



**REPORT TO THE JOINT COMMITTEE**

**15 SEPTEMBER 2020**

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**Report by:** Arwyn Thomas, GwE Managing Director

**Subject:** Accelerated Learning Programme for North Wales

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**1.0 Purpose of the Report**

1.1 To share further information with the Joint Committee members in relation to the Accelerated Learning Programme for North Wales.

**2.0 Background**

2.1 At the previous Joint Committee meeting on 15 July 2020, a discussion paper was presented on the re-starting learning model for North Wales (co-authored by Warwick and Bangor Universities and the North Wales Region).

2.2 This report further outlines the Accelerating Skills Resources that have been developed in the region which includes a suite of evidence of Informed Teaching and Learning Materials.

**3.0 Considerations**

3.1 These guidance materials 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. We now aim to draw these resources together into a more cohesive support package for schools to help them improve the quality of teaching and maximise learner outcomes.

3.2 These materials are focused on improving the following aspects:

- Basic reading and reading fluency
  - Reading comprehension and vocabulary skills
  - Basic numeracy and numeracy fluency skills
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➤ Improving pupils and learning and revision strategies

3.3 Some of the strategies and support materials in the *Accelerating Skills* project have been specifically designed to be used in school and by parents at home to support their child's learning. Many of the resources and strategies in this proposal stem from recent collaborative research projects undertaken by CIEREI, Bangor University, with GwE schools.

3.4 Underlying principles - The resources are all based on evidence-informed approaches, with much of the research undertaken with schools in North Wales over recent years. We have gathered these together according to the EEF's additional guidance for schools during the coronavirus outbreak as:

1. Teaching and whole-school strategies
2. Targeted support to accelerate learning
3. Wider strategies (including supporting parents and carers)

3.5 The resources available are as follows:

- Resource 1: Examples of Learning Sequences
- Resources 2-5: Evidence reviews
- Resource 6: Teaching and fluency-building packages
- Resource 7: Secondary Literacy Offer
- Resource 8: Secondary numeracy packages

3.5 Dissemination and training - Work commenced on the *Accelerating Skills* materials during the summer of 2020. Many of the resources are now complete, and others have completion dates throughout the autumn term 2020 and into the spring term 2021. Some will be available for immediate regional dissemination, whilst others require piloting with small groups of schools, e.g. Welsh version of the RILL materials. We anticipate that we will need to consider a blend of online and face-to-face training as circumstances allow. We have secured the assistance of specialist research officers from Bangor University to assist us with this implementation work.

#### **4.0 Recommendations**

4.1 The Joint Committee is asked to note and accept the content of the report and to support the regional approach and model in relation to the Accelerated Learning Programme for North Wales.

#### **5.0 Financial Implications**

5.1 There are no financial implications arising from this report.

#### **6.0 Equalities Impact**

6.1 There are no new equalities implications arising from this report.

#### **7.0 Personnel Implications**

7.1 There are no new personnel implications arising from this report.

#### **8.0 Consultation Undertaken**

8.1 Consultation undertaken with the GwE Management Board.

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### **OPINION OF THE STATUTORY OFFICERS**

#### **Monitoring Officer:**

Nothing to add from a propriety perspective.

#### **Statutory Finance Officer:**

I note that part 5.1 of the report above confirms that there are no financial implications arising from this report, hence the implementation work, including the assistance of specialist research officers from Bangor University, is to be delivered within GwE's existing resources.