



Cydweithio · Dysgu · Llwyddo  
Collaborating · Learning · Succeeding



# GwE Business Plan 2021-2022 Quarter 2 Progress Report



[www.gwegogledd.cymru](http://www.gwegogledd.cymru)



@GwEGogleddCymru



## **CONTENT**

### **1. GwE Regional Business Plan 2021-2022**

- **Regional priorities & provision contributing to local authority priorities - Progress report for Quarter 2**

### **2. Appendix: Regional Data**

## 1. GwE REGIONAL BUSINESS PLAN

### REGIONAL PRIORITIES & PROVISION 2021-2022

Progress report for Quarter 2 (01/07/2021 – 30/09/2021)

#### 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 is continuing this 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 twilight webinar with Shirley Clarke for all the region's schools entitled 'Formative Assessment 2021' was held on 28/09/2021. They received and revisited the main principles and practices and latest research. Over 1000 teachers from across the region attended. All teachers had access to messages directly from Shirley Clarke to regain momentum and support all practitioners and leaders of learning with further developing and embedding good, consistent pedagogical practice in preparation for CfW.

**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**

Regional and local Networks of practitioners have been established to collaborate on curriculum development - see Curriculum Realisation narrative. GwE are creating a bank of presentations that can be used as the starting point to respond to schools' requests for Professional Learning on Teaching and Learning issues such as questioning, differentiation etc. All will link in with the 12 pedagogical principles.

**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**

Regional and local Networks of practitioners have been established to collaborate on curriculum development - see Curriculum Realisation narrative.

Individual SIAs are in discussion with individual schools and are planning and delivering bespoke support to schools and clusters e.g whole cluster training in aspects of the Framework (also see Foundation Phase Quarter 2 Monitoring Report).

Initial CaBan CfW session has taken place including update on 12 pedagogical principles, delivered in July 2021 to support consistency in approaches including in pedagogy between ITE and practicing teachers. One member of

CaBan lecturing staff attended Shirley Clarke training. CaBan lead schools are part of CfW networks including leading regionally will help to ensure consistent approach with ITE.

**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**

A draft whole school tracker for the new curriculum has been created and trialed in a very limited number of schools across the region for feedback. The tracker focusses on the second and third purpose of assessment. The tracker has been shared with a few SIAs enabling discussions with a few schools and/or clusters across the region in September. The tracker will be shared with all SIAs in October in order to promote discussion within schools and/or clusters. The regional assessment group has met twice. The elected Chair and school representatives from the six Local Authorities have shared initial thoughts and key principles of assessment.

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

All schools were provided with WG guidance on assessment for CfW through the professional learning workshops on curriculum planning, session 2. These are available on the support centre and schools continue to access this advice through this resource.

Clusters are beginning to share successful practice in transition and collaborate across and between schools in order to develop a 3-16 curriculum. A small minority of clusters have planned shared teaching through this between high school and primary school staff, this includes mixed age groups in planning and implementing.

As more clusters evolve their practice later this term and next term, this will become more widespread. Successful practice is yet to be shared regionally – this will happen through the CfW networks.

Language and content of support and training includes 3-16 opportunities. Resources are yet to be developed – next step for quarters 3 and 4. Further guidance for schools to follow in quarters 3 and 4.

## **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 is supporting schools to develop networks across all six Areas of Learning and Experience (AoLE). In June 2021, schools were invited to express an interest to be part of the regional Curriculum for Wales networks to contribute to GwE's ongoing support programme for schools in the following areas:

- Whole school Curriculum Design
- Unpacking the potential of one of the AOLES
  - Language, Literacy and Communication (both Welsh and English)
  - Mathematics and Numeracy
  - Science & Technology
  - Humanities
  - Health and Wellbeing
  - Expressive Arts
- Assessment

The Curriculum for Wales Networks 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 publication of the Curriculum for Wales guidance in January 2020 signalled the next phase of curriculum reform and the rollout of Curriculum for Wales in all primary schools, maintained nursery schools and non-maintained nursery settings and from September 2022. Those secondary schools ready to roll out the curriculum in year 7 will be encouraged to do so, however formal implementation of the new curriculum will not be mandatory until 2023, with roll out in that year to years 7 and 8 together.

Across GwE, schools have previously been supported to engage with the Curriculum for Wales through Curriculum for Wales Cluster Facilitators. Professional learning and funding have been available to networks and clusters of schools to develop collaboration with practitioners across the 3-16 continuum. The Curriculum for Wales networks are the next stage in this development, looking to develop collaboration across the whole curriculum.

GwE have worked with fellow regional consortia, Estyn and Welsh Government to set out the expectations on schools and settings in respect of reform as we move towards implementation of Curriculum for Wales in Curriculum for Wales: The journey to 2022. This document also acknowledges the challenge that Covid-19 continues to present to all schools within the renew and reform strategy.

From starting with 300 names of practitioners in June to now having over 600 practitioners as part of local groups, the commitment to be part of this work and collaborate is clear and we are again very grateful to all who have made contact.

The regional Curriculum for Wales group has met on 2 occasions with Professor Graham Donaldson. There has been some productive discussion and presentations shared, recordings of which are available and will be shared when the local groups met. Each of the regional group members who are from schools within the Local Authorities are now in the process of making first contact with local group members. All the work of the Curriculum for Wales networks will be accessible to all schools via the GwE Support Centre and through discussions with the school's SIA.

## OBJECTIVE 2- DEVELOPING A HIGH-QUALITY EDUCATION PROFESSION

### Improving the teaching & learning in our schools

#### MODERN FOREIGN LANGUAGES (MFL)

##### **Support primary schools plan their International Language (IL) provision**

###### **GwE Support Centre: International Languages in the primary sector.**

A Primary IL section has now been developed on the GwE Support Centre to provide clear and up to date information and resources on the teaching and learning of IL in the primary as well as the GF offers and opportunities. All teachers have access to the website and will be able to find links and contacts they need to increase confidence and expertise and support their journey to 2022 and beyond.

English: <http://cefnogaeth.gwegogledd.cymru/adnoddau-gwe/pynciau-allgraidd-adnoddau-gwe/?lang=en>

Cymraeg: <http://cefnogaeth.gwegogledd.cymru/adnoddau-gwe/pynciau-allgraidd-adnoddau-gwe/>

###### **Lead primary schools**

9 Lead schools are now providing direct support to their own clusters and are available to support any school which request extra help.

###### **Starter pack**

The Lead Primary schools have now completed the video/tutorials to support schools to introduce IL in their curriculum. These are in the process of being posted on the GwE support Centre and information has been shared via the GF GwE Primary Newsletter, GwE Bulletin and Primary SIAs. The themes covered are:

- A Clear and Concise Road Map to Integrating International Languages
- Developing Confidence in Teaching International Languages
- Embedding Languages in the Curriculum
- Embedding Oracy with Additional Languages in a primary classroom
- Integrating French into different areas of learning
- Embedding Multilingualism.
- IL in Health and Well Being: how do you feel.

###### **Power language subscriptions**

Since July 2021, 31 new schools have registered for the fully-funded subscription to the Power Language resources which means that since 2018, 80 schools across the region will have been supported in receiving quality resources and training. 60 from Power Language Schools and 20 more from Primary Languages Network. All new schools have agreed to give some feedback on impact later on this academic year.

###### **Provide professional learning opportunities**

**Cerdd Iaith:** In June, 5 schools registered and attended the second round of Cerdd Iaith training. This means that together with the training in Nov / Dec, 20 teachers across the region in 2020-2021 have been trained to use the Cerdd Iaith resources.

**Provide direct support to primary teachers via the Open University Teachers Learning to Teach languages (TELT) programme.**

###### **Open University Telt Course and Associate Teacher:**

9 teachers have enrolled in the OU TELT course for 2021-2022 (7 part 1, 2 part 2).

Since 2018 and by June 22, 31 teachers across the region will have completed the one-year training course to learn and teach an IL in primary. 8 of those will have completed the second year as well.

In 2019, the OU selected one of our teachers to become an Associate Teacher and will continue in a monitoring and supporting role in the region and across Wales for the third year running.

### **Teaching and Learning languages in the primary classroom: pedagogical principles and resources:**

Research in Primary Languages: Teacher Education Toolkit by Dr Alison Porter (university of Southampton) and Colleagues - clear and concise resources which outline the main principles of teaching and learning an International language in the primary sector to be shared. Each section focuses on 3 main principles and include a range of videos from practitioners who share their work in class. There is also a research and practice reading task for each section. Information is available on the GwE support Centre and all resources are available for free on request.

### **Secondary sector**

#### **Consortia to provide support through the regional Hub model**

**GwE Support Centre: International Languages** – a secondary MFL/IL section has now been developed on the GwE Support Centre to provide clear and up to date information and resources on the teaching and learning of MFL/IL in the secondary as well as the GF offers and opportunities. All teachers have access to the website and will be able to find links and contacts to continue to develop their practice and support their journey to 2022 and beyond.

English: <http://cefnogaeth.gwegogledd.cymru/adnoddau-gwe/pynciau-allgraidd-adnoddau-gwe/?lang=en>

Cymraeg: <http://cefnogaeth.gwegogledd.cymru/adnoddau-gwe/pynciau-allgraidd-adnoddau-gwe/>.

#### **School to school support**

Regular support has been requested by HT from 3 individual schools. Support focuses on planning, assessment and progression, teaching and learning. Support is provided to individual schools/ departments. Subject network meetings have been planned half-termly to respond to needs identified by teachers and to support aspects of Teaching and Learning at KS4/KS5 and to supplement work undertaken by the regional and local groups organised by the service with schools from across the region.

Following our summer network meeting (1<sup>st</sup> July 2021) schools completed a survey regarding their needs in relation with their preparation for CfW. The aspects teachers would like support on in order of importance:

- Assessment: what and how
- Planning within AoLE
- Curriculum planning principles
- Principles of progression
- Statements of What Matters and Progression Steps
- Planning across AoLEs
- Primary-Secondary Transition
- Unpacking LLC

Other needs/questions or suggestions:

- How to deliver and ensure progress with very limited timetable (1 lesson/week)
- Effects of the pandemic
- What elements of the cfw are already in place in primary
- Impact of changes in GCSE on KS3 planning
- Linking MFL to other subjects especially in year 7 when learners have not got the basics yet
- How to cross paths within the LLC AoLE successfully
- Setting up teams group to support smaller department

Our support to respond to these needs will be in line and take place alongside the support network in place by the service. Its aim will be to supplement and not duplicate the work done by the regional and local groups.

#### **Audits and plans for support**

Data for 2020-2021 was collated late July and start of September. 50/54 schools have completed the audit. Languages uptake declined overall with some sharp drops in a number of schools where some classes could not run last year. Successful stories were also encouraging and sharing ideas to promote languages have been collated

and shared with all HoD across the region. Schools have been encouraged to engage with the GF partners' activities to raise interest and uptake. Continued support to promote languages will continue. Data for 2021-2022 is being audited and will be analyzed later this term.

#### **Creating Across Languages project (Creative Poetry):**

Following the work done last year between GwE SIAs and Bangor University, we have now made a start on the second phase of the project to collaborate with schools. Schools have been recruited and have attended a first meeting (22/09/21) to understand the aims and expectations of the project and our collaboration. The aim of the project is to introduce poetry as a creative means of exploring languages and identities. Creative writing across languages will help learners to think about their own lives through the multilingualism that surrounds us, and this practical approach will give them confidence in using languages expressively.

This is a possible model on how to design a unit of work and how to look at curriculum design within the AOLE but with the potential to link the learning with other and across AOLEs. It remains flexible and adaptable for schools to experience and to develop the model which will suit their school and local context.

Resources have been shared and action plan agreed to complete trialling and evaluation work by March 2022 and to share by summer 2022. Google classroom has been created for all to facilitate collaboration and to share evolving work. Constant support and regular monitoring meetings have been planned to support and guide schools.

#### **Language awareness at KS3- Multilingualism**

Cross-consortia contacts have been made to work collaboratively on adapting and trialling the resources in Welsh schools.

#### **Provide direct support to secondary schools via the Cardiff University mentoring project for 2021-22**

##### **Promote and encourage school engagement in Mentoring schemes**

Year 8/9 mentoring: effective communication and collaboration with schools across the region resulted in 21 schools applying for the programme. Amongst the 15 schools selected 5 were schools who had never participated before. Therefore, the programme is reaching a wider range of schools.

### **HLTA - TALP**

#### **Support teaching assistants with their professional development by implementing the training programme across the region.**

#### **Support experienced teaching assistants with their professional development by implementing the HLTA programme across the region.**

##### **Newly appointed Teaching Assistants**

3 teaching assistants have completed the training between April and August 2021 and 55 teaching assistants have registered since September 2021 so far. A total of 58 out of a target of a 100 for the whole year. Details regarding the training will be shared in the weekly Bulletin and in the Google Classroom.

##### **Teaching assistants at work**

The training programme for experienced teaching assistants came to a halt from March 2020 until the end of summer 2021 due to the pandemic. Following national discussions, it was decided that we would adjust the original programme to ensure it was appropriate for digital platforms. The original Day 1 face to face session was adapted to offer 2 online modules. The programme will be available between November and December 2021. We intend to offer a pilot training programme for a 100 people (50 Welsh medium and 50 English medium). Facilitators will be trained to deliver the programme on a digital platform. We contacted clusters that were keen to offer their teaching assistants the training to arrange new dates.

##### **Aspiring HLTA**

Aspiring HLTA programme Cohort 2 training was delivered to 52 teaching assistants and 50 of those completed the complete training programme, in the form of 8 digital sessions.

As the Aspiring HLTA Cohort 2 programme was delivered digitally there were no limits on the amount of people that could take part and therefore we provided training for 50 teaching assistants. 49 applications were also received for Cohort 3 which shows a healthy amount of individuals across the region.

The last 4 training sessions for HLTA Cohort 2 will be delivered digitally during October/November 2021.

The comments received from teaching assistants, facilitators and assessors show that teaching assistants have a much better understanding of the Professional Standards and how to implement them in their everyday role. They also have a better understanding of the Curriculum for Wales following the training. Their input in discussions was professional and they showed enthusiasm regarding developing the Curriculum for Wales. We also found the teaching assistants appreciated the opportunity to be able to work with other teaching assistants across the region and nationally. The teaching assistants' digital skills had also improved and the technical session had been very helpful in this regard.

#### **HLTA Status**

Following attending 8 Aspiring HLTA digital sessions, 67% of Aspiring HLTA Cohort 2 teaching assistants applied for a HLTA status assessment. 33% weren't able to complete the assessment because either they couldn't get enough classroom teaching experience due to Covid's affect on schools, due to illness or because they failed to achieve a level 2 Literacy / Numeracy qualification in time. These will be assessed along with Cohort 3 teaching assistants.

Two new assessors, who specialized in special schools, were recruited and trained which means we have 23 assessors across the region for Cohort 2. All of which have received refresher training. A session was held to support the teaching assistants to present their assignments. Cohort 2 assessments will be held between October the 18th and November the 12th.

### **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. 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.

#### **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 has been 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**

A successful application was made to Welsh Government early in 2021 for funding to support us to undertake an action research project to raise standards in Welsh oracy. 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. The project will provide an opportunity for schools to collaborate as an action research team in collaboration with Bangor University and GwE.

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.

We have invited individual schools and clusters of schools to join a unique opportunity to develop and refine practice to promote our learners' oracy skills here in North Wales. The implementation of the strategies will be supported at every stage of the journey led by an international expert on the promotion of bilingual oracy skills and teaching strategies, Professor Enlli Thomas, Bangor University. A National Conference to launch the research, the support resources, and to raise awareness of the findings of the 'Ein Llais Ni' project will be held on 20 October 2021.

**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:** ALPs data is being collected currently for 2021 outcomes.

**Developing future leaders:** the Post-16 Leadership Course: following a review of the programme in tandem with the other consortia representatives, the course has been re-developed in a remote format over four half-days. First delivery session is October 19.

**Developing resilience and independence in learners:** training in the VESPA programme. Three further development sessions have been offered this term – introduction to VESPA; VESPA for form-tutors and Coaching.

**Networking and sharing of practice across heads of 6:** network meetings are scheduled shortly (October/November).

#### **E-sgol**

**Continue to support 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 – looking at members of the Regional Operational board. This will be further developed this term. Meeting before October half term 2021 to develop working with the regional operational board as well as further possible pilot projects.

### **RESEARCH AND EVALUATION**

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.

The research and evaluation work being undertaken this year is as follows:

1. CIEREI Collaborative Institute for Education and Childhood Research: Specific Projects focused on National and regional priorities/Promote the use of more evidence-informed strategies across the GwE region/Promote stronger links between education researchers in HEIs and schools to secure knowledge transfer via the 'trusted conduits' via iterative activities (Gorard, 2020)
2. CIEREI Research Clusters
3. Strategic role in developing a model of a Welsh Research Centre / Institute
4. ITE Enquiry Clusters
5. Senior Leaders / Masters funding
6. Professional Learning
7. Regional research projects

Also refer to Re-ignite Learning business plan for further detail on specific projects.

#### **Improving Standards Through Effective Revision (iStER)**

This PhD studentship is in its third and final year (2020-21) and the student is writing up papers for publication focused on the use of retrieval practice and practice testing strategies. The student has now submitted a proposal to continue this work with a range of secondary schools serving more disadvantaged communities.

#### **Positive Readiness for Learning (PR4L) Project**

This PhD studentship is in its second year (2020-21) and the student is currently continuing the evaluation of the impact of whole-school positive behaviour support strategies in two schools serving more deprived communities.

#### **Warwick Collaborative Well-being Project**

This collaborative PhD studentship is in its second year (2021-22) and the student is currently continuing the evaluation of whole-school well-being provision. The following main tasks have been completed:

- a systematic review of the literature on whole school well-being interventions and programmes. This has been submitted for publication.
- A regional survey of schools' use of well-being programmes in North Wales.

The third and final aspect of this project will commence in autumn term 2021. This will be an evaluation of a promising whole-school well-being programme called Connect. This work will be undertaken alongside two new KESS-sponsored masters' students in Bangor University, and will involve an evaluation of Connect alongside a translation of a Welsh language version.

#### **UK KiVa Study**

GwE is a co-applicant on this large-scale research project to evaluate the impact of the KiVa anti-bullying programme in primary schools. Following a pause due to the COVID-19 pandemic, 30 schools in North Wales have been recruited for the study. Fifteen of the schools have been randomised to receive KiVa in 2021-22, and the remaining 15 schools will receive KiVa in 2022-23. The intervention schools were trained in the summer term 2021, and have been delivering KiVa from September 2021.

#### **CIEREI Research Clusters**

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 has been working with Welsh Government to identify six schools in North Wales to form part of the 2021-22 pilot phase of this NSERE initiative to create more evidence-informed schools. This work continues alongside colleagues from Bangor University in the autumn term.

#### **Strategic role in developing a model of a Welsh Research Centre / Institute**

The aim of this action is to build on, and consolidate, the work that GwE and CIEREI have been undertaking since 2016. All of the projects listed in this report fall under this initiative, and GwE will continue to oversee a dual role both as coordinator of the school research and professional learning aspect of this collaborative work, but also provide dedicated academic supervision and support for the master's and PhD students that are engaged in this work. There is also an increasing focus on engaging with Welsh Government in 2021-22 to disseminate the outputs of the GwE-CIEREI work.

### **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.**

High quality National Professional learning programme is underway for NQTs. 321 GwE NQT's have attended session 1 of the NQT National training. Through collaborative approach, robust plans are in place for induction to be more seamless. The ITE/Consortium Induction Mentoring programme will start in November, there has been real interest in this new initiative

Procedures are in place to improve the quality of mentoring. 174 GwE school based Induction Mentors have attended the recent National training, the highest number in any consortium in Wales.

Specialist subject Networks are in the initial stage of development.

Some NQTs are currently on school based placement for the term – this innovative move is ensuring that they are able to successfully practice teaching and support their induction. There are over 100 primary and 30 secondary NQT's in GwE schools who are benefitting from this WG scheme.

#### **Collaborate with Bangor University to develop and train teaching teachers in the primary and secondary sectors. To improve the knowledge and understanding of the positive impact of high quality ITE provision on schools within the region.**

Communication is being currently updated – website in update, newsletter planned, potential webinar planned, and information has been provided to schools where appropriate. This ensures improved understanding of positive benefits of successful ITE provision.

GwE attend CaBan staff meetings and Inset where appropriate, and CaBan staff attend GwE professional learning opportunities – e.g. Shirley Clarke, CfW sessions, GwE staff deliver on BA and PGCE programmes. 24 GwE staff in total have offered sessions: 17 sessions were delivered in 2020-21, and so far in 2021-22 autumn term, 10 sessions are planned, with further to follow in quarters 3 and 4. This ensures shared staffing, improved resourcing, improved consistency in approach, improved knowledge and skills of GwE staff, CaBan staff and student teachers.

E-sgol collaboration – initial sessions planned to upskill and raise awareness of students of opportunities with regional e-sgol schools. Planned sessions and national networking to ensure equity of access and improved recruitment and subject knowledge in key shortage areas.

### **Cymraeg**

Students and NQTs knowledge of Welsh is improving. Collaboration continues with Bangor University to ensure that pedagogy is embedded and that expectations, particularly for local Welsh culture and heritage, for the curriculum for Wales are addressed

The Welsh-medium primary PGCE course / pathway is fully in place.

Shared Research-based project, 'Ein Llais Ni' - weekly meetings being held between the GwE and Bangor University Research team. The expression of interest to join the collaborative project has been good with 103 primary and secondary schools from all LA's applying. Almost all schools are attending the conference and 60 will be involved closely in the research aspect of the project. The research team will be working closely with a specific number of school evaluating the effect of the strategies.

## **DIGITAL**

### **Digital Resilience**

GwE have recorded and released two chapters which are part of a series of podcasts discussing digital resilience. Amongst the subjects which were discussed were 'Misinformation', and 'Stay true to yourself online'. The podcasts have been recognised nationally, with the Welsh Government using them as an unofficial podcast to support their pages of support for schools through the Hwb site.

### **Developing Digital Leadership**

During quarter 2, the digital facilitators programme was relaunched. The response so far has been good with nearly half the region's clusters responding. The programme will be operational during quarter 3. The programme will be supported by the launch of a national digital learning self evaluation tool – the latest date for this launch is January 2022.

### **Hwb**

The data regarding the use of Hwb in the region continues to be high. The average number of schools that engaged with Hwb during quarter 2 was 93.16%. This is very encouraging given that the summer holidays took place during half the period in question. The average for each month was as follows:

- July – 97.66%
- August – 83.5%
- September – 98.3%

### **Professional Learning Opportunities**

To support schools with their use of Hwb, a series of online courses were created that focus on effective use of the available services; Google for Education, J2E, Flipgrid, Adobe Spark. These courses have been designed on many levels to ensure that new and experienced users can take advantage of development opportunities. This training is offered as a course which is available on demand to ensure that teachers and teaching assistants can enrol in the course at a time that's convenient for them. So far, the content has been viewed 5642 times – which is an increase of 1502 views since quarter 1.

### **Support for the new curriculum**

Programming equipment kits were distributed in schools across the region to allow them to experiment with requirements within Science and Technology AoLEs. The overall aim is to ensure that these schools are able to provide / share their experiences with other schools and present their experiences to local and regional Curriculum

for Wales networks. 3 practitioners were commissioned to prepare resources suitable for displaying and meeting requirements within the computing strand in the Curriculum for Wales. These resources will be ready to be launched during quarter 3 and 4.

## MATHS AND NUMERACY

### Schools causing concern

Primary and secondary: Bespoke support for schools in Estyn Category (Special Measures) has focused on supporting whole school monitoring procedures and preparing Schools appropriately for return Estyn visits. Bespoke support and workshops has continued for regional schools deemed 'at risk' or in ESTYN monitoring 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.

### Regional support

Primary and Secondary - Personalised Assessments: Literacy and Numeracy SIA have created a webinar to inform schools fully about the requirements and details of the National Personalised Assessments, for reading, numeracy and numerical reasoning. Awaiting the release of the Numerical Reasoning assessment prior to uploading on GWE Support Centre.

**Primary and Secondary - Pathfinder for Financial Education Professional Learning in Wales:** 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. Project completed end of summer term. Plan to share effective practice from project schools.

## ENGLISH AND LITERACY

### Schools causing concern

Bespoke support for schools causing concern in Estyn categories has prepared schools appropriately for return Estyn visits. Groups of schools with shared priorities for developing writing has been created. Ongoing support will be provided/facilitated in line with their needs.

Regional Network/Forum meetings have been established for HoD/A Level/Literacy leaders.

### Curriculum for Wales

Network support has been established within Regional CfW Networks and will impact directly on Local network activities across the whole region.

Schools recruited to work on CfW project "Creating across Languages", to develop cross curricular skills, integral skills, cross-cutting themes and learning experiences.

Continued support for schools involved in the Building Reading Power pilot to make effective use of assessment data, including National Personalised Assessments, to inform planning and interventions.

## THE WELSH LANGUAGE AND LITERACY

### Network meetings

During this term, twilight meetings were held on Teams for the Heads of the Welsh Departments (both by direct invitation and by open invitation). We decided to offer 'on demand' open sessions (focused) over Teams and these sessions were recorded and placed in the Teams below.

### Establish 'GwE – The Welsh Language – Secondary' Teams:

In response to the need to share information quickly and to create a digital network, a 'GwE – The Welsh Language – Secondary' Teams was established.

A 'live' and up to date monthly 'newsletter' is shared via this Teams meeting and teachers are able to contribute towards it. Discussions are underway regarding establishing another Teams for English medium schools.

### Curriculum for Wales Regional Networks

Following the introduction of the programme mentioned above (and the forthcoming national programme), the information will need to be cascaded to Heads of the Welsh Departments in the region.

Particular aspects will be presented as specific focus areas for the above 'on demand' open session and will be integrated into the Curriculum for Wales Regional Networks Programme.

These sessions will be recorded during the year to create a bank of resources to support Heads of the Welsh Departments on their journey to 'reform' their schools.

#### **'Ein Llais Ni' Project**

The innovative regional project (a joint project with Bangor University) will be operational during this year. An 'Ein Llais Ni' Conference was held for the schools that applied to join the project on October the 20th 2021.

#### **'Y Stordy' – The GwE Support Centre**

In order to engage with schools across the region, we are in the process of developing an 'Y Stordy' website to create a convenient home for 'Welsh and Literacy' resources at the GwE Support Centre.

#### **The National Working Groups**

The work of two of the national working groups is ongoing, namely the KS4 and KS5 working groups. Schools in the region are strongly represented on these working groups. Two members of the KS4 working group will be contributing towards the national event where their work will be launched during the Autumn Term 2021. The working groups' work is currently kept on 'Y Pair' (a resource network on Hwb) although, websites that were created by these working groups have now been incorporated into the official WJEC resource website too.

#### **Support for Welsh Language NQT's 2021-22**

Following the success of the working group that was established last year, the idea of establishing a similar national working group was shared with the officers that are responsible for the Welsh Language within the other consortia. We will continue the national discussions while ensuring that we offer support for Welsh Language NQT's within the region during the Autumn Term 2021.

### **SCIENCE**

#### **Improve the quality of planning for learning and teaching (pedagogy)**

Due to the current situation without our schools, we have not been in a position to offer the planned professional learning identified within the business plan. The team is currently putting together a T & L strategy and planning on moving the offer forward in the Spring term.

#### **Bespoke school support**

Bespoke school support around teaching and learning and leadership has been provided to those schools identified by the school SIAs and those that have requested additional support. The secondary SIAs are currently working on the individual school support plans, which will identify which schools require Science support. This is due to be completed by the end of October, and this will direct the work programme for school support.

#### **Supporting teachers and learners**

As in Quarter 1, further development of the TANIO website has continued, and Cynnal are currently working on the platform to include areas for supporting Post 16 and the Curriculum for Wales. Due to the ongoing COVID situation and we are yet to identify individuals to develop resources and are looking at potentially offering funding to individual schools to complete the tasks. This will be explored next term, but will need to link with the work of the clusters and AoLEs.

### **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 FP SIAs 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 FP principles and pedagogy that aligns with the pedagogy within Enabling Learning guidance and CfW framework.

#### **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**

Bespoke training has been delivered for schools targeting those aspects identified as needing to be prioritized as a result of COVID eg. pupils' communication skills and health and wellbeing. Focus has been on developing these skills within a developmentally appropriate pedagogy.

Training has also been delivered for Teachers and TAs new to the Foundation Phase on pedagogy and the 'Role of the Adult'. Training sessions have:

- Deepened practitioners understanding of how the pedagogical principles relate with each other in the creation of productive, effective learning experiences.
- Practitioners using a blend of developmentally appropriate pedagogical approaches that responds to learner needs (including emotional and social skills)
- Practitioners creating effective cross-curricular connections to deliver a broad and balanced curriculum, drawing on learners' previous knowledge and experiences.
- Practitioners to consider not only the physical spaces but also the emotional climate that support learners to achieve their potential.
- Deepening practitioners understanding of the importance of observation in their everyday practice to:
  - gain a greater understanding of the needs, skills and progress of pupils
  - allows practitioners to identify the ways in which children and young people prefer to learn, and how best to motivate them to participate in the learning process.
  - identify those learners who might need extra support to help them reach their full potential.
- Practitioners understanding that effective observations enable them to plan appropriate provision that supports learners' involvement and enjoyment in their learning, as well as planning to support them in moving to the next stage of learning.
- Understand that assessment needs to be an ongoing process embedded into day-to-day practice, in a way that is indistinguishable from teaching and learning

SIA observations generally indicate that there is better use of observations and developmentally appropriate AfL strategies to plan the next steps in learning.

Schools have access to all training / networks / resources / successful practice case studies (within GwE Support Center, Google Classes and GwE Foundation Phase Network on HwB). Large number of schools regionally using the webinars etc within staff meetings and INSET to upskill the workforce. SIA notes that this is having a positive impact on the quality of provision and pupil outcomes.

**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 MLDP and SLDP by the end of the calendar year, AHDP (NPQH) to hold the Assessment Centre in February 2022 and the New and Acting Headteachers Programme by the end of this academic year.

Again during 2<sup>nd</sup> quarter, informal comments gathered from individuals delivering and running these programmes indicate 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.

Arrangements are in place to collect formal feedback from participants across all programmes at the end of this calendar year. This will enable us to assess the impact of the leadership programmes in developing leaders on all steps of the Leadership Pathway.

As was noted in the previous quarterly report, frequent evaluation and content refinement of the programmes has ensured the ability to adapt to the relevant needs of current school leaders. The programme facilitators have remained mindful of the needs of school leaders during the pandemic, ensuring that they develop the tools and resilience to lead during challenging times. They have also ensured key messages and updates on the National Agenda and CfW are included in the programmes.

GwE SIAs are currently working nationally with the other Regions to further develop provision – specifically in regards to the Middle Leadership Development Programme and the New and Acting Headteacher Programme. This is to ensure that the programmes remain current, relevant and effective in supporting effective leadership development in the current climate.

#### 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 AOLEs 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, AOLE Networks at regional and local levels are 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 AOLEs
  - ✓ Language, Literacy and Communication (both Welsh and English)
  - ✓ Mathematics and Numeracy
  - ✓ Science & Technology
  - ✓ Humanities
  - ✓ Health and Wellbeing
  - ✓ Expressive Arts
- Assessment

Level of interest was high with over 300 applicants and initial regional and local meetings have been undertaken. 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

The nature and intensity of support from traditional subject specific network/forums is currently being discussed and developed to ensure it augments and aligns with the AOLE work.

#### **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 on implementing a clear and consistent communication plan for the LAC PDG 2021/22 with all Core Leads and targeting all LA Head teachers' forums/ clusters in regards to the plan/dashboard and mitigating any key concerns. This has been achieved in all of 6 LAs areas.

GwE have supported schools indirectly and directly 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 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 currently on going to further enhance the resources. Focus has been very much on school health and wellbeing plan and cluster wellbeing plans in line with the WG framework.

GwE's cohort 7 Diploma in Trauma Informed Schools is fully subscribed (27) and therefore continuing to build capacity.

The regional Early Years PDG non-maintained group/network with all 6 LA have meet and terms of reference has been agreed. GwE have also supported access the Professional Learning with focus on PLAY/Early Years Trauma Informed Schools.

The 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 draft regional Health and Wellbeing report has been completed.

The regional LACE/GwE network have also meet and in addition 6 additional individual meetings 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.

'Reflective Spaces' continue to be used across the region with positive feedback from both coaches and coachees. Dr Coral Harper or Mike Armiger are working at full capacity. Data for October shows that Mike Armiger is working with 7 School leaders for 12 months with half termly meetings. Dr Coral Harper Coral is delivering a total of 43 sessions with 10 leaders from across the region meaning they get a total of 6 sessions each. This will run until February 2022 at which point we will hold a review and plan how we will extend the offer to more people. GwE have also created space for some 'emergency' support where schools are facing a specific challenge. Group sessions are planned for Spring Term 2022

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

This is ongoing with staff undertaking the ILM Level 7 Executive Coaching and Mentoring course.

National Reflective Space has started with GwE staff supporting colleagues from South Wales.

Shane Fletcher, Team Manager from Crusaders Rugby, is starting group sessions for 11 leaders this term based on constructive, solution-based conversations. This will be on a 4 weekly cycle and the content of the session will be driven by the group.

### **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 1<sup>st</sup> 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.

Our Flipgrid page has had a total of 350 views with 6 hours of engagement. 11 schools from each of the LAs across the region are taking part in the live event on the 1<sup>st</sup> November at Theatre Clwyd which will be hosted by Iolo Williams, Naturalist, TV and Radio presenter, author and wildlife tour leader. During the week of COP26 we will be sharing all of videos with Natural Resources Wales and the Local Authorities so they know what our young people think.

Each school has had 3 hours of coaching from Do-Well Ltd and Tales to Inspire, to support the preparation of the TED talk. As well as a promotional video we will also have a making of video produced by Modant. Guests on the day will be asked to make a pledge to support our young people. GwE have worked closely in partnership with Wrexham Glyndwr University, Natural Resources Wales, Renew Wales, Do-Well (UK) Ltd and Tales to Inspire to make this event happen.

As part of the National Wellbeing group GwE are working in collaboration with Mind Cymru to offer a facilitated (both in English and Welsh) virtual professional learning opportunity. From September 2021 schools have had access to, Mental Health Awareness Session and Managing Mental Health at work and supporting staff. Take up from schools is limited at the moment due to capacity.

#### **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 each LA to lead, manage and co-ordinate the field of supporting parents and carers with their child's learning. The main developments for quarter 2 is as follows:

- Social media pack has been produced and distributed to schools.
- The Resource developer has worked alongside GwE, sharing information with schools.
- The Research developer has created Help Your Teen to Learn (HYTTL) for year 9 upwards, this is currently being translated.
- The Regional Group will next meet on Thursday 11th November to discuss provision for parents of pupils with additional learning needs, to present the HYTTL resources and to discuss plans for a TA programme to support parents in the School environment.

## 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 - 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 and 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.

Twenty nine of the 54 schools have been trained in RILL so far, and this includes 43 teachers. The remaining 25 schools invited to attend session by the end of the autumn term 2021. In addition to a full day training, GwE are currently offer weekly drop-in sessions to support teachers. GwE have also developed a Hwb network where teachers can access information and training materials (e.g., tutorials and how to videos), ask questions, and reflect on their experience with the research team/other teachers.

### **Precision Teaching and SAFMEDS**

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

- Monthly 'drop-in' sessions have been accessible to all regional schools
- Bespoke training delivered 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
- Viewing figures for online materials as follows:
  - English: 1023 views on the reignite learning webinar and 391 views on the SAFMEDS training video.
  - Cymraeg: 474 for the webinar and 70 for the SAFMEDS training.

### **Improving fluency in Oral Reading (iFOR)**

All schools who signed up have had access to online training videos, and intervention resources to download for use in their schools. Ten schools have subsequently attended a follow-up Q&A session online. All schools will now be invited to attend four remote implementation support sessions between now and May 2022, and will be able to contact the research team for any support in the meantime. Further development of the Welsh medium materials is also underway, bringing them in line with the more recent developments of the English medium resources. Schools are also being invited to get involved in measuring progress in Oral Reading Fluency as well as trialling school-home use of the interventions to increase practice opportunities. Additional schools will be invited to participate in the project after half-term, and again in the new year.

### **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 have 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.

All GwE staff received update *School Partnership Programme* training on September 17<sup>th</sup> 2021. A further 13 Supporting Improvement Advisers were fully trained on October 4<sup>th</sup> 2021 as programme presenters and are now able to deliver the *School Partnership Programme* training to schools and clusters.

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 the 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 years 2021-22 and 2022-23 so that all 407 regional schools and PRUs will be participating in the peer review programme by the end of the next academic year. The programme will be aligned to the development of the new curriculum to support schools and clusters to evaluate their progress in implementing the reform journey.

In September 2021, schools and clusters were asked to express interest in participating in *School Partnership Programme* training during the Autumn Term 2021. In total across the region there were 33 clusters that expressed an interest comprising 193 regional schools. All clusters will now be scheduled to receive the *School Partnership Programme* training during the Autumn / Spring Term.

## COACHING AND MENTORING

### **Provide Coaching and Mentoring training**

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. Panel meetings have taken place in all 4 schools and Estyn monitoring visits in two of the schools. Estyn findings in both schools have demonstrated progress. Each school has an agreed bespoke 'holistic' support plan through a multi-agency agreement. 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.

### **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, to varying degrees, with the CfW workshops and have been involved in follow-up discussions with their link SIA. Planning for CfW has been included as part of their revised PIAP/SDP from September. Both Wrexham schools in special measures have undertaken peer engagement training as part of the LA wide SPP model. 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 - Rollout of the Framework to all schools across the region is planned for the early second 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.

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. Currently, the total number of page views is 65,000 with downloads at 12,500.

## **2. APPENDIX**

Regional Data.