically active. Very few schools ran any after school clubs during the autumn term that involved physical activity, and the usual sports competitions between schools have not taken place. Local authorities have taken different approaches to access to outdoor play equipment and parks, and leisure facilities and gyms have been forced to close locally and nationally at times due to government restrictions.
- 87 Local authority youth workers played a significant role in supporting vulnerable children, young people and their families during the initial lockdown and have continued to provide support through the autumn term. Youth workers are often highly skilled at building relationships quickly with young people, gaining their trust and finding creative ways to support young people, especially those who are at risk of disengaging with their education. Youth workers already used technology to communicate with young people, and have built on this during the pandemic by

setting up more online spaces where young people can connect safely with each other and with youth workers to socialise and discuss issues that interest or concern them. Some of these spaces were set up for specific groups, for example for young people wishing to chat online in Welsh or for lesbian, gay, bisexual and transgender young people.

- 88 Youth workers have struggled to maintain contact with a very few vulnerable young people who do not have regular internet access or do not like to use online tools. Despite the effectiveness of online communications, young people often regret the lack of in-person social interaction they have had this year. Where safe to, youth workers have re-established opportunities to meet with young people in person. For example, youth workers in Powys have visited the key market towns between 5pm and 7pm during the autumn to engage with young people informally, which has provided useful opportunities to check on their wellbeing and help them to access support if required.
- 89 Despite having extremely heavy workloads, some local authority services have created space to consider what is working well and how they could improve the way they are supporting vulnerable pupils and their families.

Cameo: Evaluating family experiences

The ALN and Social Inclusion team in Conwy is eager to learn more about the effect of this pandemic on vulnerable learners and their families. As a result, officers are involved in a project that is based on 'Evaluating family experiences during lockdown', including focus on COVID-19 bereavement support and enhanced counselling support. This has been supplemented by training for individual schools delivered by the Educational Psychology Service on request. This is in preparation for another possible lockdown situation.

Appendix 1: Evidence base

As part of the work we engaged in discussions with 340 schools and PRUs across Wales and held meetings with staff in every local authority and regional consortia.

We issued surveys to seek the views of:

- leaders
- teachers
- support staff
- governors
- parents/carers
- learners in key stages 2 and above

In addition, we looked at a range of documentary evidence provided by local authorities and regional consortia as well as nationally available guidance, data and research.

Appendix 2

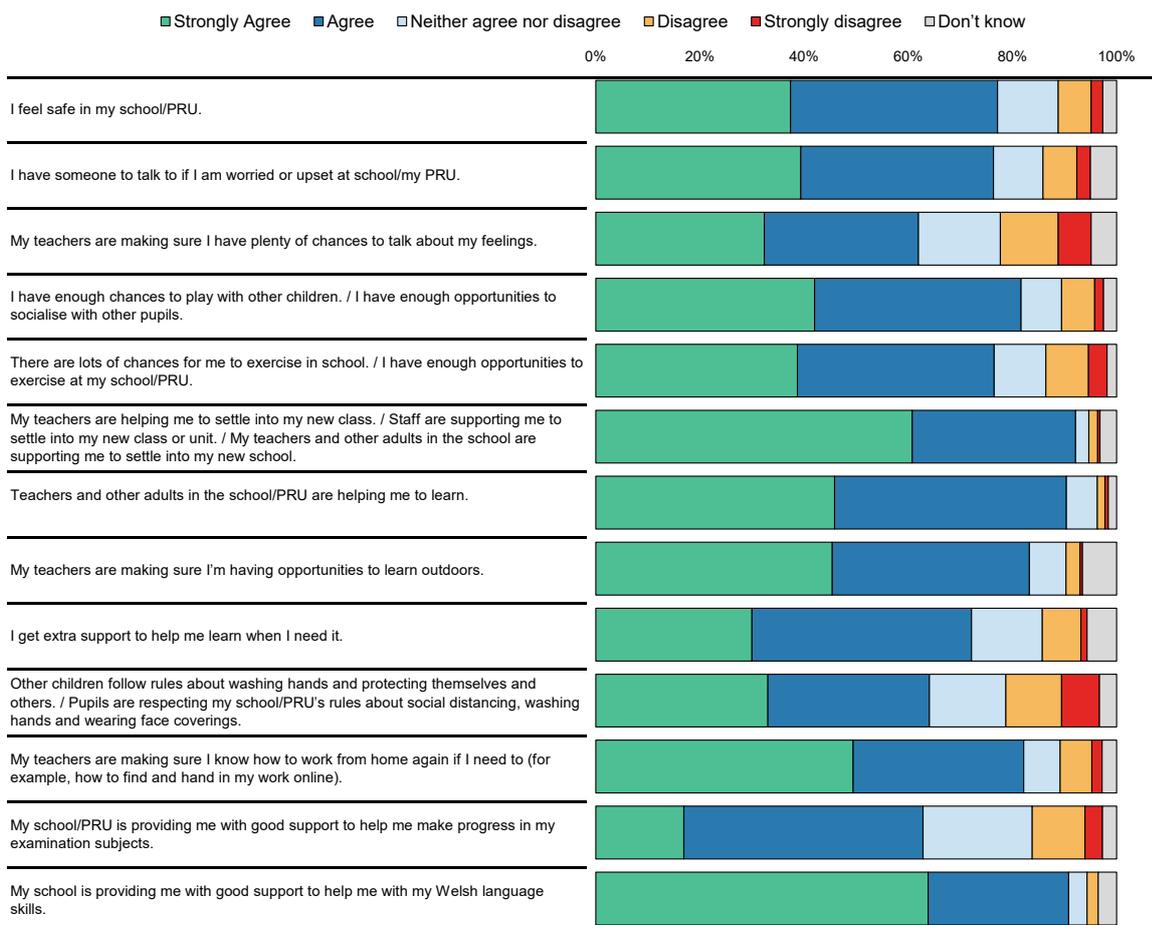
In addition to the calls to schools and LA, we issued and promoted surveys to stakeholders.

We had individual surveys for learners, parents or carers, school or PRU leaders, teachers, support staff and governors or members of PRU management committees. Some of the questions were directed at specific groups within those populations, so not all questions have been responded by all participants.

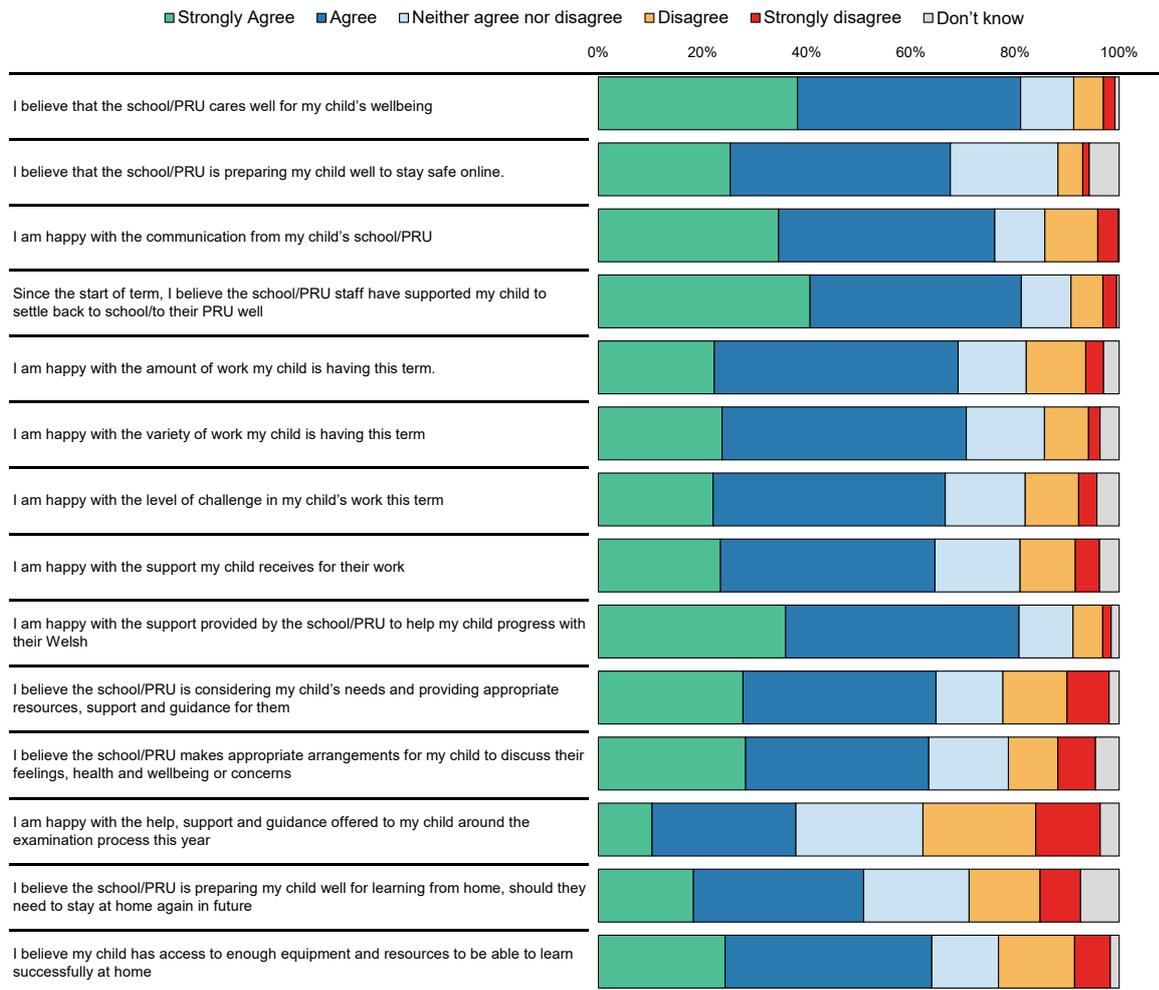
The responses are summarised below.

Stakeholders were also able to leave a comment to explain their answers or provide additional information. These were analysed and the information used to inform this report.

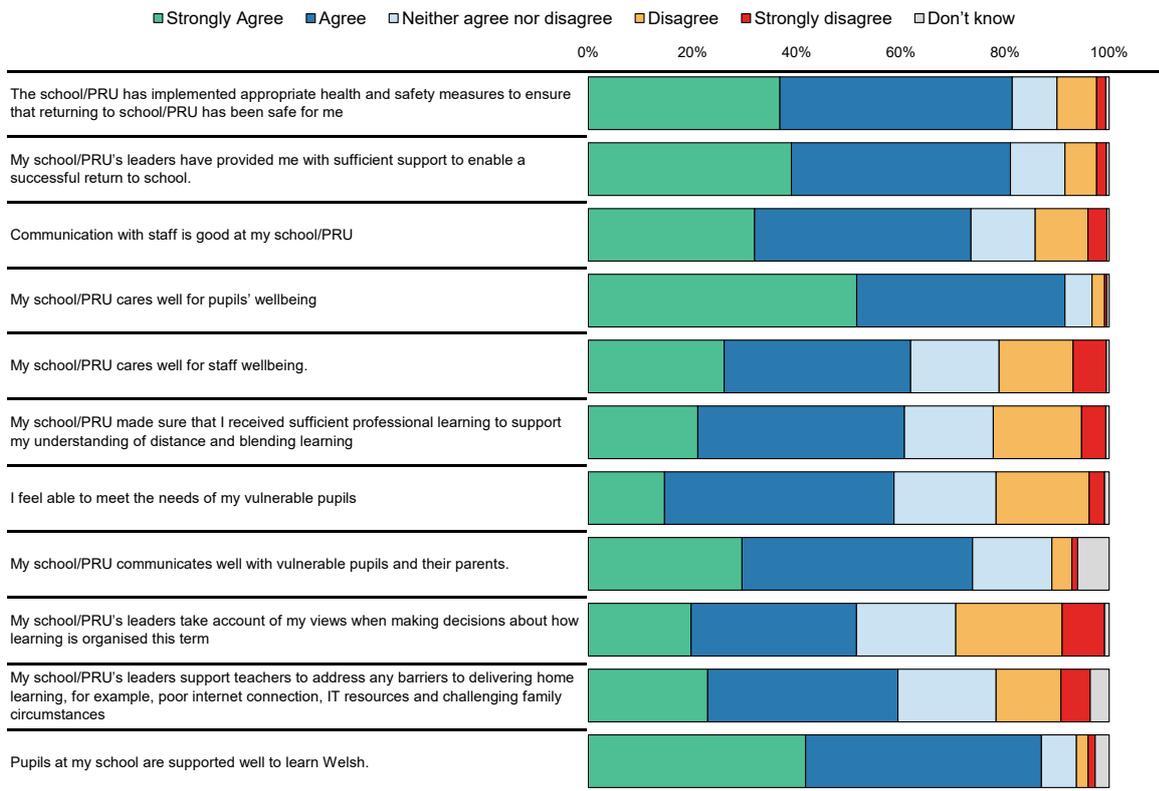
Learners (760 responses)



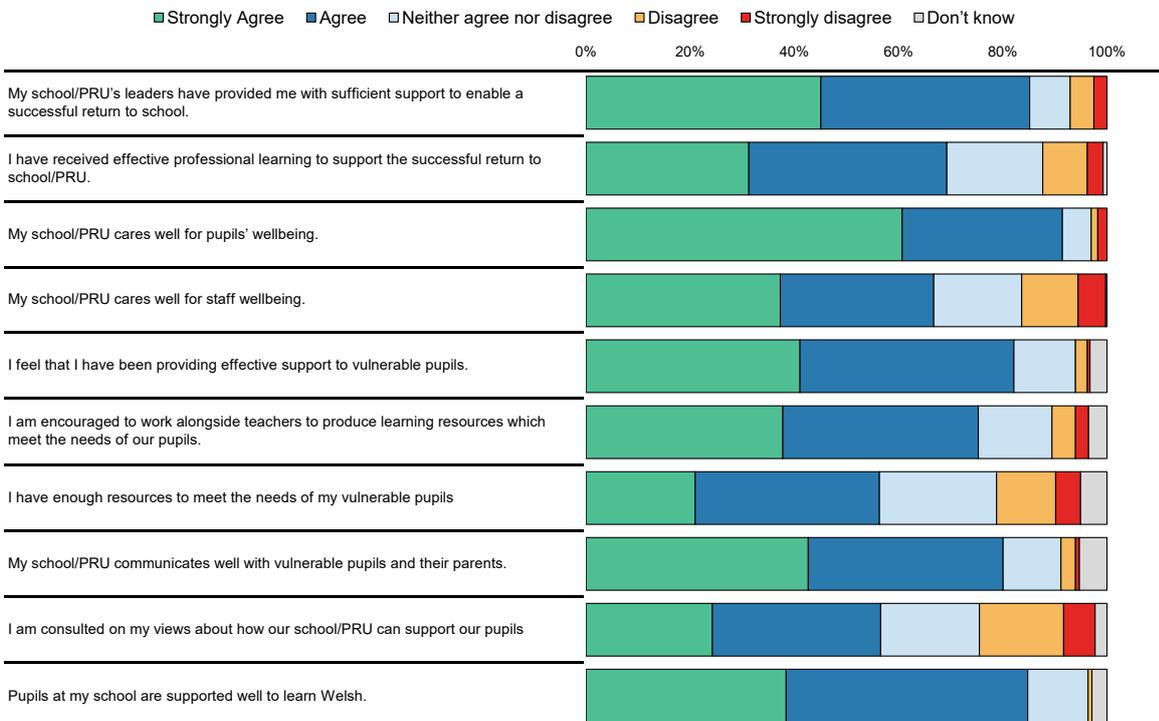
Parents and carers (3620 responses)



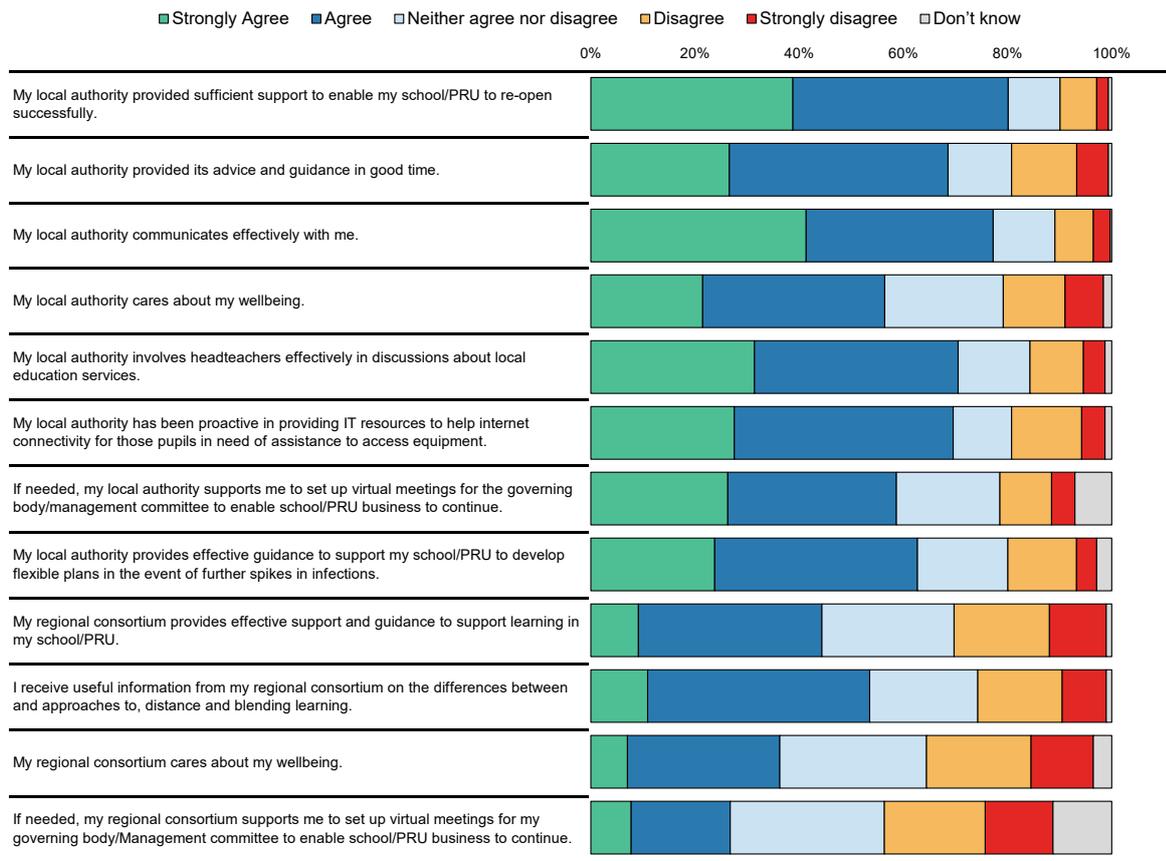
Teachers (908 responses)



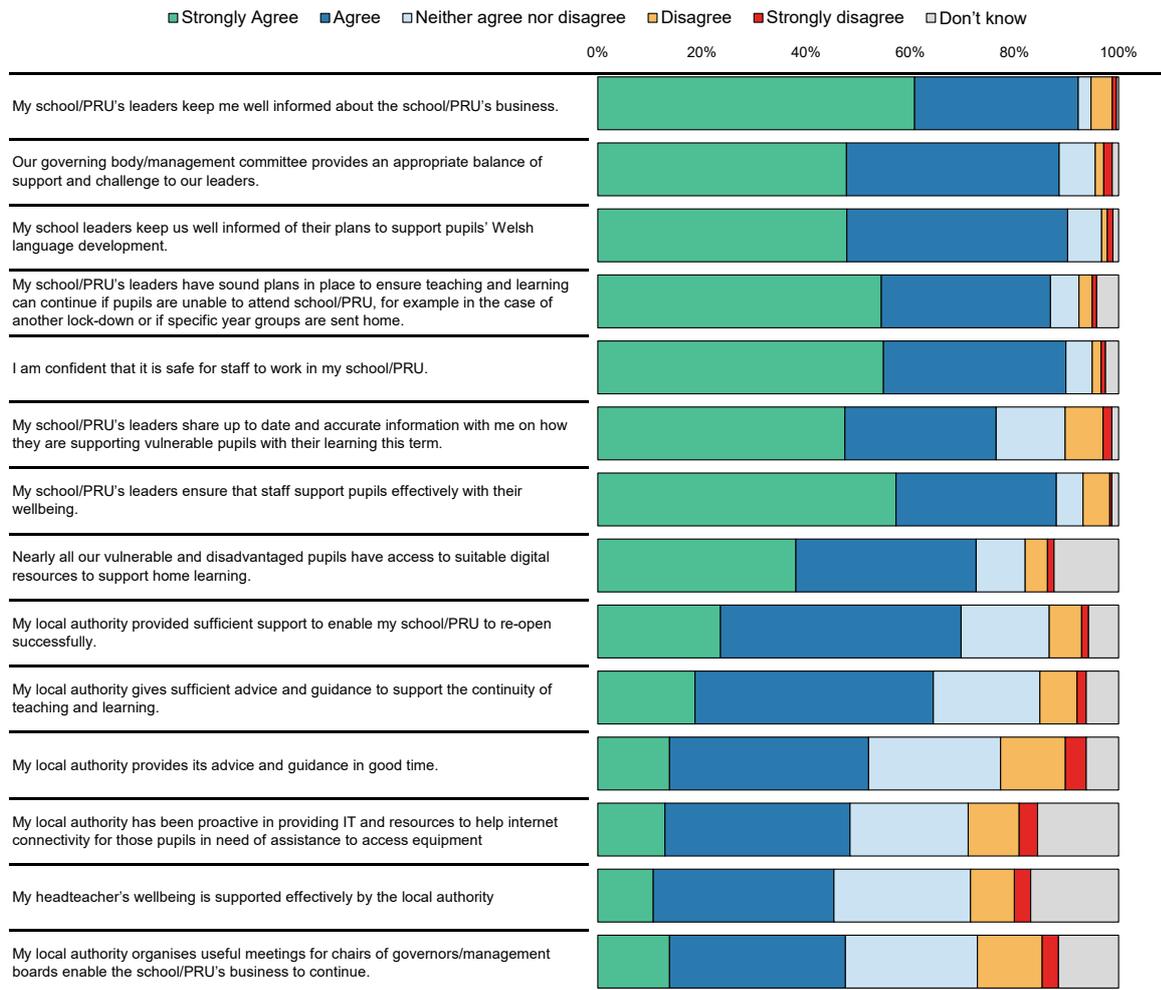
Support staff (397 responses)



Leaders (312 responses)



Governors (245 responses)



Appendix 3: Estyn publications

Guidance

- [Advice for school and PRU leaders and governors on how to continue with school and PRU business during the Covid-19 pandemic](#)
- [Arrangements for September 2020 Planned approaches across maintained schools and PRUs](#)
- [Cameos and ideas for continuity of school business during Covid-19](#)
- [Cameos and ideas from schools and PRUs on continuing with school business](#)
- [Key principles to support the continuation of school and PRU business](#)
- [Supporting wellbeing and learning during COVID-19 – approaches from adult learning in the community partnerships](#)
- [Supporting wellbeing and learning during COVID-19 – approaches from further education colleges](#)
- [Supporting wellbeing and learning during COVID-19 – approaches from primary schools](#)
- [Supporting wellbeing and learning during COVID-19 – approaches from PRUs](#)
- [Supporting wellbeing and learning during COVID-19 – approaches from secondary schools](#)
- [Supporting wellbeing and learning during COVID-19 – approaches from special schools](#)
- [Supporting wellbeing and learning during COVID-19 – approaches from work-based learning providers](#)
- [Engagement work: Primary sector update – autumn 2020](#)
- [Engagement work: Secondary sector update – autumn 2020](#)
- [Engagement work: All-age school sector update – autumn 2020](#)
- [Engagement work: Maintained special school and pupil referral unit \(PRU\) sector update – autumn 2020](#)
- [Engagement work: Post-16 sector update – autumn 2020](#)

Thematic reports

- Community schools: families and communities at the heart of school life [thematic report](#) and [training materials](#)
- [Insights into how independent schools and specialist colleges have responded during the COVID-19 pandemic](#)
- Learner resilience – building resilience in primary schools, secondary schools and pupil referral units [thematic report](#) and [training materials](#)

Blog posts

- [Adverse childhood experiences \(ACEs\) - how can schools support children and young people who live in difficult circumstances?](#)
- [Is your school one that puts families and communities at the heart of its work?](#)
- [Now learners have returned to schools and colleges, what part have we played and how will our role change in the future?](#)
- [Our support for Welsh education and training in the current climate](#)
- [What can schools and PRUs do to strengthen pupils' resilience?](#)
- [Working together to support teaching and learning during COVID-19](#)

Appendix 4: Timeline

March 2020



- Chief Inspector for Wales announces immediate suspension of all of Estyn's inspections.
- Minister for Education announces that schools will close for statutory provision of education by 20 March. Also, announces suspension of GCSE and A level examinations for summer 2020.



April 2020

- Suspension of the Childcare Offer for Wales. Funding to be used to support vulnerable children and the childcare costs of key workers.
- Welsh Government announces £1.25 million for additional mental health support for children who may be experiencing increased stress or anxiety as a result of the Coronavirus outbreak. They announce £3 million for local authorities to purchase hardware and secure internet connectivity to ensure learners in Wales are not 'digitally excluded'.
- Estyn release advice for school and PRU leaders on how to continue with school and PRU business. In collaboration with Welsh Government, regional consortia and ADEW we release 'Developing Approaches to Support Distance Learning'.
- The Minister for Education sets out five key principles for when and how schools would return.



May 2020



- Welsh Government announces £3.75 million of funding to support mental health in schools and publishes a COVID-19 Resilience Plan for the post 16 sectors, including further and higher education, apprenticeships, employability and adult learning.



June 2020

- Further education colleges and work-based learning providers begin to re-open for face-to-face learning for a priority groups of learners.
- Minister for Education announces that she will use the Coronavirus Act 2020 to disapply temporarily basic curriculum requirements for Wales.
- Most schools re-open to pupils to provide an opportunity for them to 'Check in, Catch up and prepare for summer, and September'.



July 2020

- Estyn publishes several thematic reports and sector specific insights to support Wales to keep learning. In conjunction with the four regional consortia we also release 'Models of blended Learning' guidance to help from September.
- Welsh Government introduces the Curriculum and Assessment Bill to provide a legislative framework for the new curriculum and assessment arrangements. They announce the 'Recruit, recover and raise standards' scheme to employ 900 extra teaching staff in schools.
- Welsh Government announces additional funding of over £50 million for universities and colleges to maintain jobs in teaching, research and student services, invest in projects to support economic recovery, and support students suffering from financial hardship.



August 2020

- Wales's Childcare Offer is re-established. Working parents are again able to access 30 hours of early education and care.
- Estyn releases 'Planned approaches across maintained schools and PRUs', to capture a variety of approaches in response to common challenges across different education sectors.
- Welsh Government pledges an additional £4 million to support childcare providers affected by COVID-19 and further funding of up to £264m for local authorities to support a range of services, such as social care, education and leisure.
- Education Secretaries for Wales, England and Northern Ireland announce that exam results will be based on teacher assessment.
- Minister for Education guarantees that learners' final A Level grade will not be lower than their AS grade. Published GCSE and revised A-level results based on teachers' assessments show a notable increase in grades over previous years.
- The Minister for Education announces an independent review of the arrangements for awarding grades for the 2020 summer examinations.

September 2020



- All pupils return to school, phasing in during the first two weeks of term.
- Minister for Education announces a commitment to provide free face coverings for all learners in secondary school and further education settings.
- Minister for Education announces that all pupils eligible for free school meals will continue to receive provisions if they are shielding or have to self-isolate.
- Estyn begins engagement calls to schools, PRUs, and post-16 settings on request from the Welsh Government to carry out a thematic review of the extent and impact of local authorities' and regional consortia's approaches to supporting schools, their school communities, governing bodies and learners. Estyn also opens a survey for learners, governors, parents and school staff to share their experiences.



October 2020

- The Education Policy Institute (EPI) publishes a report that describes the way the Welsh Government provided laptops and wi-fi devices to address the lack of access to online learning caused by the coronavirus pandemic as 'commendable'. The report states that, in contrast to other UK nations, the Welsh Government was able to draw on 'well established infrastructure to act quickly following the closures'.
- Minister for Education publishes an updated action plan setting out the next steps in Wales' reform journey, ahead of the introduction of the new Curriculum for Wales in 2022. The action plan, known as Our National Mission, shows the steps the Welsh Government has taken in response to the coronavirus pandemic and its response to the independent report published by the Organisation for Economic Co-operation and Development (OECD).
- Minister for Education announces that "there will be an uplift of pay to reward our highly skilled and hardworking teachers in Wales." This includes an agreement in principle to accept all of the Independent Welsh Pay Review Body's recommendations for 2020/21.
- Deputy Minister for Health and Social Services announces £12.5m package of funding to support vulnerable children and families.

November 2020



- Pupils in Years 9-13 remain at home for the week after half-term as part of the national 'firebreak'.
- Minister for Education announces that there will be no end of year exams for learners taking GCSEs, AS levels or A levels in 2021. In place of exams, the Welsh Government intends to work with schools and colleges to take forward teacher managed assessments, including assessments that will be externally set and marked but delivered within a classroom environment under teacher supervision.
- Deputy Minister for Health and Social Services launches the new 'Parenting. Give it Time' campaign providing information, support and advice for parents. The new campaign covers issues reflecting parents' concerns during the pandemic, including how to understand and respond to children's behaviour.

December 2020

- Estyn publishes its insight reports on the immediate effects of the pandemic on schools, PRUs and all age settings. These reports summarise the findings made from the engagement calls carried out during September and October.
- Estyn publishes the Chief Inspector's Annual Report for 2019-2020. This annual report reviews the standards and quality of education and training in Wales from September 2019 to March 2020. It also offers an initial account of how schools and other education and training providers supported pupils and students during lockdown while providing continuity of learning for them remotely.
- Minister for Education decides that all secondary schools and colleges in Wales will move to online learning for the last week of term, with local decisions to be made about whether or not other schools would be open that week.



Glossary

Distance learning	Where work is set and/or lessons broadcast (live or pre-recorded) to learners at home. This means that they are not required to attend school to access.
Blended learning	Where learners are provided with a combination of face-to-face learning provided in school, which is complemented by cohesively planned distance learning tasks and activities
CSC	The regional consortium for school improvement for central south Wales
EAS	The regional consortium for school improvement for south east Wales
ERW	The regional consortium for school improvement for south west Wales
GwE	The regional consortium for school improvement for north Wales

Numbers – quantities and proportions

nearly all =	with very few exceptions
most =	90% or more
many =	70% or more
a majority =	over 60%
half =	50%
around half =	close to 50%
a minority =	below 40%
few =	below 20%
very few =	less than 10%

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Committee	Education and Economy Scrutiny Committee
Title of Report	Post-16 Education Informal Engagement
Date of meeting	4 February 2021
Relevant Officer	Debbie Jones Corporate Education Services Manager
Relevant Cabinet Member	Councillor Cemlyn Rees Williams

1. BACKGROUND

- 1.1** Post-16 Education has been identified as one of the main priorities in the Council's Plan 2018-23.
- 1.2** In January 2018, a report was submitted to the Education and Economy Scrutiny Committee noting the intention to undertake an assessment of the current provision, and noting the possibility that the findings of the assessment would form the basis for further discussions regarding the future pathway for post-16 provision in the county.
- 1.3** In addition, at its meeting on 12 June 2018, the Cabinet approved the principle of considering the current post-16 situation, ensuring that the Authority would not wish to miss the opportunity to strengthen the provision in Arfon, should there be a case to do so. To this end, a figure of £18m has been identified from Band B of the 21st Century Schools Programme.
- 1.4** As part of this work of looking at this field, *Iaith Cyf* was commissioned to undertake research on behalf of the Department, holding interviews with heads, focus groups with learners, and seeking the opinion of parents and learners through questionnaires, in order to enrich and validate the evidence base gathered from desktop research.
- 1.5** After considering the evidence and information gathered as part of the research, a report entitled "Overview of Post-16 Education" was created, which confirmed that there was a case for change. A copy of the report can be seen by clicking on the following this [link](#).
- 1.6** Consequently, on 10 March 2020, a report was submitted to the Gwynedd Council Cabinet seeking permission:
"... to hold discussions with stakeholders in order to consider the current provision and highlight the key considerations in order to co-identify the direction and opportunities to strengthen the post-16 education provision in Arfon. Afterwards, a further report will be submitted to the Cabinet in order to report back on the outcomes of the discussions."

2. VISION AND OBJECTIVES

2.1 In the appendix to this report, our vision for post-16 learners in Arfon is presented, namely:

1. *Ensure fairness in the choice of courses and provide flexible and sustainable high quality learning experiences that equip them as independent learners with the correct information and skills to progress.*

2. *Provide effective transition into post-16 education provision, and develop and maintain access to a broad range of appropriate pathways for the individual learner and ensuring that the post-16 provision evolves as the requirements of the learner change in future.*

2.2 In addition, in **appendix 1** a series of objectives are presented to realise the vision, namely:



3. THE INFORMAL ENGAGEMENT PROCESS

- 3.1** It had been intended to start the informal engagement process on Post-16 Education in Arfon at the end of March 2020. However, before the Cabinet decision came into force, the entire UK entered a lockdown on 20 March 2020 as a result of the COVID-19 pandemic, and the curriculum had been suspended and schools had been re-purposed to provide care for vulnerable children and children of key workers. As a result of responding to the pandemic, and its impact on our schools, at the time, it was not possible to proceed with the informal engagement process as intended.
- 3.2** When schools re-opened in September 2020, it was decided to recommence the process of holding the informal engagement on post-16 education in Arfon, accepting that it would be necessary to hold the process virtually, rather than face-to-face meetings.
- 3.3** The informal engagement took place for a period of six weeks between 10 November and 22 December 2020. The purpose of the engagement was to give stakeholders such as learners, parents, staff, governors and the wider community an opportunity to present observations and ideas regarding the post-16 education system in Arfon, within the context of the Council's vision and objectives.
- 3.4** As a part of the engagement process, the following background documents were published on the Council's website:
- Cabinet Report 10 March 2020
 - Overview of Post-16 Education (March 2020)
 - IAITH Cyf Report 'Assessment of the current post 16 education provision in Gwynedd' (April 2019)
 - October 2020 presentation.
 - Vision and Objectives
 - Response Form
- 3.5** In order to support the engagement, virtual meetings were held with learners, parents, staff and governors during the period to give them an opportunity to voice their opinions and ask any questions about the field. Six virtual sessions were held, and over 140 stakeholders attended.
- 3.6** Methods such as press releases, use of social media and e-mailing the schools and key stakeholders were used to raise awareness of the engagement process and the virtual sessions.
- 3.7** In addition, in order to encourage as much contribution to the conversation as possible, special virtual sessions were held to gather opinions and ideas from learners in Arfon about the type of post-16 education system that would satisfy the vision and their needs and that of their peers in the future. Four sessions were held

with learners before Christmas, and it is intended to hold further sessions in the coming weeks.

3.8 The table below outlines the engagement process held in its entirety:

The Informal Engagement Process	Timetable	Frequency and medium
Meeting of secondary heads in Arfon - update and outline the next steps and engagement timeframe	14 October 2020	One virtual meeting
Meeting of Elected Members in Arfon - update and outline the next steps and engagement timeframe	15 October 2020	One virtual meeting
Meeting of Secondary School Governing Bodies in Arfon - update and outline the next steps and engagement timeframe	w/c 19 October 2020	Six virtual meetings
Meeting of special school heads in Gwynedd - update and outline the next steps and engagement timeframe	11 November 2020	One virtual meeting
Meeting of Grŵp Llandrillo Menai representatives - update and outline the next steps and engagement timeframe	18 November 2020	One virtual meeting
Publish the informal engagement on post-16 education in Arfon on the Council's website	10 November 2020	Council website, press release, e-mail to stakeholders
Engagement Session for Governors	30 November + 9 December 2020	Two virtual meetings
Engagement Session for Staff	1 + 7 December 2020	Two virtual meetings
Engagement Session for parents, learners and any member of the public	2 + 8 December 2020	Two virtual meetings
Engagement Sessions with learners (two groups from each secondary school in Arfon + 1 group from GLIM)	December 2020 (to be completed in January)	13 virtual meetings

4. NEXT STEPS

4.1 It is intended to submit a further report to the Cabinet in the near future in order to report on the findings of the engagement process and the next steps.

5. RECOMMENDATIONS

5.1 The members are asked to present any observations on the informal engagement process held on post-16 education.

Our Aim:

“Our aim is to establish a post-16 education system that places the needs of all of our learners at the centre of our provision.

Your background, geography or circumstances should not determine your choice or your future path. I would like to see a system that is flexible, and one that provides the highest quality education and training, fostering skills that are in demand in the local, regional and national economy, in order to ensure a robust pathway towards prosperity for every young person in Gwynedd.”

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“Our vision for post-16 learners:

1. *Ensure fairness in the choice of courses and providing flexible and sustainable high quality learning experiences that equip them as independent learners with the correct information and skills to progress.*
2. *To provide an effective transition into post-16 education provision, and develop and maintain access to a broad range of appropriate pathways for the individual learner and ensure that the post-16 provision evolves as the requirements of the learner and local economy changes in future.”*

Teaching and Learning

“An innovative post-16 system that enriches the teaching and learning experience as well as encourages excellence”



Learning Environment

“Fully modern facilities for ensuring an appropriate learning environment for the 21st century.”

Curriculum

“A broad and contemporary post-16 curriculum, fit for purpose for 2030 and beyond, reflecting the demands of the economy.”

Post-16 Learner



Support for learners

“Excellent pastoral, health and well-being and career provisions that support learners to achieve their potential. “

Welsh and Bilingualism

“High quality Welsh-medium and bilingual provision for the full range of courses, which encourages linguistic progression from one phase of education to the next.”

Financial Resources

“A viable post-16 system, which makes efficient use of resources, ensuring equality of opportunity for all learners.”



Objectives:

- An innovative post-16 education system that enriches the teaching and learning experience as well as encourages excellence.
- Develop skills that reflect the needs of the local and national labour market as well as meeting the skills needed for local employers.
- Outcomes for all learners that enable them to reach their full potential and are a means of applying them for the future.

Teaching and Learning

Welsh and Bilingualism

- High quality Welsh-medium and bilingual provision for the full range of courses, which encourages linguistic progression from one phase of education to the next.
- A system that secures high quality Welsh-medium and bilingual education, and promotes the advantages of Welsh-medium and bilingual education in subjects such as Mathematics and Science.
- Enriching extra-curricular and cultural opportunities and experiences for all learners through the medium of Welsh.

- First class learning environment, with state-of-the-art facilities for 21st century learners and educators.
A learning environment that takes advantage of the latest technology, providing learners with diverse experiences and skills that will prepare them for the world of work and higher education.
- An inclusive learning environment that responds to diverse needs including vulnerable learners and learners with Additional Learning Needs.

Learning Environment

Support for Learners

- A system that offers excellent pastoral provision and puts the needs of the learner at the forefront.
- A system that ensures access to high quality help and support designed around the learner.
- A system that provides excellent careers advice, personal, health and wellbeing support, that enables learners to make informed choices, and realize their full potential.

- A broad and contemporary post-16 curriculum fit for purpose for 2030 and beyond, reflecting the demands of the economy.
- A robust and resilient system that avoids duplication and can adapt to meet any relevant changes in education.
- Unrestricted access to a combination of consistently high quality academic and vocational courses, which meet the needs of the learner, ensuring access to a range of appropriate learning pathways for all learners.

Curriculum

Financial Resources

- A post-16 education system that makes efficient use of financial resources, ensuring equality of opportunity for all learners.
- A viable post-16 education system towards 2030 and beyond, based on resilient learning groups, financial budget and a solid business plan.
- A system that has taken the opportunity to attract investment of up to £18m to improve post-16 education provision through the Welsh Government's 21st Century Schools and Colleges Programme.



Meeting:	Education and Economy Scrutiny Committee
Date	4 February 2021
Cabinet Member	Cllr Gareth Thomas Cabinet Member – Economy and Community
Contact Officer	Roland Evans rolandwynevens@gwynedd.llyw.cymru 01286 679 450
Department	Economy and Community

1. Title of Item:

The process of developing new Visitor Economy Principles for Gwynedd

2. Why does it need to be scrutinised?

- 2.1. This report is presented for scrutiny at the request of the Education and Economy Scrutiny Committee.
- 2.2. The tourism field has been receiving attention from the Council as part of the Gwynedd Plan priorities.
- 2.3. A report was submitted to this Scrutiny Committee on the 'Benefiting from Tourism' project on 10 October 2019, and it was agreed that there would be an update on the process of developing principles for the future.
- 2.4. Following this, several discussions have taken place to develop new Visitor Economy Principles for the county.
- 2.5. The Covid-19 Period and the impact it has on the visitor economy locally has reinforced the need to review and agree on new principles for the future.
- 2.6. The Committee is requested to scrutinise the steps taken thus far in developing the principles and the timetable to adopt the principles to guide tourism in Gwynedd in the future.

3. Background

- 3.1. Prior to Covid-19, the tourism sector had grown to contribute over £1.35bn to the Gwynedd economy and employ over 18,200 people with 7.81m people visiting annually. This is based on data from the STEAM (Scarborough Tourism Economic Assessment Model) model.
- 3.2. Although it is an important sector, the STEAM data also highlights that salary levels within the sector are very low in Gwynedd when compared to other sectors and areas of the UK.
- 3.3. The Covid-19 period has highlighted matters that require attention, especially in terms of a lack of variety in the county's rural economy with an over dependency on tourism in some areas. In addition, there are concerns in some parts of Gwynedd regarding tourism

imbalance that creates increasing pressure on the main honey pots and the impact of this on communities and the Welsh language.

- 3.4. Without a doubt, the pandemic will have a significant impact on the industry - with the World Tourism Organisation (UNWTO) estimating that we have seen a 72% reduction in international tourist arrivals worldwide in 2020 compared to 2019. The Organisation also anticipates that Britain will be one of the 10 international countries¹ that will be affected worst by Covid-19 in terms of the visit economy, and believe that 75m jobs will be lost worldwide.
- 3.5. The draft Gwynedd STEAM figures for 2019-2020 and 2020-2021 suggest that there has been a drop of between 50% and 60% in the value of the sector in the county while Visit Britain suggests that domestic tourism in the UK has declined by 46% in 2020.
- 3.6. Our discussions on future principles are very timely and offer an opportunity for us to try and assess the visitor economy in Gwynedd and to agree on new principles to guide our long term priorities to support a sustainable sector.
- 3.7. As part of the process to develop draft Sustainable Visit Economy Principles for Gwynedd, the following activities were undertaken:
 - Consideration of examples of tourism priorities and principles in other areas
 - Discussions and workshops with the Leadership Team
 - Discussions with the sector
 - Workshops with Members of the Council and Snowdonia National Park
 - Discussions with Visit Wales
 - Focus Groups with sector representatives

4. Looking to the future: A definition of Sustainable or Responsible Tourism

- 4.1. In looking to draw up our principles for the future, consideration was given to the definition of sustainable or responsible tourism.
- 4.2. The UNWTO define sustainable tourism, simply as:
"Tourism that takes full account of its current and future economic, social and environmental impacts, addressing the needs of visitors, the industry, the environment and host communities".
- 4.3. Sustainable or Responsible Tourism should:
 - Make optimal use of environmental resources that constitute a key element in tourism development, maintaining essential ecological processes and helping to conserve natural heritage and biodiversity
 - Respect the socio-cultural authenticity of host communities. conserve their built and living cultural heritage and traditional values, and contribute to inter-cultural understanding and tolerance;
 - Ensure viable, long-term economic operations, providing socio-economic benefits to all stakeholders that are fairly distributed, including stable employment and income-

1 France, Spain, USA, China, Italy, Turkey, Mexico, Germany, Britain, Thailand

earning opportunities and social services to host communities, and contributing to poverty alleviation.

4.4. Local communities and visitors can benefit from sustainable tourism. It can lead to a better connection between communities and the sector, high quality tourism and natural and built environment that is looked after.

4.5. In Scotland, sustainable tourism is defined as:

- Green and sustainable transport
- 'Greener' businesses supporting local communities and suppliers
- Inclusive tourism for all
- Fair distribution of visitors
- Understanding the impact of tourism on the environment and the local area

4.6. New Zealand has developed a plan to promote sustainable tourism amongst businesses, visitors and communities. The Tiaki Promise (Caring for people and places for now and in the future). The plan focuses on:

- Driving safely
- Showing respect
- Protecting nature
- Being prepared before visiting
- Keeping New Zealand clean

4.7. The new priorities of Visit Wales also try to adopt sustainable tourism principles with 'Bro a'r Byd'- our community and our world, receiving specific attention. Their new Strategy for the visitor economy can be seen [here](#).

5. Matters highlighted in the Gwynedd and National Park Members' workshops

5.1. Following workshops with Members of the Council and the National Park that took place in February 2020 to consider the threats and opportunities, the matters can be summarised as follows:

- Supporting the Sector to develop as part of the Foundational Economy and strengthen local supply chains
- Celebrate Gwynedd's unique culture and the Welsh language
- Living and sustainable communities with quality infrastructure for all and an appropriate planning system
- Improve the value of the sector and sustainable careers with good salaries for the people of Gwynedd throughout the year.
- Ensure that Gwynedd benefits from the tourists that visit - tax / levy + promote enterprise for the sector
- Ensure that our unique environment and wildlife are protected
- Work in partnership
- Balance of the economy - environment - communities

6. Developing Principles for Gwynedd

6.1. Having considered examples from other areas, the discussions, the members' workshops and the focus groups with the sector, a draft vision was agreed in order to draw up

principles for the future. This was done with the Tourism Sub Group of the Regeneration Board.

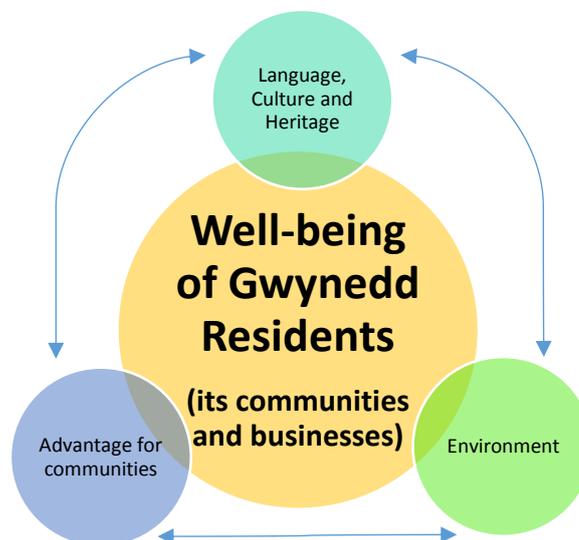
6.2. Draft Vision:

"We want to support a Visitor Economy for the benefit and well-being of Gwynedd residents"

6.3. In order to achieve the vision, Gwynedd Council supports a Visitor Economy that is in line with the Sustainable Tourism principles of the United Nations' World Tourism Organisation. Gwynedd Council will support a visitor economy that:

- celebrates and respects our communities, language and culture;
- maintains and respects our environment;
- ensures that the advantages for Gwynedd communities are more than any disadvantages

6.4. Our principles for a sustainable visitor economy in future can be drawn on the basis of an interdependent model with the well-being of Gwynedd Residents at its core:



Celebrating and Respecting our Communities, Language, Culture and Heritage

- A visitor economy in the ownership of our communities with an emphasis on pride in one's area
- A visitor economy that leads in Heritage, Language, Culture and the Outdoors

Maintaining and Respecting our Environment

- A visitor economy that respects our natural and built environment and considers the implications of visitor economy developments on our environment today and in the future
- A visitor economy that leads in sustainable and low carbon developments and infrastructure.

Ensuring that the advantages for Gwynedd communities are more than any disadvantages

- A visitor economy that ensures that infrastructure and resources contribute towards the well-being of the community all year round
- A visitor economy that thrives for the well-being of Gwynedd residents and businesses and that offers quality employment opportunities for local people all year round

- A visitor economy that promotes local ownership and supports local supply chains and produce
- A visitor economy that improves the quality of the experience and offer for everyone

6.5. The table in [Appendix A](#) outlines the Draft Principles and possible activities that can be considered to support the principle.

7. Further considerations

- 7.1. During the Council meeting on 1 October 2020, it was resolved, in cooperation with Snowdonia National Park, to urgently investigate the possibility of charging tourists who visit parts of the Park, particularly on and around Snowdon itself.
- 7.2. Consideration of this element is addressed in the principle 'Ensure that the advantages for Gwynedd communities are more than any disadvantages'. One of the possible activities that may be considered under this principle is a 'Tourist Tax'.
- 7.3. The best way to get benefits to Gwynedd communities from visitors was researched via the 'Benefiting from Tourism' project and a tourist tax was one of those considerations. Unfortunately, the Council does not currently have the legal power to implement such a tax and discussions are continuing with the Welsh Government.
- 7.4. The letter of response from the National Park to the Council's decision on 1 October can be seen in [Appendix B](#).

8. Next steps

- 8.1. It is intended to hold a workshop with all the members of the Council and the National Park on 2 March to present the draft principles and to receive initial feedback from Members on the following:
- Do the draft principles reflect the discussions and what was reported in the workshops?
 - Is there anything missing?
 - Is there something that needs to be improved?
- 8.2. Following the Members' Workshop, it is intended to submit the principles to a meeting of the Cabinet in order to adopt them in draft form for consultation with Gwynedd residents.
- 8.3. The consultation will be held with businesses in the visitor economy in Gwynedd, the Gwynedd Destination Management Partnership and the people and communities of Gwynedd.
- 8.4. Following the consultation with the people of Gwynedd, our intention will be to consider the responses and adopt the principles in order to draw up a Gwynedd Sustainable Visitor Economy Plan by Summer 2021.

9. Conclusion

- 9.1. The Education and Economy Scrutiny Committee is invited to scrutinise the steps taken thus far to draw up the Gwynedd Sustainable Visitor Economy Plan 2030.

In the following table, see details of potential activities that could be supported as a basis to these principles. These could steer the development of the Gwynedd Sustainable Visitor Economy Plan:

Principle Theme	Principle Details	Potential activity
<p>Celebrating and Respecting our Communities, Language, Culture and Heritage</p>	<ul style="list-style-type: none"> • A visitor economy in the ownership of our communities with an emphasis on pride in one's area • A visitor economy that is the guide in Heritage, Language, Culture and the Outdoors 	<ul style="list-style-type: none"> • Strengthen the link between communities and the visitor economy and support community-based visitor economy developments. • Sense of Place: Support a visitor economy that promotes use of the Welsh language and Gwynedd's culture and highlight our distinctiveness by encouraging use of the language and culture in attractions and businesses. • Give consideration to the impact of developments on the Welsh Language and opportunities to promote and develop the language - which includes targeting the Welsh market. • Slate Landscape of Northwest Wales World Heritage Site.
<p>Maintaining and Respecting our Environment</p>	<ul style="list-style-type: none"> • A visitor economy that respects our natural and built environment and considers the implications of visitor economy developments on our environment today and in future 	<ul style="list-style-type: none"> • Disperse visitors from the honey pots to other parts in a sustainable manner - e.g. Snowdonia Transport Plan + public transport. • Develop a network of electrical charging points. • Develop a network of water bottle filling stations.

	<ul style="list-style-type: none"> • A visitor economy that is the guide in sustainable and low carbon developments and infrastructure. 	<ul style="list-style-type: none"> • A plastic-free Gwynedd
<p>Ensuring that the advantages for local communities are more than any disadvantages</p>	<ul style="list-style-type: none"> • A visitor economy that ensures that infrastructure and resources contribute towards the well-being of the community all year round • A visitor economy that thrives for the well-being of Gwynedd residents and businesses and that offers quality employment opportunities for local people all year round • A visitor economy that promotes local ownership and supports local supply chains and produce • A visitor economy that improves the quality of the experience and offer for everyone. 	<ul style="list-style-type: none"> • Review management arrangements of second homes and promote gaps in serviced accommodation. • Fundamental community infrastructure: bins, recycling, roads, cleanliness, toilets, paths, townscapes, parking, coastal resources. • Information technology (Wi-Fi / Broadband etc.) and respond to the needs of the visitor economy with the latest technology. • Manage wild camping and motor-homes. • Standard and integrated public transport service networks. • Collaborate with the Government to develop a Tourist Tax to support services and communities. • Raise awareness of the sector's profile and job opportunities among Gwynedd residents, schools and colleges in order to promote career pathways for local people to venture. • Training in skills divide and necessary skills. • Provide innovative information and digital marketing. • Target higher value markets that spend more and visit throughout the year by extending the season.

		<ul style="list-style-type: none">• Promote contacts and opportunities for 'tourism eco-system' businesses and local supply chains.
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Letter of response from the Snowdonia National Park, to the decision to urgently investigate the possibility of charging tourists who visit parts of the Park, particularly on and around Snowdon itself. (TRANSLATION FROM WELSH TO ENGLISH)

26 November 2020

Emyr.Williams@eryri.llyw.cymru

Y Cyng. D. Siencyn
Arweinydd Cyngor Gwynedd
Swyddfa'r Cyngor
Caernarfon
Gwynedd, LL55 1SH.

Dear Dyfrig,

There is no doubt that this matter has come to the fore following the incredible events that we have confronted during the Covid-19 pandemic. One of the results was an increased number of visitors to the area following the lockdown. In addition to this, anti-social behaviour was experienced in the most popular areas, in Snowdonia and further afield.

Legal matters:

At present, the current points of access to Snowdon are based on six Public Rights of Way, Open Access Land and Access Agreements:

1. There are three bridal ways (on foot, bike and horse) – Cwellyn Path, Rhyd Ddu and Llanberis and the remaining routes are Public Footpaths – Watkin Path, PYG Path and Miners Path.
2. In addition, Snowdon is almost entirely 'access land' that has been designated and mapped this way under the Countryside and Rights of Way Act 2000.
3. A large percentage of this land is also subject to open access agreements on farm-land (1949 legislation) made by the old Gwynedd Council in cooperation with the Welsh Office during the 1980s. These agreements could not be withdrawn, and there is a payment to the landowners to reflect the potential damage to their land / animals due to human pressure.

Attempting to set tariffs would raise a number of points: Setting any kind of 'charging system' for access on Snowdon would set a precedent for Public Rights of Way and would be contrary to the ethos of the Highways Act. This would undoubtedly be subject to significant and severe legal challenge at a national level. This is arguably contrary to the

ethos of the National Parks Act and all the legislation that has been in place since the Second World War.

A practical question also arises, namely who should get the benefit out of any income that would be raised, e.g.

- Landowner - as it would be a way of getting value out of the asset,
- The farmer or tenant - who may be suffering from people pressure,
- Highways Authority - which has statutory responsibilities to maintain the paths,
- The National Park Authority - which manages most aspects of public use,
- Communities - seasonal impact due to people.

One thing is certain, there is a lack of resources to respond to the challenges that arise.

Operational implications:

Implementing any regulations on restrictions on access on the ground would be very difficult. The potential of at least two options for implementation would have to be explored. Gates and physical barriers on the ground where users pay to access the mountain. Obviously, it will be necessary to decide which mountains will be within this boundary. It can be complicated and expensive to set up. Another option would be invisible boundaries with an online payment system. Lower costs to set up but difficult to manage.

Any option of implementation would require an element of enforcement and control. In order to do this a staff resource would be required on the ground. This would have to result in the creation of a specific role as the role of Council staff and Authority Wardens at present focuses on developing the relationship we have with the public, landowners and partners rather than enforcement.

Tourism Tax – Past Work

Gwynedd Council's tourism team commissioned a substantial piece of work to look at options under the banner of 'Benefiting from Tourism', with input from officials from this Authority as well as other organizations. The study concluded that there are four main options for generating revenue: Visitor Giving Scheme (building on the Snowdonia Giving project), Tourism Business Improvement District (TBID), Tourism Tax and commercialisation of the area and offer in various ways. Each had their own strengths and weaknesses. Their revenue raising potential also varied. It was concluded that the most sustainable long-term solution was a Tourism Business Improvement District (TBID) or a Tourism Tax. The report outlines that a tourism tax would require the need for powers granted by the Welsh Government to be exercised.

I hope that you find the above comments helpful in reporting back to the Council.

Your sincerely,

Emyr Williams
Chief Executive