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GwE Business Plan 2021-2022 Quarter 1 Progress Report



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1. GwE REGIONAL BUSINESS PLAN

REGIONAL PRIORITIES & PROVISION 2021-2022

Progress report for Quarter 1 (01/04/2021 – 30/06/2021)

OBJECTIVE 1 - CURRICULUM & ASSESSMENT

Supporting a national curriculum with equity & excellence at its core that sets high standards for all learners

EDUCATION CONTINUUM 3 TO 16

Ensure support for all schools in responding to the education reform journey, with strong emphasis the four purposes, the 12 pedagogical principles and action research

Extensive high level Reform Journey training for schools leaders has been delivered across the region and will continue next term (refer to Curriculum Realisation). All school leaders have been offered workshops on vision and curriculum planning for Curriculum for Wales (CfW) which has encompassed early thinking on planning for progress and the place of the 12 pedagogical principles in the curriculum.

In secondary schools, teaching and learning leaders in schools have been involved in discussions through forums on what they see as their strengths and development needs for improving pedagogy in their schools, which will feed into the offer from September onwards. On request, some schools have received input on what makes good teaching and learning for progress, with training developed based on the 12 principles. Planning for the Teaching and Learning offer is ongoing.

Ensure good or better use of formative assessment strategies in all schools

GwE and Shirley Clarke Action research project – Tier 3

The Formative Assessment Action Research project (GwE and Shirley Clarke) has been operational in the region since October 2017. The project is developing effectively and is implemented in a pattern of tiers, putting pedagogical principles in action in classrooms on the basis of robust evidence.

A series of 10 virtual review workshops were held during March 2021 to update Tier 3 teachers and to:

- Review the period from March 2020 - aspects of formative assessment that have worked well in distance and blended learning, also any aspects that have proved challenging.
- Gather teachers' views on their future needs regarding support for evolving the project's work in the context of CfW.

Almost all schools noted that the work undertaken on various aspects of the project had impacted positively on the lockdown period. Practices previously established and embedded in schools resulted in a relatively smooth transition to distance and blended learning. E.g., Awareness of Growth Mindset and Learning Powers helped motivate learners and maintain resilience and confidence. Where strategies had not yet been part of teachers' action research and had not embedded yet, it was noted that developing / implementing them in a distance learning situation had been challenging. E.g., Learners found it difficult to motivate themselves, learners not using Learning Intentions and Success Criteria confidently and successfully.

Several schools reported an increase in parents' understanding and awareness of the use of formative assessment strategies over the lockdown period, as they were involved in supporting home learning. E.g., Success Criteria help them to support their child, they gained a better understanding of the school's feedback processes.

It was noted that being able to give continuous verbal feedback on a regular basis, as naturally occurs in the in the classroom floor, has been difficult in a distance learning environment. But, developing distance teaching and use of various digital tools over the year has helped.

In addition to this, Tier 3 teachers have been invited to complete 2 questionnaires to measure the impact of implementing the project on aspects of formal assessment and evidence informed practice. Findings will be available by the end of quarter 2.

Ensure consistency of messages and support for schools regarding the 4 purposes and 12 pedagogical principles across networks, and in training and support provided by GwE

The GwE team have undertaken weekly Reform Journey Professional Learning and collaboration over the past 6 months with Professor Graham Donaldson, and recent coaching training has provided all Supporting Improvement Advisers with a deepened understanding of Curriculum for Wales (CfW) and a strong coaching skill set to be able to support schools in their preparation for CfW from September.

Key features of successful pedagogy during the learning leading up to progression step 1 has been shared with Supporting Improvement Advisers. This has deepened their understanding of how effective learner-centred pedagogy, is key to realising the Curriculum for Wales .

Ensure support for all schools in responding to the education reform journey, with strong emphasis the four purposes, the 12 pedagogical principles and action research

There has been extensive high level Reform Journey training for schools leaders - refer to Curriculum Realisation.

Primary Support - refer to see Objective 2 - Foundation Phase, Literacy, Numeracy, Digital.

Secondary Support - all school leaders have been offered workshops on vision and curriculum planning for CfW which has encompassed early thinking on planning for progress and the place of the 12 pedagogical principles in the curriculum. Teaching and Learning leaders in schools have been involved discussions through forums on what they see as their strengths and development needs for improving pedagogy in their schools, which will feed into the offer from September onwards. On request some schools have received input on what makes good teaching and learning for progress, with training developed based on the 12 principles.

Assessment: Ensure consistency in schools' understanding of the key principles of the new assessment guidance - three purposes of assessment – day to day, identify and capture progress and understand group progress

As part of GwE's weekly workshops for Supporting Improvement Advisers, the key elements of the new Curriculum for Wales Assessment Guidance were introduced to GwE's Supporting Improvement Advisers, giving them the opportunity to familiarise themselves with the key elements of the national guidance. As part of regional presentations for school leaders in the six Local Authorities, the key elements of the new assessment guidelines were introduced in sessions to catchment areas / clusters with possible exemplars of how it could look like within a school.

Transition: Support and co-construct transition procedures for summer 2021 with clusters. Develop cross sector collaboration on transition and the sharing of good practice

Nearly all schools have attended training which has addressed aspects of transition. The GwE team have been upskilled in aspects of transition such as successful strategies for transfer of qualitative information. Initial steps have been taken to address the success criteria, however, these need further attention in autumn term 2021 to ensure impact upon learners, through schools sharing and modelling successful practice and through the AoLE regional work.

CURRICULUM REALISATION (CURRICULUM FOR WALES)

Ensure support for schools in relation to whole-school Curriculum Design and within Areas of Learning and Experience (AOLE)

Supporting schools through the Journey to 2022 providing professional learning for the new curriculum

As part of the support to schools for the new Curriculum for Wales, GwE has worked with the other regional consortia to develop a national professional learning offer that integrates all aspects of the wider reform including Schools as Learning Organisations, Y Gymraeg (towards a million Welsh speakers by 2050) and the Additional Learning Needs Transformational Bill. This cross regional offer is aimed at supporting all school practitioners, and focuses initially on Senior Leaders with the following themes:

- Leading Change
- Leadership for the new curriculum
- Developing a Shared Vision
- Planning for Curriculum Change – to include curriculum design, progression and assessment
- Leading Pedagogy

- Time and Space for Professional Learning

This professional learning offer was originally scheduled to begin in spring term 2020, however was naturally paused due to the priorities of the Covid-19 pandemic. In discussions with Head teachers across GwE, the professional learning resumed virtually in January 2021 with the Leading Change session. These sessions across the region are cluster-based and enable smaller groups of primary schools and their local secondary school to discuss the new Curriculum for Wales across the 3-16 learning continuum. Across the region, 832 Senior Leaders attended these Leading Change sessions. In recognition of the re-opening of schools to all learners in March and April, the Professional Learning sessions were again paused in March 2021. Following discussions with the Directors of Education through the GwE Management Board, a series of consultative workshops were held in April 2021 in each Local Authority to listen to feedback from Head teachers on the professional learning offer and how best to re-engage. Over 300 Head teachers attended the consultations.

To support re-engaging with the Curriculum for Wales work, a further leadership planning session has been developed for each individual cluster across the region to build capacity of clusters to collaborate across the requirements of the reform journey as a whole and form an agreed action plan for each cluster. As part of this, all Supporting Improvement Advisers have facilitated sessions where schools within a cluster have the opportunity to work collaboratively to strategically plan for the implementation of the curriculum. Adopting a flexible and sensitive approach to the timings of these sessions has been a key aspect of the discussions between GwE, the local authority and schools. Activities to support preparations for the new curriculum at school and cluster level have been identified within School Development Plans.

The use of technology to collaboratively develop cluster plans and websites ensure that the dialogue is ongoing and Senior Leaders are able to continue this work, following discussions back at individual school level. In addition to the Professional Learning offer, additional support from GwE is available to schools as they prepare for Curriculum for Wales. This support will be accessed at both cluster and individual school level, including tailored bespoke support where needed.

Further support available to schools also includes a series of 'Think-Pieces' which have been written by the GwE team as part of the weekly reform sessions with Professor Graham Donaldson. These papers, which cover key aspects of the curriculum reform journey including leadership, vision, pedagogy, assessment and curriculum design, have been shared and refined through consultation with wider partners in Local Authorities, Estyn and Bangor University. All senior leaders were invited to attend a webinar in May 2021 to explain and share this work on the Think Pieces.

AREAS OF LEARNING AND EXPERIENCE (AOLE) TEAMS

To deliver a professional learning offer for the 6 AOLES

A key aspect in moving forward will be supporting schools to develop networks across all six Areas of Learning and Experience (AoLE). As part of business plan priorities, GwE will invite and facilitate opportunities for school practitioners to engage with peers to consider planning and curriculum design within and across AOLES to meet the needs of all learners to realise the four purposes of the new curriculum.

Individuals will work in partnership with Professor Graham Donaldson, GwE and the six North Wales LAs in developing effective AOLE practice which will help schools on the Reform Journey. The intention is to establish 'local development teams' within each LA who will contribute to regional planning, designing and sharing of curriculum practice. This will be an opportunity for practitioners from all sectors to work collaboratively in their area of interest for up to a maximum of 15 days professional development between now and April 2022 in the first instance.

OBJECTIVE 2- DEVELOPING A HIGH-QUALITY EDUCATION PROFESSION

Improving the teaching & learning in our schools

MODERN FOREIGN LANGUAGES (MFL)

To work collaboratively and effectively with various partners to promote languages in both primary and secondary sector across the region.

**Promote the teaching and learning of International languages
Provide professional learning opportunities to upskill workforce.**

Primary sector:

Lead schools / starter packs - the 9 Lead Primary schools are on track with their completing the video/tutorials to support schools to introduce international languages in their curriculum. These will be posted on the GwE support Centre ready for September 2021.

The teaching and learning of International languages is being promoted through publication of the offer on the GwE Bulletin and the MFL Newsletter and through various presentations in the primary sector. Thus far, 14 schools have registered for the Power Language resources for September 2021. 5 registered and attended the second round of Cerdd Iaith training on 22nd June 2021. This means that together with the training in November / December, 20 teachers across the region have been trained to use the Cerdd Iaith resources.

5 schools have expressed an interest in the OU TELT course for October 2021. 14 teachers are completing the OU TELT course and a follow-up meetings have been arranged to share experiences and plan next steps to develop international languages in their schools and to support other teachers in the region.

Secondary sector:

Continuous support and training has been provided to the 7 MFL NQT in the region through regular meetings. Continuous support has been provided to 4 individual schools following requests from Headteachers. Support is focused on planning, assessment and progression, marking moderation for assessments and CDG. Training was provided to MFL Trainee teachers; focus was on different aspects of MFL teaching and the CfW. Support was provided to individual schools / departments who contacted the GwE team.

Creating Across Languages project (Creative Poetry):

Work and collaboration with Bangor University is advancing well. Video workshops with poets from around the world have been completed and the whole resource will be finalised in July by the team. Schools will trial and develop the resources further and will be working with the team from September 2021.

HLTA - TALP

Maintain the professional development of teaching assistants through implementing the training programme across the region.

Maintain the professional development of experienced teaching assistants through implementing the HLTA programme across the region.

Newly appointed teaching assistants

The effectiveness of the digital 'Induction' programme implemented during 2020-2021 was monitored, revising it in line with feedback and any updates for 2021-22. 103 teaching assistants completed the four modules during 2021-21. As they could access the programme at any time of the academic year it was seen that teaching assistants registered for training at different times of the year. Three registered during the summer term 2021. There has been very positive feedback overall to this training during the year, with the majority noting that training has had a high impact on their practice.

Practising teaching assistants

The training programme for experienced assistants was suspended from March 2020 until the end of the summer 2021, due to the pandemic. Following national discussions, it was decided to adapt the original programme for the digital platform. This programme will be available in September 2021. Facilitators will need training to deliver the programme on a digital platform, dates will need to be agreed for regional training along with contacting clusters that were keen to offer the training to their teaching assistants, to arrange new dates.

Aspiring HLTA

Training was provided for 29 teaching assistants on Cycle 1 of the Aspiring HLTA programme, with 26 (90%) completing the full training programme, that is, 1-day face to face and 8 digital sessions. Prior to starting the digital sessions, 3 teaching assistants decided to transfer to Cycle 2 due to illness and a change of post.

As there was no need to limit numbers when delivering the Aspiring HLTA programme digitally, training was provided for 50 teaching assistants on Cycle 2 of the programme. 49 applications have also been received for Cycle 3, which shows healthy numbers across the region. The last 4 training sessions for HLTA Cycle 2 will be held digitally during October/November 2021.

19 optional individual meetings were held with the HLTA Co-ordinator for Cycle 2 teaching assistants during the term, to make up for the lack of face to face contact. This had a very positive impact, with many teaching assistants improving their reflection on professional learning following these meetings. Comments received by teaching assistants, facilitators and assessors note a much better understanding of Professional Standards and Curriculum for Wales following the training. It was also seen that teaching assistants have valued working with other teaching assistants across the region and nationally, and that their digital skills have improved, with the technical session very helpful in this regard.

HLTA status

Following attending 8 digital sessions for Aspiring HLTAs, 89% of Cycle 1 Aspiring HLTAs applied for the HLTA status assessment. 11% did not achieve the status, either due to not having enough classroom teaching experience or not gaining the level 2 Literacy/Numeracy qualification due to the impact of Covid. These will undergo assessment with Cycle 2 teaching assistants.

21 assessors were recruited and trained across the region for Cycle 1. Each assessment was moderated regionally, and a sample of six moderated nationally. 22/23 were met, with 1/23 'not met yet' due to lack of experience leading whole classes due to Covid.

Y Gymraeg

Cluster Work

Many meetings have been held with the Local Authorities. Consequently, principles have been agreed for the year's work programme. This has led to consistency as regards initial work across the north. In consultation with the Authorities a new dashboard spreadsheet has been created, to collate all the information on planning, costs and reporting on progress that will be presented to schools in September 2021. In addition to the regional group, each Authority has met on a regular basis with the link SIA, and these meetings have been an opportunity to investigate variances, needs and discuss local solutions. These discussions will need to resume early in September to ensure that plans are purposeful and in place to make effective use of the expenditure. It is intended to ensure momentum to the work via a series of follow-up virtual meetings.

Develop informal use of the Welsh language - 'Siarter Iaith' (Language Charter) and 'Cymraeg Campus'

The Siarter Iaith (SI) Co-ordinators have completed progress reports and a composite report is currently being produced and shared with Welsh Government (WG). Funding has been allocated to each cluster to support Siarter Iaith and Cymraeg Campus activities, and the Siarter Iaith Co-ordinators are a part of the discussions with clusters to plan expenditure effectively. Local discussions have also been held on how these activities contribute to the implementation of Authority WESPs (Outcome 3 and 5). A series of meetings have been planned with WG in order to ensure consistency across Wales, and there will be discussions on the roles of SI Co-ordinators across the region. Planning for April 2022 will commence next term.

Develop a Welsh language professional offer, which is a part of the regional Accelerated Learning Strategy

Discussions are ongoing in terms of collaborating with Local Authorities to provide a professional offer for the recovery of the Welsh language, which is a part of the regional Accelerated Learning Strategy (pedagogy and intervention resources to support learners across the ability range). In terms of next steps, we will highlight the provision and the next steps for schools in terms of professional development, ensuring that purposeful attention is given to secondary provision - immersion and using the language in other areas and subjects. It is intended to deliver a series of workshops, which will further deepen the work when embedding the principles of 'Ein Llais Ni' (see below).

Develop the language skills of the workforce

Data has been received by the National Language Centre regarding 'Croeso' on-line training: Practitioners in Education (Part 1 and Part 2, approximately 5 hours each). 94 have registered; 52 have completed Part 1 (units 1-5); and 43 have completed Part 2 (units 6-10).

Sabbaticals Schemes - a Welsh in a year course is being offered in 2 parts in the north this year.

- 12 have been accepted to undertake Part 1 (September-December)
- 9 are going on to Part 2 (January-April) with 8 additional members joining them.
- 5 are on the waiting list for Part 2.

To summarise:

- 12 on the Foundation course (part 1),
- 17 on the Intermediate course (part 2)
- 20 individuals are having access to the courses, with 5 in reserve

Support for GwE staff - 8 have been undertaking the learning Welsh training, completing Unit 5 of the Intermediate course, and are practising for the examination. 4 have committed to the 'Cynllun Siarad' through the National Centre, which are opportunities to chat in Welsh with GwE partners for an hour a week, for approximately 10 sessions. An application has just been submitted, 'Cymraeg Gwaith', for access to further training via the scheme.

Promote the profile of the Welsh language amongst leaders in order to prepare for the Curriculum of Wales and WG's target of a million Welsh speakers:

'Ein Llais Ni' project (ELIN) - a unique scheme to promote learners' oracy skills

This scheme is intended to provide the opportunity to re-ignite and embed listening and speaking skills in curriculum planning for Curriculum for Wales, taking into account international oracy learning and teaching strategies. There is robust collaboration between the University and the Project Team in planning for the research to commence in September 2021. The project will provide an opportunity for schools to collaborate as an action research team in collaboration with Bangor University and GwE with the work funded by the Welsh Government.

A clear path has been developed for the project, providing a very strong foundation for developing the action research. Feedback from schools highlights a real need for this type of support, especially so when considering the impacts of Covid on pupils' oral skills and confidence.

In terms of next steps, we will complete the planning work for launching the work in September and highlight the programme of work for the project across the region.

Leadership Development

Initial mapping of primary literacy network meetings has taken place, with Welsh Networks meeting in the secondary - 27 (a combination of regional and local) (see Welsh and Literacy Business Plan). We will collaborate to plan the workshops that accompany the PL strategy to prepare for CfW, taking into account the content of the leadership programme for developing Welsh language leadership.

Developing Partnerships

Planning meetings have been held with Authorities, which has led to strengthening the collaboration and sharing further resources, highlighting needs across the authorities. In addition, the collaboration has been effective in terms of sharing information and implementation approaches across authorities so as to reduce planning workload.

The national work between the 4 regions in each key stage has continued, which has led to developing commendable resources for the primary and secondary sectors. Meetings enable the development of useful networks, and deepen collaboration based on need in schools.

A LEVEL

Regional deployment of ALPs

The contract for next year has been agreed and some training was undertaken regionally on the use of ALPs in the CDG process (April 2021). ALPs will be available for all schools regionally to input grades and undertake internal evaluation if they wish to.

Developing future leaders: the Post-16 Leadership Course

Following a review of the programme in tandem with the other consortia representatives, the course will be offered again regionally in Autumn 2021.

Developing resilience and independence in learners

Training in the VESPA programme. Further development sessions have been tentatively pencilled in for September / October for heads of 6th form and tutors. Further developments and the shape of these will be dependent on school capacities and needs going ahead.

Networking and sharing of practice across heads of 6th form

This has taken place across all six LAs this term with a sharing of ideas around such topics as UCAS and Sixth Form induction. This will be further developed next year.

E-sgol

Support is continuing for the 6 pilot e-sgol schools and expand their curriculum in year 12. Timetable and new subjects arranged with the 6 schools as well as outside provider mudiad meithrin providing Cam wrth Gam course.

Set up and work with the Regional Strategic board and Regional Operational board to implement actions, which will arise after meeting with LA directors for each for the six authorities to draw out common themes

Meetings have taken place across all 6 authorities. Strategic board has met again. Regional Operational board - this needs key members in each authority. This will be further developed in September.

RESEARCH AND EVALUATION

- **Implement collaborative projects in between GwE and Bangor University (CIEREI).**
- **Develop collaborative, large scale close-to-practice research and enquiry across the regional schools.**
- **Promote the use of more evidence-informed strategies across the GwE region.**
- **Expand the involvement in Research and Enquiry of whole school Clusters.**

GwE is working closely with Bangor University on the 'Collaborative Institute for Education Research, Evidence and Impact' (CIEREI) Project to ensure robust evaluation systems for their development programmes and to measure their impact in schools as part of a regional approach. Refer to Re-ignite Learning business plan for further detail on specific projects.

GwE has been working with Welsh Government on the initial phase of the National Strategy for Educational Research and Enquiry (NSERE) in 2021, and this was launched in July 2021. GwE will now be working with Welsh Government to identify six schools in North Wales to form part of the 2021-22 pilot phase of this NSERE initiative. This work continues alongside colleagues from Bangor University in the autumn term.

ITE

Collaborate with the Universities to ensure that initial teacher education and induction is a seamless process.

The 4 consortia and the ITE providers have collaborated this year on a Welsh Government project to improve the mentoring skills of the ITE and the Induction mentor. The 3 day workshops will be co-presented in September, December and May 2022. 4 consortia representatives and ITE colleagues have presented an update on progress to WG in June 2021.

Ensuring strong support for the GwE 2021/22 NQT cohort.

The National NQT 2021-22 database has been developed with many students signing up for the regions. GwE have also supported the introduction of the NQT placement scheme which gives some current STS NQT's and some QTS students an opportunity for whole term placement in one school funded by WG.

Collaborate with Bangor University to develop and train teaching teachers in the primary and secondary sectors.

Recruitment of student teachers is high across the region and has been rising for the past 2 years. The quality of ITE programmes is strong and currently being updated and revised. Links with GwE are effective in providing support and resources to the OU and CaBan Partnerships. This has strong positive impacts upon research, mentoring and provision in lead, associate and partnership schools.

To improve the knowledge and understanding of the positive impact of high quality ITE provision on schools within the region.

Information sharing through forums and sharing best practice sessions has not yet started – planned for Autumn term 2021. The ITE section on the website is regularly updated. GwE staff continue to lecture on ITE programmes

– e.g. continued pedagogy sessions, including involvement of lead schools to ensure sharing of skills and knowledge across the region. With increased awareness in the region of the routes into teaching, schools will be able to identify and support career progression of staff effectively and improve standards of ITE provision in region.

DIGITAL

Digital Resilience

A digital resilience podcast has been recorded to pilot this method of sharing information. Awaiting feedback before developing this further. We have collaborated with Welsh Government to jointly plan a programme of provision for this year, and it will be operational from September 2021.

Developing Digital Leadership

The digital facilitator programme will resume in September 2021. 45 clusters have already selected a facilitator. Welsh Government is in the process of designing a digital learning self-evaluation tool, which will be available to all schools to inform the Digital Professional Learning Journey. No date has been determined yet for the launch of this tool, but it is expected to take place during the autumn term.

Professional Learning Opportunities

Data regarding regional schools' use of the Hwb platform is encouraging, with an average of 98.3% using it on a regular basis. A series of on-line courses on making effective use of Hwb services has been produced, Google for Education, J2E, Flipgrid, Adobe Spark. These courses have been designed on several levels to ensure development for new users and for more experienced users. This training is in the form of a course, available on demand, to ensure that teachers and teaching assistants have access at a convenient time. Thus far, the content has been viewed 4140 times.

Support for the new curriculum

In order to support programming activities and to prepare schools for meeting the computing and programming requirements of the new curriculum, it is intended to start a scheme whereby schools can borrow equipment and a series of supporting resources to support the activities. It is very difficult to start implementing the scheme because of Covid-19 restrictions. We have created a number of supporting resources to support the scheme, and ensured that a set of schools are piloting the equipment and resources.

MATHS AND NUMERACY

Schools causing concern

Primary and Secondary: Bespoke support has continued for regional schools deemed 'at risk' or in ESTYN category. This has resulted in improved planning for the teaching and learning of Mathematics and a greater understanding of how numeracy supports learning across the curriculum. Repeated, regular visits/meetings with schools have involved training staff, collaboratively support them in planning and assessing learner progress, how to track and use this to move learners forward and inform their provision, monitoring the impact of activities to date and identifying and sharing resources pertinent to school/learner needs within the setting.

It has been important to ensure that any improvements being made have been to the benefit of learners during lockdown and its aftermath in school and for the benefit of school as they move towards Curriculum for Wales reform. These three elements have been a consistent message throughout all school support visits/meetings.

Regional support

Primary and Secondary - Personalised Assessments: Literacy and Numeracy SIAs have created a webinar to inform schools fully about the requirements and details of the National Personalised Assessments for reading, numeracy and numerical reasoning. This will be launched on the GwE Support Centre website in September 2021 so that it is ready to inform schools about the newly available Numerical Reasoning Assessment and re-familiarise schools fully with the purpose of these assessments and their relevance for the CfW agenda, for yrs 2-9. Once this resource has been launched, impact data, in the form of views and downloads, will be collated.

Primary and Secondary – 'Pathfinder for Financial Education Professional Learning in Wales' has been delivered in collaboration with Ye/University of Edinburgh and externally funded by MaPS, to support the delivery of financial education across the region (e-learning and face to face training). Professional development has provided

practitioners with opportunities to support their learners' knowledge, skills and attitudes in the key areas of financial education, as well as looking at the new Curriculum for Wales and how financial education aligns with this. 'Train the Trainer' training delivered to 10 regional practitioners (including 3 GwE staff), to deliver professional financial education training to other practitioners within their school cluster. Sharing of effective practice/webinars from project schools will be during the Autumn/Spring term.

Primary and Secondary - Precision Teaching and SAFMEDS: see Re-ignite Learning business plan.

Secondary: Bespoke support for schools is delivered on demand. Teaching and learning sessions for newly qualified teachers, led by an experienced teacher on the use of manipulatives have been delivered. Innovation and practice in schools is informed by relevant research with some schools in the region developing their own areas of research / inquiry. These include 'Inquiry approach to teaching', 'Retrieval Practice' and 'Questioning'. Positive impact can be seen on learner progress through use of evidence based pedagogy/ interventions.

Curriculum for Wales

Primary: Network meeting/webinar was conducted to familiarise teachers with the requirements for Literacy and Numeracy within the new framework. Due to the National roll out of the professional offer, all Mathematics and Numeracy AoLE specific training was suspended for this quarter.

Secondary: work is ongoing to ensure:

- Increased teacher confidence in understanding the new curriculum framework.
- Curriculum plans develop the values and dispositions of the four purposes.
- Collaborative planning across phases to ensure progression.
- Improved understanding of the specific disciplines within the Mathematics and Numeracy AOLE.
- Improved knowledge and understanding of the mathematical proficiencies within the Mathematics and Numeracy AOLE.
- Effective and timely delivery of the GwE CfW professional offer.

ENGLISH AND LITERACY

Schools causing concern

Primary and Secondary: Support has continued for schools deemed 'at risk' or in Estyn category. This has resulted in improved planning for the teaching and learning of English and a greater understanding of how literacy supports learning across the curriculum. Repeated, regular visits/meetings with schools have involved training staff, collaboratively support them in planning and assessing learner progress, how to track and use this to move learners forward and inform their provision, monitoring the impact of activities to date and identifying and sharing resources pertinent to school/learner needs within the setting.

Thematic reviews of standards of literacy have been conducted in four secondary schools who are in Special Measures. These reviews have included learning walks and reviewing learner work. An action plan has been drawn up after these reviews and necessary support and training has been provided.

It has been important to ensure that any improvements being made have been to the benefit of learners during lockdown and its aftermath in school and for the benefit of school as they move towards CfW reform. These three elements have been a consistent message throughout all school support visits/meetings.

Regional support

Primary and Secondary: Literacy and Numeracy SIAs have created a webinar to inform schools fully about the requirements and details of the National Personalised Assessments, for reading, numeracy and numerical reasoning. This will be launched on the GwE Support Centre website in September 2021 so that it is ready to inform schools about the newly available Numerical Reasoning Assessment and re-familiarise schools fully with the purpose of these assessments and their relevance for the CfW agenda, for yrs 2-9. Once this resource has been launched, impact data, in the form of views and downloads, will be collated.

Curriculum for Wales

Primary and Secondary: a network meeting/webinar was conducted to familiarise school middle leaders with the requirements for Literacy and Numeracy within the new framework. (Due to the National roll out of the professional offer, all AoLE specific training was suspended for this period.)

THE WELSH LANGUAGE AND LITERACY

Sustain and raise standards in teaching Welsh and literacy across the region.

Target support for Welsh departments, and departments in schools causing concern as regards the Languages, Literacy and Communication AoLE.

Network meetings of Heads of Welsh Departments were held during both lockdown periods, mainly to bring departments together and give them an opportunity to discuss and overcome difficulties together. A number of these meetings were arranged collaboratively as a region as well as in smaller networks. All HoDs in the region attended either the collaborative meetings, or the smaller networks. When the time came for centres to determine grades, network meetings were held to offer support with the qualifications assessment framework, and because of the demand for whole school Literacy interventions one meeting was held for every Literacy Co-ordinator and HoD in the region, entitled 'Y Gymraeg ar Garlam'. This proved to be very successful, with co-ordinators and HoDs working together to begin to share resources. It is intended to hold a follow-up meeting in September 2021. The 'Y Gymraeg ar Garlam' meeting brought about the idea of establishing skills working groups across the region during the autumn term 2021, with three working groups meeting to discuss strategies and collate resources for oracy, reading and writing interventions in KS3. These working group meetings will begin early in the autumn term 2021. It is also intended to establish another two working groups that will meet occasionally during the next year - one to target immersion strategies, and the other meeting to discuss primary/secondary transition. Meetings (that developed into workshops) were held with Welsh language NQTs during the year, and it is intended to develop the support for Welsh language NQTs in 2021-22.

Because of the nature of teaching and learning during both lockdowns, an element of training with digital platform tools developed as part of the agenda of network meetings for HoDs. This brought about a series of workshops entitled 'Be' sy'n bosib?' (GwE) to offer specific training on several Google for Education apps. Nearly 150 regional teachers (both primary and secondary) registered to attend these workshops, and on average over 60 teachers attended each individual workshop. A Google Classroom and Microsoft Teams classroom was established to house the workshop resources. Delivering a second series of these workshops during the new year is being considered, with the content of the second series to be decided upon in consultation with teachers. The Welsh Department of two regional schools contributed to a resource shared nationally, a resource on synchronous and asynchronous remote learning.

Regional schools will share resources via a national network on Hwb, 'Y Pair'. Nearly 350 teachers across Wales are now members of this network, and new resources will be added on a regular basis. 'Y Pair' is the home of resources created by the National Working Groups (the four consortia), and this year 9 regional teachers and HoDs joined KS3, KS4 and KS5 working groups, and members also contributed to a live webinar to launch these innovative resources nationally. The work of the National Working Parties, led by the Welsh language officers of the four consortia, will continue next year and new members will be invited to join them. This work will be shared regionally via the GwE Support Centre, and there are plans under way to establish a specific location for Welsh language resources within the GwE Support Centre, entitled 'Y Stordy'. The 'Y Stordy' (GwE) website is in the process of being designed at present. It will, in due course, be an accessible one-stop platform for all the resources and campaigns created and undertaken by the GwE Welsh language team. Hopefully, it will be populated by all schools, clusters and Welsh language networks across the region.

'Y Stordy' will also be a platform for the regional and national oracy project 'Ein Llais Ni'. This is an innovative project promoting speaking and listening skills, funded by Welsh Government. Schools and clusters across the region are invited to join this project, and the first wave of schools will work with Professor Enlli Thomas and Rebecca Ward from Bangor University to research the impact of international strategies to teach oracy in regional schools.

Support the Welsh language in the Curriculum for Wales Reform Journey in the region's schools.

During next term the GwE Welsh language team will offer a programme of specific training for Welsh departments

on their Reform Journey towards the delivery of the Curriculum for Wales. This programme is a combination of recorded webinars and face to face meetings (virtual and live, hopefully) which fit into the work of schools on developing the new curriculum, and are especially for teachers who are teaching Welsh within the Languages, Literacy and Communication AoLE.

SCIENCE

Improve the quality of planning for learning and teaching

Developing the education profession and supporting/improving T & L within schools causing concern and in preparing for the new CfW.

Primary: A primary science webinar was held on 17th May 2021. Around 100 teachers from all over the region attended. GwE worked closely with the Primary Science Teaching Trust (PSTT) to arrange a meeting that included presentations by a local primary science teacher as well as a representative from PSTT and a PSTT science fellow from a school in Cardiff.

The presentations were planned to share the latest information for teachers to deliver and improve the quality of their science teaching as well as sharing real practitioner's ideas and experiments regarding the new CfW AoLE. From the feedback on the evening and many emails and conversations after the event, all the attendees found the webinar very helpful and took away many ideas to try out. Many of the attendees have also used the presentation to plan strategically for science in their school for the short-term next year and by starting to plan for CfW in September 2022. Following the presentation many schools have started experimenting with the CfW ideas shared and at least 3 clusters have contacted the local teacher hoping that she can share her ideas with them next term. The Science Quality Mark was promoted during the evening and this has led to many schools now applying to join this scheme with the aim of improving the quality of their science teaching and learning. With so much positive feedback we will arrange another primary science in the autumn term.

With the PSTT we have continued to offer the termly primary science newsletter. This is mainly prepared by the local PSTT representative with any GwE specific items added. The content of the newsletter again gives schools the latest primary science teaching information, digital resources as well as pointers towards training and science grants.

Secondary: Due to the current situation, we have not been in a position to offer the planned professional learning identified within the business plan. The actions therefore, will be moved into the next academic year.

Bespoke school support around teaching and learning and leadership has been provided by the GwE team to those schools identified by the school SIAs and those that have requested additional support.

School and cluster support has also been provided (when requested) to help the development and direction of the new Curriculum for Wales, and in particularly developing a STEM based curriculum. This has including the development of units of works, supporting enrichment and extra-curricular opportunities and understanding the framework.

A network meeting and professional learning took place in April for early career and NQT teachers of Science. This was well received and they have requested to continue meeting next academic year.

Support teachers and learners across the continuum of learning.

Further development of the TANIO website has continued, and working is ongoing on the platform to include areas for supporting Post 16 and the Curriculum for Wales. The HTML file conversion to increase accessibility of multiple devices is underway. The retrieval roulette resources should be on the website early next term.

FOUNDATION PHASE

To provide bespoke support for schools causing concern, enabling them to drive their own improvement journey

Nearly all schools receiving bespoke support are addressing actions identified by Foundation Phase Supporting Improvement Advisers, impacting positively of provision and outcomes. Most schools have effectively implemented actions to improve the quality of provision and pupil outcomes reducing in-school variance in some schools and greater consistency in the teaching and learning across the region. Support has also ensured a deeper

understanding of the Foundation Phase principles and pedagogy that aligns with the pedagogy within Enabling Pathways guidance and CfW.

To further enhance the provision and pupil progress across all regional schools in preparation for the implementation of Curriculum for Wales.

Ensure good or better use of formative assessment strategies in all schools

Develop cross sector collaboration and the sharing good assessment practice

Develop cross sector collaboration on transition and the sharing of good practice

Cluster support has been delivered across the region focusing on specific aspects of CfW pedagogy and AOLEs. It is too early to measure impact upon provision and outcomes, but impact includes:

- Consistency of messages for schools regarding teaching and learning
- Increase practitioners confidence in their knowledge and understanding of the new curriculum framework.
- Practitioners using a blend of developmentally appropriate pedagogical approaches that responds to learner needs(including emotional and social).

The Foundation Phase Summer term Network meeting focused on the Welsh Government 'Enabling Pathways' consultation guidance document i.e. the period of learning leading up to Progression Step 1 (Curriculum for Wales). This has enabled practitioners to develop a better understanding of how it forms part of the CfW framework and provides the firm foundation which all learners need to support development, at their own pace, towards realising the four purposes.

Virtual training sessions have been delivered during this quarter for SMT, Teachers and Teaching Assistants with the focus on developing key and integral skills across AOLEs through effective pedagogy and rich learning experiences. Training sessions very well attended and feedback has been positive. Recording of all training sessions and resources are available on GwEs Support Centre enabling more practitioners to access Professional Learning opportunities.

OBJECTIVE 3 - LEADERSHIP

Supporting inspirational leaders working collaboratively to raise standards. Includes future leadership & professional networks

LEADERSHIP

Continue to offer a wide range of Professional Learning opportunities in relation to leadership developmental programmes in order to develop present and future leaders

All modules of each Leadership Programme to date (with exception to the Experienced Headteacher Programme) have been successfully completed to the timetable set out in the original plan. We are on track to be completing the Middle Leadership Development Programme (MLDP), and Senior Leaders Development Programme (SLDP), by the end of the calendar year. The Aspiring Headteacher Development Programme (NPQH) will hold the Assessment Centre in February 2022 and the New and Acting Headteachers Programme by the end of this educational year.

Informal comments gathered from individuals delivering and running these programmes state that leaders participating in the programmes are showing a general increased confidence and understanding of effective leadership when discussing their leadership roles back in schools.

Informal evaluations/comments from participants state that the use of Intersessional/Intermodular tasks are valued – in particular to do some Independent reading and research prior to the development sessions. Participants feel better prepared for the formal sessions, and this has led to quality group discussions and has placed a further emphasis on individuals reflective practice and ownership of their own professional learning.

Formal feedback from participants on the current SLDP programme has been very positive. Out of 22 interim evaluations to date, 20 have rated the programme so far as being very good or excellent. In general, the participants state that they appreciate the detailed, interesting evidence based presentations, the chance to network and build a community of like-minded professionals, virtual aspects such as breakout group discussions and manageable two hour sessions. They have enjoyed the sessions and value the opportunity to self-reflect, to learn how to lead people and to focus on driving a whole school leadership task. They also have benefited from

the support of Coaches who are effective practicing school leaders and current practitioners who have presented as part of the development modules. Identified areas for further development include more Breakout/networking opportunities. Participants would also like some face to face sessions, though they appreciate this is not currently appropriate due to COVID restrictions.

Constant and consistent evaluation and content refinement of the programmes have ensured the ability to adapt to the relevant needs of current schools leaders, in regards to the National Agenda, CfW in particular. This has also allowed us to be mindful of the needs of school leaders during the global pandemic, ensuring that they develop the tools and resilience to lead during challenging times.

GOVERNORS

In agreement with LAs, offer professional learning opportunities in Education Reform.

As part of the ongoing support for Governors Professional Learning, a number of presentations have been delivered across the region with the aim of introducing Governors to the Curriculum for Wales framework. These sessions have been well attended in all Local Authorities enabling all governors who attend have a better understanding of the aspects delivered, have increased confidence when supporting their schools and are able to contribute more strategically to governing body discussions.

Provide pre inspection training for Governors on Estyn's expectations during inspection.

Pre-inspection training has not been required during this quarter. Additional support has been available for schools in categories. In 2021 – 2022 GwE will work with schools to ensure that Governors are aware of their responsibilities regarding preparation for inspection during the 3 weeks leading into the visit.

Provide targeted support for Governors within schools on aspects which their Self Evaluation have identified as in need of improving.

No targeted support has been requested this quarter. GwE will support governors to have a better understanding of the aspect in need of improvement and the confidence to self improve.

ALLIANCES / NETWORKS / CLUSTERS

Collaborate with school leaders at all levels to further enhance the role and contribution of the primary / secondary clusters, the secondary alliances and the various regional networks in addressing regional and national priorities.

Almost all schools have engaged effectively with local 'alliances' or 'clusters' where they have collaborated with peers to identify, develop and share blended learning resources. The number of school-to-school resources available via the GwE Support Centre now totals over 200 and the number of 'visits' since launch is almost 40,000 with the number of resources downloaded since launch reaching nearly 8,000.

For secondary schools the work has also included supporting alliance partners with processes re: preparation for the awarding of grades in 2021.

All secondary and primary schools are actively involved in CfW Cluster collaboration. During the Spring/Summer term they have engaged in CfW workshops [*Leading change, Developing shared vision and Curriculum change sessions 1, 2, 3*]. Support is now being targeted to ensure that all schools will have a clear plan identifying actions for 2021-22 so that they are in a position to meet new statutory requirements for September 2022. Each plan will identify how schools address specific aspects including professional learning to support all staff; deployment of grants; trialling and evaluating approaches within curriculum design across all 6 AOEs and wider engagement with stakeholders. SIA contact during the first half term of Autumn 2021 will focus on ensuring that each school has a plan in place.

To further support schools with this work, AOE Networks at regional and local levels will be operational from September. All leaders and teachers in all schools were recently given an opportunity to express an interest in collaborating with GwE to develop effective practice across 8 key areas/aspects, namely :

- Whole school Curriculum Design
- Unpacking the potential of one of the AOEs
 - ✓ Language, Literacy and Communication (both Welsh and English)
 - ✓ Mathematics and Numeracy

- ✓ Science & Technology
- ✓ Humanities
- ✓ Health and Wellbeing
- ✓ Expressive Arts
- Assessment

Level of interest has been high with nearly 300 applicants and work is currently being undertaken to establish the teams. During the Autumn and Spring Terms team members will have the opportunity to:

- work collaboratively with a group of peers supporting curriculum design on a local level and support AOLE development on a regional level.
- communicate and cascade learning and successful practice across the schools within the local authority.
- attend regional professional learning and discussion forums under the facilitation of Professor Donaldson
- contribute to developing planning and design models to support schools in trialling, evaluating and preparing the workforce for first teaching

OBJECTIVE 4 - STRONG & INCLUSIVE SCHOOLS

Committed to excellence, equity & well-being

PDG LAC

**To further develop & implement the national PDG strategy across the region.
Embed the PDG LAC cluster/alliance model across the region.**

The focus this quarter has been to implement a clear and consistent communication plan for the LAC PDG 2021/22 with all SIAs/Core Leads targeting all LA Head teachers' forums / clusters in regards to the plan/dashboard and mitigating any key concerns.

GwE have continued to contribute and influence the national PDG WG group in regards to PDG support plan.

GwE have continued to support schools who have been referred by SIA/Core Lead in regards to Health and Wellbeing/Supporting Vulnerable Learners/LAC/PDG as required. In addition GwE have been targeting schools/clusters who have high numbers of LAC and is need of further guidance or whom may be of concern.

The GwE Support Centre continues to be a point of referral for all settings and work is continuing to further enhance the resources.

The Professional Learning offer has been finalised following discussion with both LA key officers and some clusters to ensure quality of targeted offer, to avoid duplication and to identify gaps/needs.

GwE's cohort 6 Diploma in Trauma Informed Schools has been fully subscribed (27) with 2 members of GwE team on the course. This is one area where we need to further build capacity.

The regional Early Years PDG non maintained group/network with all 6 LA have meet and terms of reference has been agreed.

Focus has been on working with Wellbeing Leads in each of the LA and Healthy Schools in regards to the whole school approach and the mapping of wellbeing across the region.

The regional LACE/GwE network have also meet, and 6 additional individual meetings have taken place with each LA to discuss local need/concerns.

WORKFORCE WELLBEING (GwE and Schools)

**To support the emotional well-being of the individual in the context of their professional role.
Placing health and wellbeing at the heart of everything we do.**

Our main priority during this time of unprecedented change and disruption has been the safety and well-being of our children and our workforce, doing all we can to support the physical and mental well-being of our children,

young people and workforce throughout this period. There has been a focus on a variety of aspects within the wellbeing agenda e.g. resilience, adapting to a changing environment, personal reflection, action learning etc:

- Providing 'Reflective Spaces' - providing block of sessions with Dr Coral Harper or Mike Armiger. Dr Coral Harper and Mike Armiger have committed to working across the region from September 2021 and have doubled the capacity of Reflective Spaces available to Senior Leaders.
- Group session for TIS practitioners with Coral Harper. 1 session per term. 6 groups throughout the year.

Use a coaching framework in conversations, meetings and everyday leadership to unlock potential and encourage individual growth.

This is ongoing with 12 staff undertaking the ILM Level 7 Executive Coaching and Mentoring course. From the 12 following the ILM course, 4 have started sessions as part of the National 'Reflective Space' pilot supporting colleagues from other Consortia areas with session been offered bilingually.

WHOLE SCHOOL WELLBEING (AOLE)

Promoting 'Ethically Informed Citizens of Wales'

Develop a Whole School Approach to wellbeing.

Co-create Whole School Wellbeing resources with schools from across the region

TEDxGwE Initiative

As a service we linked with the UN Climate Neutral Now scheme two years ago to offset GwEs emissions for travel. We further developed this relationship by supporting the '100 school challenge'. As we move closer to the UN Climate Change Conference of the Parties (COP26) in Glasgow during November 2021, we decided to take further action by developing the TEDxGWE Initiative.

TEDx is a global initiative to champion and accelerate solutions to the climate crisis, turning ideas into action. There will be a set of community led events hosted around the world; we have registered and have the licence for TEDxGWE.

GwE will hold a TEDxGwE event on 5th November 2021 for children and young people across north Wales. GwE will be the lead but we are currently developing a north Wales partnership and links with, Natural Resources Wales, Wrexham Glyndwr University, Theatre Clwyd, Do Well Ltd, Tales to Inspire and RENEW Wales.

In north Wales we want to use TEDxGWE as a catalyst to open up a conversation with leaders in public, private and third sectors, communities and our children and young people about the collective challenge we all face and turn the ideas from the children and young people in north Wales into action. Our mission is to unite our region to tackle climate change as we see this as a perfect vehicle to develop the Ethically Informed aspect of Curriculum for Wales.

We want to work with children and young people, using their voices to spark a region wide conversation to drive actions by bringing people together to understand the challenge and explore the most effective co created and evidence based solutions, ensuring we all rise to the challenge. The goal of global TEDx events is to answer five key interconnected questions that help inform a plan for a cleaner future:

- Energy - How rapidly can we switch to 100% clean power?
- Transport - How can we upgrade the way we move people and things?
- Materials - How can we re-imagine and re-make the stuff around us?
- Food - How can we spark a worldwide shift to healthier food systems?
- Nature - How do we better protect and re-green the earth?

Schools will be able to register for the event and submit a 60 second video using FlipGrid. The videos will be collated and shared with a wider audience. Schools will receive a resource pack to support participants in developing a TED talk so they can share their stories, issues, thoughts and actions needed to build a better future. RENEW Wales will fund the resource packs and mentors.

STRATEGY TO SUPPORT PARENTS / CARERS

Lead, manage and co-ordinate the field of supporting parents and carers with their child's learning.

Ensure effective implementation of the role out of "Help your child to Learn" to schools and parent's and carers across Wales.

Ensure appropriate cohesiveness and capacity to provide high quality regional resources in this area.

The regional group has been established with representation from GwE and the each LA. They met during the Summer term. Resources were shared and next steps were identified and agreed:

- The resource developer to work alongside GwE in sharing information with school to monitor progress and collate feedback to identify the way forward.
- Explore the possibility of developing resources for pupils with ALN.
- Roll out the resources to Year 7 and 8.
- Explore the viability of developing resources for secondary pupils. The resource developer to attend secondary head teacher forums.
- Developing resources or links to promote well-being as part of the package.
- GwE Senior Leader to discuss availability of codes for home educators with the management board.
- Create a social media pack for schools to promote the resource to their parents.

The materials were introduced to Primary Head Teacher Forums in all 6 Local Authorities. The response has been positive across the board.

SIAs have the codes for their clusters and an explanatory video. This has been shared with 27 of the 54 clusters, the PRUs and special schools to date.

The resource developer has attend 3 of the 6 secondary head teacher forums and the response has been positive. 1 LA now has the codes for year 7 and 8.

The remaining primary clusters will have received the video and codes by the end of the summer term; secondary clusters by half term (Autumn).

The social media pack has been produced bilingually and will be shared with schools via the SIAs by the end of the Summer term. The resource developer has produced a short promotional video following requests from schools, the bilingual version will be ready by September.

RE-IGNITE LEARNING

Implement programmes which aims to mitigate the effects of school closures on pupils' reading and writing attainment in both English and Welsh.

Evidence-based teaching strategy designed to help pupils improve their fluency and progress in mathematics.

Develop online resources suitable for both school staff and parents to enable use of these interventions to assist the reading development of children over the next school year.

Continue to develop and produce a suite of universal support materials for secondary maths and secondary literacy.

Remote Instruction of Language and Literacy (RILL) – PHASE 2 - The RILL research team commenced Phase 2 work at the start of May 2021. They have now completed the adaptations to the original asynchronous/synchronous version of RILL developed in 2020, and these now include an adapted version for in-class use and also for parents and carers. Invitations for schools to attend training in the summer and autumn terms 2021 were circulated in June 2021 GwE SIAs attended regional heads' forum meetings to explain the programme. RILL was received very positively in these meetings, especially the new, bespoke Welsh version. The research team have produced some very high quality materials for schools. Early recruitment numbers are very good, and we envisage them to increase steadily as schools plan for the autumn term.

Precision Teaching and SAFMEDS

Research study attached to this project will not commence until September 2021. This will include:

- Monthly 'drop-in' sessions accessible to all regional schools
- Bespoke training to regional schools and PRU
- Promote SAFMEDS through the Bulletin and GwE Support Centre
- Creation of bilingual resources ready to launch in due course:
 - SAFMEDS online tutorial

- SAFMEDS bespoke online website
- SAFMEDS revised training for hand-held cards
- Introduction to Precision Teaching training
- Additional Phase SAFMEDS hand-held cards to extend breadth of coverage from the Numeracy Framework
- Commissioned creation of new Learning materials – these can be used as targeted and universal provision, targeting regular retrieval practice and fluency development

Drop-in SAFMEDS sessions – 6 session containing multiple teachers.

Viewing figures for SAFMEDS webinar:

- Welsh – 100 (457)
- English – 171 (927)

Improving fluency in Oral Reading (iFOR)

The iFOR research team commenced work at the start of May 2021. They have now completed the adaptations to the original materials developed in 2020, including new graded stories in both languages and also adapted parent and carer materials and guidance. Invitations for schools to attend training in the summer and autumn terms 2021 were circulated in June 2021 and RW and VL attended regional heads' forum meetings to explain the programme. These materials were received very positively in these meetings, especially the new, bespoke Welsh versions. The research have produced some very high quality materials for schools. Early recruitment numbers are very good, and we envisage them to increase steadily as schools plan for the autumn term.

Secondary maths

The Maths.Cymru website has developed to include resources to support interventions at KS4 and KS3. At KS4, there are resources available to support the foundation and intermediate tiers, with the higher tier being available before September 2021. These resources include instructional videos, worksheets and answers suitable for GCSE learning and an example of a GCSE question being completed in a video clip.

At KS3, the resources for number have been developed and will all be available before September 2021. These include a pre and post assessment powerpoint, resources to support learning which include links to instructional video clips, exemplar questions and tasks for learners to complete and self-mark.

Knowledge of the website and the resources for KS4 has been shared with the HOM regionally during 2020 and for KS3 has been shared with the Numeracy Coordinators regionally during 2020/21. Using the established forums has proven effective.

A few schools are working on trialling the use of the Maths.Cymru resources to support learners with their RRRS programmes. Support has been provided as needed and these projects are currently in their initial stages. Review of progress needed in the Autumn term. Two schools who are developing the project – both in Gwynedd.

Secondary literacy

Developments have been made to the Herio website resources to support learners' basic literacy skills. These are being used across the region. 11 schools are implementing the 'Building Reading Power' intervention programme. Five training sessions have been held and all schools have attended these sessions. Support materials have been developed and progress will be reviewed in the Summer term.

OBJECTIVE 5 - SUPPORTING A SELF IMPROVING SYSTEM

Supporting a system in which the education profession have the skills, capacity & agency to continually learn & improve their practice

PEER ENGAGEMENT

Further develop peer review processes within schools to support robust self-evaluation and improvement planning at all levels.

To build leadership capacity across the system.

To embed peer review as a key aspect of school improvement across the region.

To continue to develop the collaborative systems within G6 that facilitate schools peer engagement processes.

A regional set of principles for peer engagement was agreed with Head teachers prior to the COVID pandemic and a peer review model (*School Partnership Programme*) was shared with stakeholders and endorsed by the Management Board and Joint Committee.

Continuous training and support has been provided to all GwE Supporting Improvement Advisers (SIAs) on peer review, facilitation, mentoring and coaching. There are 22 SIAs who have been trained as peer reviewers and improvement facilitators as part of the *School Partnership Programme*. Six SIAs have been fully trained as programme presenters and are able to deliver the *School Partnership Programme* training to schools and clusters. Further capacity to deliver training will need to be built over the coming months to include school based staff.

Twelve clusters (72 schools) have received the *School Partnership Programme* training and have either commenced or are planning to participate in peer review during the summer term/early autumn term 2021. 97 head teachers/senior leaders have been trained as peer reviewers across the region. 92 senior/middle leaders and talented teachers have been trained as '*improvement facilitators*'. This has provided good professional learning for leaders and teachers, and will contribute to enhancing leadership capacity across the region. All participating primary schools and clusters have received update training during the beginning of the summer term 2021. Update training for participating secondary schools/clusters is planned for early autumn 2021. All special schools in the region participated in full training during the summer term 2021.

A schedule is in place to offer *School Partnership Programme* training to a new cohort of schools and clusters. It is planned to train approximately 15 clusters each term during the academic year 2021-22 so that all 407 regional schools and PRUs are participating in the peer review programme by the end of the year. The programme will be aligned to the development of the new curriculum so as to support schools and clusters to evaluate their progress in implementing the reform journey.

COACHING AND MENTORING

Provide Coaching and Mentoring training

The Core Team of 12 GwE staff members have received 8 training sessions for the ILM Level 7 qualification 'Certificate for Executive and Senior Level Coaches and Mentors'. The team members are also undertaking their practical assignment, which is to coach 2 Senior Team members, who are in GwE schools. A training programme for the academic year from September 2021 will be arranged and provided by this core team. Even though peer work has not been undertaken regarding supervision yet, the 12 team members have been supporting each other's development as coaches, and continue to do so.

Support Professional Learning in Coaching and Mentoring

National 'Reflective Space' activities have commenced. Everyone has received the name of a coachee at the start of this half term and made contact via e-mail, and many coaching sessions have taken place.

Applications for the Induction Mentors scheme have been received; 25 of the applicants will go on to attend the national programme (July 2021).

SCHOOLS CAUSING CONCERN

National SCC Pilot Programme

The region has worked with WG and Estyn to establish a multi-agency panel for the 4 schools which are in Special Measures. Initial meetings will have taken place in all 4 schools by 5 July. From September 2021, each school will benefit from an agreed bespoke 'holistic' support plan through a multi-agency agreement and initial discussions around what should be captured within those plans are currently being undertaken. In two of the schools, GwE have collaborated with Estyn to identify key milestones for the improvement journey and to define what improvement should look like at each milestone. A similar approach will need to be adopted for the other 2 schools.

Strengthening regional structures and processes to support and challenge SCC

In response to the national approach to schools in Special Measures, regional processes for supporting, monitoring and challenging schools which are causing concern have been reviewed by a *Task and Finish* working party

consisting of GwE Advisers and senior officers from each of the 6 LAs. To date, there have been 6 meetings and actions have included:

- identifying how revised structures and processes could improve effective flow of information between the various tiers and ensuring that responsibilities re: decision making are clear to all.
- agreement to establish a Multi agency group for all SCC in each of 6 LAs. Guidelines for terms of reference and membership outlined.
- agreement on high level *Thresholds and Triggers* to identify SCC [*Strand 1 : Standards, T+L, Assessment and Leadership; Strand 2 : Finance, HR, Management Services; Strand 3 : Inclusion, Attendance, Wellbeing and ALN*]
- agreement that all SCC to have a holistic 360 support plan.
- agreement that the local multi agency group would take an overview of monitoring progress for each school and where concerns escalate, would report up to a Local QB chaired by the DoE/HoS. Guidelines for terms of reference and membership to be agreed locally.
- agreement on a common set of values and behaviours which will underpin the work across the region.
- agreement on definition for schools to be identified on a continuum of autonomy towards becoming a self-improving School [thus avoiding the stigma of categorisation and Estyn 'speak'].
- initial planning undertaken for regional workshops for advisers and officers to ensure common approaches and consistency in identification of 'concerns' , in support strategies and in quality of reporting. Workshops to be delivered in autumn term.

Ensure that all SCC are engaging effectively with national and regional programmes of support for CfW and with peer engagement, alliance/cluster and wider networking

All SCC have engaged with the CfW workshops and have been involved in follow-up discussions with their link SIA. Planning for CfW will be included as part of their revised PIAP/SDP from September. All SCC have been involved in local 'alliances' where they have collaborated with peers to identify, develop and share blended learning resources and supported alliance partners with processes re: preparation for the awarding of grades in 2021. AOLE Networks at regional and local levels will be operational from September. We will need to ensure that all SCC are fully engaged with the regional and local AOLE Networks.

SCHOOLS AND SERVICE AS LEARNING ORGANISATIONS (SLO)

Ensure that GwE and its workforce continue to respond to all the requirements and values of Learning Organisations.

Assist those schools across the region that have not addressed SLO to restart the process successfully, therefore supporting their CfW reform journey.

It is intended to arrange professional learning for all service staff during the autumn term 2021 to update them on SLO requirements. SLO portfolio leaders will analyse and identify the main messages arising from the survey for GwE staff, and identify further aspects to develop. The analysis and main messages will be shared with the senior team in the first instance, before disseminating to the rest of the staff. Discussions are to be held with the Management Board regarding collaboration with the local authorities to ensure that engagement in this aspect by the schools improves and also give the authorities the opportunity to complete the survey.

A short bilingual webinar will be offered to all regional schools to raise awareness of SLO and the link with CfW and the reform journey.

SIAs will promote the use of the SLO survey as a starting point for schools to identify their needs in terms of further developing the 7 dimensions and will signpost schools to the survey on Hwb, and work with the school following analysis to identify dimensions to develop further.

Training for governors to raise awareness of the principles of SLOs is available in the provision for Governors in each LA.

A presentation was delivered in the international ICSEI conference in March 2021 with colleagues from New Zealand, British Columbia, England, Germany and Australasia - symposium entitled: Harness schools as learning organisations to realise system change during and beyond Covid-19. Follow-up sessions will contribute and share

practice across GwE in an academic paper looking at SLOs and the 4 transversal themes.

Promote the launch of the NEIR [National Evaluation and Improvement Resource] with all regional schools - 6 schools from the north have been involved in preparing resources for the national tool. A formal launch has now been postponed until November. Estyn and WG need to identify 90 schools from across Wales to pilot further - GwE will collate the names of interested schools.

Due to the pandemic the demands on schools have been crippling as they have coped with the day to day operational issues of running a school. As both lockdowns eased, schools have engaged very well with PL in terms of the Curriculum for Wales Reform Journey.

It may be that schools have not realised this, but their development over the periods of lockdown has been significant - especially so as we consider the 4 transversal themes of Time, Technology, Trust and Thinking Together. Several of the dimensions have also been well addressed, for example promoting team learning, creating ongoing learning opportunities, learning through the external environment.

QUALITY ENHANCEMENT FRAMEWORK

Develop schools use of the Four Purposes as part of the Quality Enhancement Framework to evaluate current practice and priorities.

Creating greater synthesis across the priorities for the Four Purposes.

“Matching Service” to align areas of expertise with areas for development.

Planned actions for completion from the Autumn term onwards:

- All schools to undertake an initial evaluation using the framework by Autumn Half term 2021. This work to be promoted by the SIA. Rollout of the Framework to all schools across the region is planned for the first half term of the Autumn term 2021 through SIA presentation to cluster or individual schools.
- Collate the information from across the region and identify authority specific and regional priorities - Utilising the shared One drive in Office 365 to host the Framework will allow the data unit to analyse the findings by Authority as well as region wide.
- Core Leads to facilitate matching service for schools in their authority - data team to provide Core Leads with authority specific overview so that they can facilitate the matching Service as appropriate.
- Schools using the SPP Alliances and Cluster arrangements to respond to priority areas - work being undertaken in collaboration with EDT to ensure that the SPP framework supports responding to CfW challenges for schools. Use of the framework will be incorporated therefore into SPP peer review and improvement facilitator practice.

OBJECTIVE 6 – BUSINESS

Ensure that GwE has strong governance and effective business and operational support that provides value for money.

Performance Management and Accountability

The clear and robust accountability framework in a key strength in GwE. Detailed business plans on all levels of planning address all aspects of the work of GwE, and clearly note the contribution of the service to the transformation agenda. Plans are fully costed, with clear success criteria and milestones for delivering objectives.

There are detailed self-evaluation arrangements. Plans are reviewed on a quarterly basis, evaluating progress and impact. Staff on all levels fully understand their responsibility for continued improvement and accountability.

Each Local Authority has a detailed business plan agreed upon by the head of service and the core adviser. Progress towards agreed outcomes on a local authority level is monitored on a quarterly basis and discussed regularly in meetings between the lead adviser and Local Authority. Ongoing issues are referred to GwE Senior leaders in a timely manner.

Self-evaluation is a strong feature in GwE and the self-evaluation process is cyclical and ongoing. Great emphasis is placed on accountability and continuous review, and there is consistent emphasis on progress in line with priorities. Consequently, GwE leaders accurately identify areas of good performance and areas for development, or areas where there is an element of risk in terms of improving experiences and educational outcomes for learners.

Value for Money

The consortium has effective financial management processes in place. Communication and consultation on financial arrangements is effective, and GwE staff, the host local authority and Joint Committee all review the core funding and grant expenditure on a regular basis.

A robust financial analysis supports the work of delivering the business plan. A medium term financial plan and workforce plan are both aligned with the business plan. Through increasingly effective use of data to identify key priorities, the link between the business planning process and decisions regarding financial planning is strengthened as the work streams that underpin the business plan clearly note the resources to be used.

A formal framework was produced to assess the wider value for money provided by GwE. The judgement is now consistent across all stakeholders on how to measure the value for money of GwE activities within the structure and objectives of the business plan.

Risk Register

There are rigorous and comprehensive arrangements in place to accurately identify and manage risks on a local, regional and national level. The risk register is a live document, which is updated on a regular basis in order to identify increasing risks or risks which are no longer deemed as high level. It is reviewed every month in a senior leadership meeting and the Management Board and the Joint Committee review the register on a quarterly basis.

Through effective management of risks to the region, GwE is able to support the region's objectives, make effective use of resources and meet the outcomes as intended.

Information sharing systems

The effectiveness of Tableau /Analytics as an analysis tool for G6 shared with SLT. Accounts created initially for SLT members with expected rollout for Core leads planned in the Autumn term 2021. Information from the analysis tool already being used effectively to inform system reports such as ALN transformation engagement and also schools engagement with the CfW professional learning offer. Additional dashboards to analyse GCSE and A-level results to administer and report on the professional learning courses offered regionally are planned.

Effective work has been undertaken by the ALN team and Link SIA's to ensure that schools begin to re engage with G6 post pandemic lockdowns. In particular this has focused on the ALN transformation milestones leading to an increase of schools engaging with and completing the status for their current progress. This has led to a clearer understanding of the requirements for areas needing further support.

Generally the volume of activity by schools on G6 has decreased due to the pandemic but the number of school staff who booked on courses offered by GwE has increased dramatically from 3735 bookings in 2019/20 to 7819 in 2020/21. This is partly due to the availability of on line courses which allows greater flexibility but also reflects the need to support schools with new developments including changes to the curriculum, ALN transformation, managing change and improving digital skills.

A rolling programme of induction and support has been provided to new Head teachers and SLT members across the region both virtually and in face to face visits. In addition an increasing number of schools have now acquired admin rights for their own G6 staff accounts. As a result these schools are now able to manage their own account structures for their organisation.

Lead individuals have collaborated effectively with the digital team to further develop the potential of the GwE Support Centre. Whilst submissions of work to the School to School arena have dwindled as the lockdowns ended regional engagement with the GwE Resource area continues to increase steadily. A new steering group will be formed in September 2021 to plan further developments.

Schools across the region have continued to make effective use of the Grants Dashboard in the shared drive of Office 365. Currently nearly 75% of schools have accessed the shared environment and we will look to increase the coverage as new features are developed and rolled out. A new Dashboard for the forthcoming Financial year will shortly be made available. The Autumn term will see the addition of the Quality Enhancement Framework to the shared drive in Office 365.

2. APPENDIX 1

Regional Data.