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# GwE Business Plan 2021-2022 Quarter 4 Progress Report



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## 1. GwE REGIONAL BUSINESS PLAN

### REGIONAL PRIORITIES & PROVISION 2021-2022

Progress report for Quarter 4 (01/01/2022 – 31/03/2022)

#### 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 on 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.

In January, all secondary schools have been made aware of the offer by the secondary Teaching and Learning Group of support for professional learning around T and L such as questioning, differentiation and challenge. 12 schools are currently being supported with either a 'Train the Trainer' model or direct PL presentation to staff by GwE support advisors.

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

##### **GwE and Shirley Clarke Action Research Project**

As a continuation of the Formative Assessment Action Research Project (GwE and Shirley Clarke) in place in the region since October 2017, two twilight webinars were held in the Autumn Term 2021 with Shirley Clarke for all regional schools:

- 28/09/2021 - revisit formative assessment principles and recent research
- 12/10/2021 - 'Feedback'

Over 1000 teachers from all over the region were present in both sessions. All teachers had access to direct messages from Shirley Clarke in order to regain momentum and review practice on the basis of latest research. This has assisted all practitioners and leaders of learning to further develop and embed good and consistent pedagogical practices when preparing for the CfW. It has also supported the region's schools as they further consider and evolve pedagogy when preparing for the Curriculum for Wales.

#### **Progress and Assessment: Ensure consistency in schools' understanding of the key principles of the new assessment guidance, the three assessment purposes, noting and capturing progress and understanding group progress.**

The main messages of the Curriculum for Wales Assessment Guidance and the Estyn guidance for Inspectors on progress and assessment were presented to GwE SIAs in order to ensure joint understanding of key requirements.

Six sessions on progress and assessment have been held for the region's primary schools, with 649 individuals and/or staff groups attending one of the sessions. Sessions focused on the main messages of the Curriculum for Wales Assessment Guidance and Estyn guidance for Inspectors, along with a few examples of schools across the region.

Four sessions on assessment and progress have been held for the region's secondary schools. Sessions focused on the main messages of the Curriculum for Wales Assessment Guidance and Estyn guidance for Inspectors, along with a few examples of schools across the region. These sessions have been very well attended and very well-received

with a number of secondary schools referring to their usefulness and asking for the next phase of support due to these sessions. SIAs are offering additional support at school or Alliances to develop their understanding, on a bespoke basis to schools' needs. The presentations and a recording of the sessions are all available on the GwE website. A number of schools have requested them and some are going to use them with the whole staff or with Governors.

A number of schools across the region are involved in the Regional/Local Groups discussing the new requirements. A taster of the presentations to schools was shared with the regional and local groups.

Fifteen representatives from GwE schools - primary, secondary and special - have been involved in 4 sessions of the Camau Project (Glasgow University and Trinity) to develop a resource for schools on progress and assessment.

A Record of Progress was created on Excel with a number of schools across the region trialling it and providing useful feedback. The intention is for it to be ready by Whitsun.

A few clusters have had specific sessions on the tracker, and some schools have had individual sessions on assessment in staff meetings.

**Transition: Support and co-construct transition provision and leadership 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. Further guidance has been provided to heads' federations across the region. Recent updated guidance was provided by the assessment team through the assessment and progression workshops.

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.

Successful practice is just beginning to be shared regionally through the networks – this will happen further next term. Some schools are supporting fluidity of progression by using the language of 3-16 continuum.

GwE full team have been updated in relevant curriculum for Wales guidance for schools and clusters.

Further guidance for schools to follow in 2022-23 including on the development of a cluster transition plan to suit the requirements of the curriculum for Wales.

GwE staff have worked 3-16 on planning for the Curriculum for Wales. CfW clusters have collaborated through CfW training 3-16 and this has paved the way for further collaboration. SIAs have facilitated conversations to support this planning in several clusters regionally. Assessment and progression networks and GwE workshops shared successful practice in transition and underlined need for new transition plan. Process has been started and some resources are already available. These will become further available through the coming term.

Nearly all schools have attended training or meetings which have addressed aspects of transition. GwE team have been upskilled in aspects of transition such as successful strategies for transfer of qualitative information and Curriculum for Wales updates. Initial steps have been taken to address the success criteria, however, these need further attention in summer term 2022 to ensure impact upon learners. Clusters have been provided with funding for transition planning and have been made aware that training is to follow next term and through the coming academic year. Once initial plans are in place, transition needs to be broadened to include 3-25, in school transitions, ALN transition, employment / FE / HE etc transitions and sharing of innovative successful practice across the region. This will enable more rapid progression of learners, particularly vulnerable learners, and support the regions children and young adults to become lifelong ambitious, responsible, innovative, healthy and enterprising learners.

**Secondary support for developing teaching and learning**

An offer was created this year for secondary schools around developing pedagogy, focussing on aspects such as

effective questioning, differentiation and challenge, for example. A number of schools have received support via INSET delivery to all staff on such areas, which have been co-developed with the school's direction and are then followed up via evaluation and monitoring for impact. The offer has improved the focus on pedagogy in a number of schools and has met a clear need as identified in the SER/SIP processes of many schools

## 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**

Schools and GwE working together to co-construct concrete examples and models has allowed schools to better visualise and understand aspects of high level curriculum design/curriculum summary. The use of digital technology skills has enabled increasing number of schools and their staff to engage first hand with the PL sessions allowing for richer professional dialogue within schools. Professional learning sessions that are organised and offered to smaller audiences across a series of sessions are able to be tailored with to bespoke cluster contexts and lead to high levels of attendance and engagement from schools. Use of digital technologies in the creation of padlets and websites allow schools to capture their discussions during PL sessions and enable further follow up discussions within their own school settings. Increasing number of schools sharing their work with others as a result of using materials from SLT sessions with own staff e.g. developing shared vision, curriculum design summary.

### Brief overview of activity of professional learning and support in place

Curriculum for Wales Workshops have provided foundation for senior leadership teams to support their preparations on leading change, developing shared vision and planning for curriculum change.

- Leading Change sessions took place in Feb 2021 with 30 sessions and 732 SLT practitioners attending.
- 54 sessions during June – July 2021 based on shared vision, planning for curriculum change sessions (108 hours of professional learning) .
- % who've attended 1 session or more in June/July was 80.3%.
- 1155 attended the sessions = 2310 hours of Professional Learning for school leaders.
- All clusters have access to bespoke website link with padlets and collaborative documents which act as central resource base for PL work, capture discussions and identify areas for further local discussions.

### Curriculum Design Workshops have taken place in Spring term 2022:

- Target audience was SLT members and 10 sessions ran virtually over a week period in March 2022.
- 101 Secondary SLT members, 504 primary SLT members, Special schools/PRUs 16 and 8 other consortia / Estyn attended.
- Many SLTs used these sessions to have wider staff join the webinar for discussions.
- All schools have had access to this material and follow up sessions with SIAs taking place in most schools/clusters.
- CfW regional and local networks able to feed into professional learning with examples of high level curriculum summaries and principles of design in line with [Curriculum for Wales: the journey to curriculum roll-out](#) expectations.

### Progression & Assessment Workshops have taken place in Spring term 2022

- Target audience was SLT members and 10 sessions ran virtually over a week period in March 2022.
- 141 Secondary SLT members, 620 primary SLT members, Special schools/PRUs 18 and 11 other consortia/Estyn attended.
- CfW networks feeding into examples shared on the purposes of assessment, along with Heads sharing their experiences.
- Very positive feedback received e.g. "the session was spot on! Excellent messages presented in a clear and simple way."
- All materials and recordings are available on the GwE Curriculum for Wales support centre which has increasing number of hits showing downloads

Principles of planning workshops to follow in April 2022 (rearranged due to feedback from schools on their capacity).

Difference made:

- Increased levels of engagement across the region by SLT members and teachers since Summer 2021 – all schools engaging with PL offer.
- Increased confidence of SLT members and teachers in understanding the principles of CFW framework and their planning to reach new statutory requirements .
- All SIAs engaged in regular professional dialogue with SLT members across all schools as follow up to the local PL offer and offering bespoke PL to individual school needs where appropriate.
- Increased number of schools on track to meet new statutory requirements by September 2022 (6 steps report).
- Increasing number of examples of Senior Leaders in schools using PL resources to engage wider with all staff e.g. leading change, developing shared vision examples being shared back with GwE.
- Clear programme in place for SIAs regular professional learning with input from Graham Donaldson has led to increased understanding and confidence across the team – bringing secondary and primary colleagues to better understand the 3-16 continuum.
- Sharing integrated messages across team allows all SIAs to follow up in classrooms and staffrooms e.g. CFW PL – many examples of schools sharing developing their vision and using road map to plan implementation priorities for 2020-21, high level curriculum design follow up work.
- Many clusters asking for further PL in during their inset days to ensure main messages are disseminated to all school staff and not just the SLT.

### **AREAS OF LEARNING AND EXPERIENCE (AoLE) TEAMS**

Brief Overview of Actions taken

- All schools were invited to be part of regional and local Curriculum for Wales networks. 300+ expressions of interest were received in July 2021, rising to 700+ expressions of interest by October 2021. By March 2022, there are currently 804 members from schools, GwE SIAs, LA colleagues, CABAN staff.
- 48 local networks have been established - 6 x AOLEs, curriculum design, progression & assessment.
- 1 regional network established with regular attendance of between 115-130 practitioners
- Infrastructure established with monthly regional meetings with Professor Graham Donaldson attending and offering guidance / feedback.
- All local meetings across all 6 LAs meet monthly in between the regional meetings.
- Communication is a key aspect in sharing work with all schools through GwE SIAs, website, regular updates at Headteacher forums.
- A TEAMS infrastructure has been established where regional and all local networks have a dedicated area to share work and collaborate.

Difference made:

- Between 117-130 Regional group members meeting monthly has enabled understanding of the Curriculum for Wales framework and principles of working to deepen significantly.
- Regional chairs, who are school practitioners report they have increased confidence and ownership to establish local communication channels, leading discussions in local forums and across clusters of schools.
- Increased number of schools developing and sharing examples of their approaches to curriculum design and planning.
- Increased number of website hits accessing greater number of materials and examples shared by networks & schools – 3923 hits on the Networks page within Curriculum for Wales January - March 2022.
- Increased usage and communication across TEAMS areas where individuals within networks share key messages and examples of further sharing within their clusters and secondary alliances.
- Confidence in the system that there is a clear and transparent strategy to respond to the statutory requirements of September 2022.
- Increased collaboration with GwE and schools through the involvement of SIAs in the local groups – SIAs able to facilitate and attend local meetings, sharing best practice and ensuring consistency of messaging across the region.
- Individual examples of clusters taking clear ownership and ensuring all schools are engaged in networks, creating newsletters and sharing key messages.
- Teachers leading meetings and sharing work in regional meetings to explain processes and share learning supports colleagues to identify growth points for their own work and modelling behaviours.

- Increased ownership of local meetings from regional Chairs, working collaboratively with fellow Chairs and GwE colleagues to identify agendas, feed back from regional meetings and lead local discussions, developing processes for sharing within local schools.
- Infrastructure being established for enabling collaboration and communication between schools across the region for sharing and developing depth of understanding in the process of curriculum Design.
- Examples and models co-constructed by schools and GwE have led to positive feedback, allowing all schools to develop their own understanding of curriculum design, seeing concrete examples .
- Use of improved digital skills to establish infrastructure enabling ease of communication across 49 local and regional groups.

## 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 languages (IL) provision**

The Lead schools and GwE SIA are providing regular direct support to their clusters and are available to support any school which request extra help. Some clusters are now adding International Languages to their agenda and have made enquiries to receive further support. A range of practice is being considered and developed to suit the cluster context. Individual schools have made use of the support offer and productive discussions are taking place. Staff feel supported and develop a deeper understanding of the International languages in their curriculum. Approach and messages are consistent and in line with the GwE support programme to roll-out. There has been a significant increase in schools involved with International languages over the year: 163 schools (+ 153%) have expressed an interest or participated in the Global Futures Offer.

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

Drop-in sessions have been organised and teachers attending appreciated the informal discussions and found the information very useful. Most schools attending have engaged with Global Futures as a result. 80 schools have accessed funding for training opportunities or resources this year. (Power Language, Open University.) All schools have had access to the 5 training sessions for primary schools by guest either by attending the live sessions or by accessing the recordings. 69 schools so far have applied for the new two-year subscription to Power language resources. 2 schools have accessed the German Author Tour opportunity (to take place in May 2022). Talk pedagogy LLC IL sessions have been promoted and a GwE primary school will lead the third session in April.

##### **Develop GwE support centre for International languages in primary and for MFL/ IL in secondary**

The GwE support Centre is now the first port of call for teachers in North Wales and the MFL International Languages sections have been created and updated since July 2021 (primary and secondary). All teachers have access to the website to find current and relevant resources, training materials, links and contacts they need to increase confidence, expertise and to support their journey to 2022 and beyond. It is being used increasingly by schools.

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

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. The course has enabled these teachers to:

- develop their expertise and confidence in the IL and the delivery of IL in primary
- share pedagogical principles and methodology with colleagues
- start developing the provision of IL in their schools and experiment with planning and curriculum design
- develop independence of primary schools to plan and deliver IL

##### **Subject Network meetings: (secondary)**

Regular discussions and work around the production of a GwE Teaching and Learning strategy have taken place. GwE Regional and Local groups collaborative work has enabled deeper understanding of the CfW framework and

has enabled to refine support to schools. Being part of the GwE Subject team PLC group has enabled to develop personal PL and research in order to develop expertise, to deepen understanding of other subject areas, to support and coordinate offer to schools more effectively.

12-day Cross-regional Curriculum Design Programme with Lucy Crehan (Dec 21- March 22): conversations and material produced in these workshops have enabled to refine and support the developments of the regional and local programmes and vice versa. Consistent messages, guidance and support to school is offered, improving the quality of Teaching and Learning at all levels

Consistent and coherent guidance and support is provided to schools. The 6-session professional learning programme to support the transition to Curriculum for Wales offered all teachers in the region (primary and secondary) an opportunity to develop their understanding of the languages continuum and principles around and planning for IL in CfW.

Due to the pressures and constraints on schools again this year, all sessions were timetabled after school and therefore not always suitable to teachers. However, all PL sessions were recorded and shared to all schools so the PL could be accessed.

Conversations and sharing of good practice and developmental stages in preparation for CfW are on-going.

#### **LLC Project: Creating across languages**

The 2 schools trialling and developing the project/unit have now created and delivered their unit of work. Progress in line with timetable and action plan. This project has increased practitioners' understanding and confidence in planning for CfW. This is providing an example of curriculum design, planning framework and resources for a practical unit to use within LLC.

#### **Project: Translation Exchange Oxford Poetry competition**

The Welsh GwE resources have been added to the Oxford Queen's College TE Competition website and are distributed to schools requesting them in Wales. The Welsh strand of the competition has increased the number of schools taking part. (Welsh-medium translation competition at UK level now possible and bilingual resources for French KS3)

- 18 schools in GwE involved in 2021-2022(+ 160%)
- 36 across Wales. (+ 200%)

This has also raised the profile of the Welsh language at UK level.

Schools taking part have introduced an exciting and enriching new experience in their student's learning journey.

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

18 schools in GwE were involved in the schemes in 2021-2022 (18 term one+ 12 term 2). Feedback from school is generally very positive but some logistical problems due to Covid and virtual delivery have sometimes hindered impact. A report aiming to contextualise individual school data alongside responses from across Wales to understand the challenges facing IL was produced for each school and for the Consortium. This has provided invaluable insights into learner attitudes and intentions towards language learning. This could inform possible strategies to address factors influencing uptake at KS4.

#### **Hub Leaders and network meetings (Secondary)**

Teacher voice informed the demand, frequency and nature of network meetings. As a result, the learning programme and support offer were tailored to teachers' needs. All training sessions were recorded to alleviate the various and heavy pressures on schools and teachers the release and timetable problems and to give teachers more flexibility and access to all PL. The PL programme with guest speakers Gillian Campbell-Thow and Rachel Hawkes enabled teachers to develop and share ideas to support their preparation to CfW roll-out. All recordings were also shared with the other Consortia Lead and Partneriaeth to share with their schools. All messages are in line with guidance and work developed through the GwE regional groups.

Audits in the summer and autumn terms have enabled to capture the situation regarding uptake at KS4. Discussions and comparisons with national trends show a similar picture to that of the rest of the country.

IL remain a Welsh Government's priority. Strategies and resources to support the promotion of languages in GwE schools are shared regularly. New Teams International Language Secondary network has been created for the whole network to be used by GwE MFL practitioners as a forum for conversations, share resources and ideas regarding the different aspects of teaching and learning languages in school. The forum has helped to communicate more quickly with some teachers.

#### **NQT support/network**

Regular NQT network meetings for MFL - 3 NQT meetings were organised and well attended. 7 Teachers developed confidence and proficiency in their practice. Teachers have benefitted from the network to share ideas and support one another.

#### **Support Alliance and cluster meetings support/ development of resources**

Hub leaders and GwE teachers collaborated to create 18 tutorials to support KS4 revisions for all schools in the region in French, Spanish and German. All schools in the region have access to them and can use as blended learning resources. This has also provided resources for school to school support.

#### **Work to reduce the marginalization of languages**

IL is addressed regularly in support conversations and HT request for support is increasing. Provision for languages in schools is discussed and considered to align with CfW vision. As a result, the Consortium has helped to develop and has been involved in regular sessions around IL through the Talk Pedagogy Teams. This, as a result, is raising the profile and presence of IL in the curriculum as well as enabling practitioners to develop their practice and take part in fruitful professional conversations.

#### **Work with Qualification Wales to develop different types of examination/accreditation**

Participation in the SLWG (Subject level working group) for International languages (Nov21 - June 22) has enabled collaboration to shape proposals for the high-level content and assessment of qualifications within the subject area (the minimum qualification requirements).

- 5 outputs being developed for consultation.
- Reflection on current provision
- Proposals for qualification purpose, aims and objectives
- Proposals on content
- Proposals on assessment
- Impact and change management

#### **Cross-consortia collaboration**

Regular and effective collaboration and work with other Leads as enabled to share and offer a more effective and robust PL (webinars/recordings shared). Work with SLO and Talk Pedagogy has been developed together and as a result, messages are consistent and network wider.

### **HLTA - TALP**

#### **Support the professional development of newly appointed teaching assistants**

All the training this year was provided in the form of a national playlist on Hwb - 4 Modules. Seventy-seven teaching assistants were registered on the Induction training during 2021-22. Forty-seven have completed the four modules to date. Through this programme there has been an improvement in the digital skills of teaching assistants and their use of their Hwb account, as the programme is delivered via a digital playlist in 4 modules.

#### **Support the professional development of practising teaching assistants.**

This training programme was suspended from March 2020 until the end of the summer 2021 due to the pandemic. Discussions have been held with our National TALP Group on the way forward, adapting this programme in the first instance to be delivered virtually, and delivering the programme digitally. The professional development

programme for experienced teaching assistants resumed during the autumn term 2021. During the autumn term 2021 and spring term 2022, twenty-three teaching assistants participated in the programme. By following this programme teaching assistants developed a sound understanding of the new Professional Standards for Assisting Teaching. As Covid restrictions ease, four new cluster training centres have been secured in order to deliver training on a local level (face to face, digital and blended) to a total of 62 assistants. Consequently, there has been a further increase in the number of high calibre applicants applying for Aspiring HLTA training.

### **Support the professional development of experienced teaching assistants through implementing the Aspiring HLTA programme.**

The Welsh-medium Aspiring HLTA programmes are held nationally on-line with the other Consortia due to relatively small numbers, while the English-medium training is jointly held with the Partneriaeth consortium. During the year professional learning opportunities were provided for aspiring HLTA via Cycles 2, 3 and 4. Training was provided for 52 teaching assistants on Cycle 2 of the Aspiring HLTA programme, with 50 completing the full training programme, that is, 8 digital sessions.

Cycle 3 of the Aspiring HLTA programme started in September 2021. Fifty applications were received, 47 of which were accepted. A technical session was held prior to the programme to ensure that assistants were comfortable using TEAMS. The programme is due to finish at the beginning of April 2022, and Cycle 3 HLTA status assessments will take place between 23 May and 17 June, 2022.

Thirty-three teaching assistants are completing Cycle 4 of the Aspiring HLTA programme, with the programme running between January and June 2022. The quality of applications was generally higher and their reflections as to why HLTA status was the next step for them were of better depth and quality.

Comments received by teaching assistants, facilitators and assessors note a much better understanding of Professional Standards and how to use them in their daily role. They also have a better understanding of the Curriculum for Wales following the training. There has been professional and enthusiastic input to discussions in terms of developing the CfW in their schools. Teaching assistants have also valued working with other teaching assistants across the region and nationally, and that their digital skills have improved, with the technical session very helpful in this regard. Several of the assistants have attended previous Teaching Assistants Learning Pathway programmes e.g. Induction and Practising Assistants.

### **Support experienced teaching assistants through the process of HLTA assessment and gaining HLTA status.**

Following attending Cycle 2 of Aspiring HLTA training, 67% of the attendees applied for the HLTA status assessment. It was deemed that 29/30 assistants met the requirements. Factors such as not having sufficient classroom teaching experience, the impact of Covid on schools, the impact of illness or not gaining the level 2 Literacy/Numeracy qualification in time impacted the ability of 33% to go on for assessment. These will undergo assessment with Cycle 3 or 4 teaching assistants.

Mandatory refresher sessions were held for assessors prior to each assessment cycle so as to ensure consistency across the region and nationally. Eighteen new assessors were trained during the year, giving a total of 35 assessors - 30 Primary assessors, no assessors for the Secondary and 5 assessors for the Special sector. Regional and national moderation sessions have been held. In these sessions the quality of the evidence presented by applicants was assured, along with the assessment processes followed by assessors.

### **Additional provision**

National Curriculum for Wales training was created for assistants, at the request of the National Curriculum group. Training will be provided during the summer term 2022. By March 2022, there were 1884 members in the Google Classroom for Teaching Assistants. Resources and information are updated on a regular basis. A Celebrating Success session was held nationally for Cycle 2 of HLTA (20 attending from GwE), and a regional HLTA Development session (59 attending from GwE).

### **Continue to develop the TALP training team.**

Two sessions were held to develop and update current trainers. In addition, two new Welsh-medium trainers have been recruited and trained in order to facilitate the above Pathway. Upskilling the training team has ensured provision of a high standard that is delivered in a consistent manner across the region.

### Cluster work

- **Develop informal use of the Welsh language**
- **Developing the language skills of the workforce**

Funding for developing informal Welsh and the Welsh language skills of the workforce has been provided on an annual basis for 3 years, directly to clusters in order to support schools to hold Language Charter activities and support any member of staff to develop language skills on the appropriate level.

Regular and constructive meetings are held with local authority officers in order to collaborate on the support for schools. Consequently, there is agreement on the principles of the cluster co-ordinators' programme of work in order to plan for the grant funding for Welsh. This has successfully led to consistency of action across the north.

Co-ordinators plan purposefully and update a 'dashboard' spreadsheet for Welsh funding in consultation with Local Authority officers in order to collate planning information, costs and report on progress. As a result of close collaboration, the process is progressing smoothly and purposefully with funding allocated to the 54 clusters in 2021-22. Co-ordinators report on progress and impact in meetings during the year and formally at the end of the financial year in order to exemplify good practice and identify next steps for development.

### Language Charter

In a few clusters planned activities have been adapted during the year due to staffing challenges, or it was not possible to take the intended action. Nevertheless, there are excellent examples where learners have had exciting experiences of planning and preparing for developing the use of the Welsh language e.g. collaborating with many artists to undertake various activities such as composing school anthems, composing new melodies, language games, creating podcasts to celebrate the local area. Consequently, this has led to deepening a sense of pride in Welsh identity and inspiring the use of spoken language. In addition, there are examples of successful collaboration between primary and secondary schools, with one Welsh department in a secondary school setting musical challenges for the primary schools in the cluster. Co-ordinators are in the process of updating the information on progress and impact in their cluster 'dashboard', taking into account next steps for planning for 2022-23 funding.

### Developing 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 - Welsh in a year course is being offered in 2 parts in the north this year.
- 12 have completed 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.

In summary:

- 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

Following discussions with Welsh Government, the Welsh in a Year course has been offered to schools for the next academic year. Monthly meetings are being held with Canolfan Bedwyr and Canolfan Dysgu Cymraeg (Bangor University) to promote courses that are already up-and-running and to collaborate on developing specific courses for Authorities or education practitioners e.g. course for teaching assistants. The need to be targeting the secondary sector is being discussed further as there is a gap in that provision.

### Support for GwE staff

Eight members of the team have undertaken the learning Welsh training completing Unit 5 of the Intermediate course, and are practising for the exam. Four have committed to the 'Cynllun Siarad' through the National Centre, namely sessions in which to have an opportunity to chat in Welsh with partners in GwE for an hour a week, usually for approximately 10 sessions. A request has just been submitted to 'Cymraeg Gwaith' for access to further training through the scheme.

## Ein Llais Ni

This is a co-operative project (funded by Welsh Government) to develop Welsh oracy teaching and learning strategies between GwE schools, Bangor University and other partners. The aim of the project is to:

- Focus on developing learners' Welsh oracy in a modern context relevant to Wales.
- Integrate traditional strategies for teaching oracy with digital strategies.
- Place emphasis on offering 'real' experiences that are relevant to real life.
- Develop pedagogy that integrates naturally with the planning principles and vision of the Curriculum for Wales.
- Develop teachers as action researchers - reflecting on modern research, modelling strategies and evaluating success.
- Teachers sharing case studies of what has worked well.
- Produce an evaluation of the project and a reference for teachers by Bangor University researchers.
- Develop a supplementary pack for professional learning

The Management Board includes representation from GwE SLT, Ein Llais Ni Project Team, a Headteacher from both primary and secondary sectors, Bangor University, the Leadership Academy, Local Authorities and the North Wales Economic Ambition Board, and it meets on a quarterly basis in order to set a strategic direction to the project and ensure effective implementation of project priorities. In terms of the process, schools were asked to apply for a place on the project, complete a questionnaire on the focus of their enquiry, attend the conference to gain an understanding of the background, attend networks and sessions to develop knowledge and understanding and share practice, share a questionnaire with their learners and investigate and trial the strategies in their classroom. In order to ensure commitment, clarity on the direction of work and support we have offered continuous contact throughout the project, and schools have responded successfully to this and they discuss their work with enthusiasm. All Welsh-medium or bilingual Regional schools were given the opportunity to be involved in the Project, and the 100 schools that applied were accepted.

Commitment to sessions:

Regional	When?	Individuals	Schools	Percentage of schools
Conference	September	22	16	76%
On Demand 1	November	9	5	
Network 1	November	15	11	85%
On Demand 2	December	2	2	
Network 2	February	16	11	85%
On Demand 3	March	4	4	
Digital Workshop 1	March	15	11	
Digital Workshop 2	March	11	9	
Network 3	March	11	9	69%

Not all schools have been able to commit as intended this year due to very challenging circumstances in terms of staffing, but it is the intention of the Project Team to include these schools in phase 2 of the work, when the project in its current form comes to an end.

Teachers who have committed to the project are developing effectively as teachers who undertake action research, and are beginning to share their findings to date. They are all working towards submitting a case study by the end of the summer term 2022, elaborating on the success of strategies to promote oral skills through the medium of Welsh.

Schools that are part of the network have had opportunities to share their experiences, and there is positive feedback in terms of the early impact of trialling the strategies in their classrooms. They have appreciated hearing from other schools, including taking ideas and adapting them for their classes.

Teachers are encouraged continuously throughout the project to share any useful resources or information in order to support other project members. Consequently, it emerged that one teacher in a primary school in Anglesey has a background in oracy development and has now presented a session in the latest network on strategies to develop listening skills and support introverted pupils, or who have language disorders or ALN.

GwE and Bangor University have collaborated on developing very comprehensive supplementary resources for teachers to assist them with the research. These include:

- Ein Llais Ni website - all presentations from the initial launching conference, research papers and documents, examples of successful practice, suggestions for teaching and learning, access to 'Trysorfa Llais 21'(CSC), case studies, examples of digital programmes and apps to promote oral work etc.
- Podcasts - a series of conversations on oracy and bilingualism.
- Newsletters - to share updates on any developments with schools, including responding to questions and examples from schools.
- Webinars - series of sessions promoting the use of digital tools to support and enrich oral work.
- Networks - an opportunity to share information and experiences throughout the year.
- On Demand sessions - an informal session for any project school to attend, to discuss their work and receive updates.
- Research - input from experienced researchers on the associated research and any useful recommendations to support teachers' options when planning.

From the direct contact with project teachers either via telephone calls/Teams, during on-demand meetings or in breakout rooms in networks, it was noted that being involved in the project has allowed a specific and successful focus on developing speaking and listening skills in Welsh, in which there has been a deterioration following lockdown periods, and that purposeful planning for progress in those skills is beginning to come to fruition, especially in terms of enthusiasm and confidence to use the Welsh language. The project has also improved teachers' confidence to develop digital and more modern methods of developing oral skills, which ties in effectively to the formative assessment process, especially aspects such as reflecting on work and improving the quality of spoken language. Consequently, learners are enthusiastic to complete their tasks through the medium of Welsh.

There is a strong link between the project and preparing for the Curriculum for Wales, and the Welsh aspect, with schools encouraged to provide 'real' experiences, provides a purpose and context with learners seeing the language in use beyond the school gates and at work in their community. Digital webinars have effectively equipped teachers with ideas for planning the enrichment of oral skills using relevant programmes or apps, and have provided suggestions and ideas for improving the quality of speaking and listening.

### **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 in order to reduce planning workload. The timetable of meetings for the year is in place, and this has led to ensuring a constant flow of information and an agreed understanding of what is taking place regionally and locally. The Welsh language link SIA continues to attend local forums e.g. WESPs, Language Forums, meetings with officers to air local needs.

There is a very strong partnership with Bangor University in preparing and planning for 'Ein Llais Ni', which has effectively led to planning a varied and purposeful conference based on research.

Monthly meetings between the regions and Welsh Government are an opportunity to air any developments and common specific needs.

## **A LEVEL**

### **Ensure all Sixth Form Leaders have access to appropriate and dynamic leadership training, equipping them with the skills to lead their Sixth Forms to higher levels of success**

The national post-16 leadership programme was successfully moved to an online format. Subscription from delegates national was high (including 10 from the GwE region). Feedback from delegates at the end of the programme was very positive. Leadership conference has not run due to Covid restrictions and challenges faced by schools.

### **Support the monitoring of progress at A level/BTEC/SCC by regional deployment of ALPs**

ALPs was deployed and used by some schools. However, in the light of exmas in 2021 use of this tool was fairly limited.

**Continue to develop good practice in developing independent learning, to support particularly the development of these skills in the incoming Year 12 in the light of disruption to learning.**

Three VESPA sessions run in Autumn term regionally. All WJEC remote learning resources for A levels have been shared and disseminated across all schools regionally. Feedback has been positive.

**Expanding the e-sgol virtual teaching programme across all schools in the region**

**Continue to support the 6 e-sgol pilot schools and expand their curriculum in year 12:**

A timetable and new subjects has been 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 and this will be further developed next term. Regular meetings have taken place to develop working with the regional operational board as well as further possible pilot projects.

**Continue to develop networking across regional forums at head of Sixth Form level and across the eight most popular subjects**

**Identify schools with strong performance with high achievers and share good practice on a school-to-school basis**

Head of post-16 leaders' forums have run with three/four meetings across the year. Subject networks have not run; these will be re-started in the summer term.

**RESEARCH AND EVALUATION**

We are continuing to work very closely with the Collaborative Institute for Education Research, Evidence and Impact (CIEREI), Bangor University, Wrexham Glyndwr University and the University of Warwick, to promote the use of evidence-based approaches in schools. The three GwE-funded projects described below focus on national and regional priorities, and promote the use of more evidence-informed strategies in schools to improve learner outcomes. We are also working to promote stronger links between education researchers in HEIs and schools to secure knowledge transfer via the 'trusted conduits' via iterative activities (Gorard, 2020).

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.

**Remote Instruction of Language and Literacy (RILL) – Phase 2**

Our collaborative RILL project is a successful example of how CIEREI researchers and GwE officers can work together to create an innovative, evidence-informed intervention to help learners, especially in support of Welsh language skills.

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.

The schools have been trained to use RILL in the autumn term 2021. In addition to a full day training, we currently offer weekly drop-in sessions to support teachers. We 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. The research team are continuing with small group online training and follow-up support. The research team are also currently helping schools undertake baseline tests to capture impact data for RILL. Follow-up testing will be carried out in the summer term. During the spring term, the research team have focused on providing continued support to those who received training in the autumn term. In addition to a full day training to new staff members from these schools, they are offering weekly drop-in sessions and tailored support to each school individually. In addition to a Hwb network where teachers can access information and training materials, ask questions, and reflect on their experience, a new website has been created that includes information and support materials for schools, teachers, and parents. The website also contains new materials for parents to use with children at home. These materials are intended be set as homework by the teacher and include English descriptions for non-Welsh speaking parents, as well as videos to support low confident readers. The research team have also developed and piloted a battery of online assessments to capture impact data for RILL and are currently developing an online mini module on supporting children with literacy difficulties in the classroom using technology. The module will cover the underlying skills that support literacy development and how to support these skills in the classroom using English and Welsh language technology. The module will be available to educators on Blackboard in due course.

### **Precision Teaching and SAFMEDS collaborative PhD project**

Our SAFMEDS numeracy research has been a pioneering and highly successful part of our collaborative CIEREI provision. This work has been consolidated in schools through ongoing implementation support, a new SAFMEDS website and also the appointment of a new SAFMEDS PhD student to carry on and further expand this work.

To date, the following SAFMEDS resources have been created and shared with schools:

- Support sessions have been accessible to all regional schools, upon request
- Bespoke training delivered to regional schools and PRU
- Promote SAFMEDS through the Bulletin and GwE Support Centre
- Creation of bilingual resources as follows:
  - SAFMEDS online tutorial (launched)
  - SAFMEDS bespoke online website (launched)
  - SAFMEDS revised training for hand-held cards (ready to launch)
  - Introduction to Precision Teaching training (ready to launch)
  - Additional Phase SAFMEDS cards to extend breadth of coverage from the Numeracy Framework (launched)
  - Commissioned creation of new Learning materials – these can be used as targeted and universal provision, targeting regular retrieval practice and fluency development (ready to launch)
  - Webinar outlining updates streamed Jan 22.

Bangor University have appointed a PhD student to deliver this project over the next three years. This is aimed at building capacity for GwE to support schools.

In January 2022 we formally relaunched the SAFMEDS project alongside our new SAFMEDS website that enables pupils to build fluency skills at home or in school. A webinar has also been released with updated files on the resource centre and some bug fixes on the website. Viewing figures for the new website are as follows:

- *English-medium training: 36 views*
- *Welsh-medium training: 21 views*
- Since 14/03/22 the site has been reporting an average of 332.83 scores per day (range: 300 to 931), with each pupil playing an average of 3-4 'games' each day.

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

Our Reading Fluency work is also part of our innovative, evidence-informed provision delivered by CIEREI researchers in association with GwE staff. The main focus for the iFOR project since 2021 has been the creation and trialling of new, bespoke Welsh-medium materials to complement the existing English language materials. We believe this project is an important element of provision to improve reading fluency for struggling and beginning

readers.

Forty two schools signed up to access to online training videos and 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 in November 2021, January, March and May 2022, and will be able to contact the research team for any support in the meantime. The first of these support sessions took place in January 2022. 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 using the DIBELS screening test as well as trialing the use of these fluency materials by parents at home. The number of teachers that have accessed the Google classroom is as follows:

- 63 have accessed the English resources
- 41 have accessed the Welsh resources.

Two schools have measured progress using DIBELS pre-post screening resources and one school is monitoring progress. Another six schools expressed interest in measuring pupil progress using DIBELS. Additional schools will be invited to participate in the project in the summer term, by which time there will a complete bank of recorded training and support webinars available.

#### **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.

#### **ITE**

#### **NQT**

High quality National Professional learning programme for NQT's has been completed with 321 GwE NQT's attending session 1 (92%) and 255 NQT's attending session 2 (73%).

Attendance for the Regional Professional Learning (Session 3 – 6) has been mixed due to Covid and the lack of short term supply teachers being available for PL across schools. We have responded to this by altering the NQT PL programme and offered sessions during and after school as well as recording all the sessions. These were then placed on the G6 platform and on the GwE website. Very positive feedback from all the four sessions delivered by GwE staff.

- *'All sessions have been beneficial. However, the session on Curriculum for Wales and how to use the progression steps and how the 4 purposes are incorporated into the statements of what matters reinforced my understanding of the CfW.'*
- *'Examples of PLEs were provided in the session and what external verifiers are looking for. A link to examples has enabled me to write my PLP and have excellent feedback from my mentor.'*
- *Throughout my practice I am now trialling different methods of AFL throughout my classroom. I am now always thinking about assessment for learning and how I can improve it in my classroom.*
- *I found the sessions on behaviour management to be incredibly insightful and will continue to use this in my practice going forward.*
- *All the sessions have been beneficial to me as an NQT. They have been informative and valuable to my growth as a practitioner. The sessions have provided me with practical ideas that I have been able to use in the classroom and to evaluate my learning and teaching practices.*
- *I watched most of the practices on catch up as a School we aren't able to find cover for my classroom because of the different dates. But, the sessions that I've caught up on have been extremely useful and has had a positive influence on my professional development.*
- *The sessions have helped clear up any misconceptions of the expectations of a NQT and have helped me utilise strategies in my working practice. Advice on PLE completion and Well being for pupils and teachers.*

### **Induction Mentor Development Programme**

Three 2½ hour sessions were created by the regional Induction Group with the assistance of ITE colleagues in Aberystwyth, Bangor and Univ of South Wales. Nationally 738 IM's have attended at least one of the sessions with 223 coming from the GwE region (30%).

Feedback from the new Induction mentors has been very positive;

- *"Lovely ideas to support NQTs wellbeing and suggestions for writing an effective final review."*
- *"The opportunity to comment on NQT sessions next year, looking at an example of an IM review Having a say on what a good profile looks like"*
- *"Useful training. Thank you very much. Nice to have the opportunity to hear about the experiences of other mentors, and appreciate the opportunity to ask questions at the end"*

### **NQT WG Placement Scheme**

Some NQTs are currently on school based placement for the term/year – this innovative move is ensuring that they were able to successfully practice teaching and support their induction. Over 100 primary and 30 secondary NQT's in GwE schools are benefitting from this WG scheme. Feedback from the scheme has again been very positive from Headteachers and NQT's.

### **GwE External Verifiers**

The number of External Verifiers employed by GwE remains fairly constant at around 70 with a new cohort being recruited annually mainly through the GwE Middle Management Leadership course. In 2021/22 we have arranged a number of drop in sessions for the External Verifiers to question as well as discuss certain issues with other External Verifiers as well as GwE and LA colleagues.

### **Cymraeg**

Students and NQTs knowledge of the Welsh language and Welsh within the Curriculum for Wales is improving in line with the plan. 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. Welsh-

medium primary PGCE course / pathway is fully in place

Shared Research-based project, 'Ein Llais Ni', is well planned and implemented with weekly meetings being held between the GwE and Bangor University Research team. There are 100 primary and secondary schools from all LA's researching into effective pedagogy to develop Welsh speaking and listening skills. Almost all schools attended the Conference and 60 are involved closely in the research aspect of the project through completing questionnaires at the beginning and end of the project and are also contributing to regular network discussions about what is being developed. The Research team is working closely with a specific number of school evaluating the effect of the strategies. There are two Bangor University members of staff on the Steering Board and are therefore contributing to the strategic development of the project. The Bangor University Research team have produced a first draft of a reference handbook on the development of oracy skills

## **ITE**

Communication and website are being currently updated. Newsletter and webinar are planned and information has been provided to schools where appropriate. SIAs have been updated in latest developments for schools; this will be revisited regularly. This has ensured improved understanding of positive benefits of successful ITE provision.

Shared professional learning has continued across the partnerships on many levels, for example, through Masters programme with GwE / CaBan staff, promotion of National Masters programme through communication with schools through GwE bulletin, CaBan staff are part of curriculum for Wales networks, key GwE staff attend CaBan professional learning events, GwE staff provide professional learning to CaBan staff and students, shared professional learning plan

GwE staff attend CaBan staff meetings and Inset where appropriate, and CaBan staff attend GwE professional learning opportunities – e.g. Shirley Clarke, CfW session delivered with 2 GwE staff (including Senior Lead) to CaBan staff, GwE staff deliver on BA and PGCE programmes. 24 GwE staff in total have offered sessions:

- 2020-21: 17 sessions were delivered.
- 2021-22: 11 sessions have been delivered
- 10 seminar sessions have been facilitated

Relevant GwE and school staff attend strategic and quality assurance meetings with CaBan. GwE, lead school and CaBan staff have recently collaborated on a submission to the EWC.

Quality enhancement and sharing of successful practice – links with TA pathways has been developed in collaboration through TA classroom, sharing of routes in to teaching with WG updated through Educators Wales. CaBan QA procedures planned and in progress – this will further be a feature in 2022-23. Input in to National discussions and consistency through UCET, Regional OU meetings, Estyn stakeholder and update meetings, part of Estyn trial visit to CaBan and Estyn engagement visit to CaBan in quarter 1, GwE staff contribution to ITE inspection of Cardiff Met throughout 2021-22 and involvement in Estyn trial with OU in October 2021 has improved regional and national consistency.

Revisit ITE staff offer to develop GwE staff's understanding of pedagogy for older learners/ adults – this action is planned, session will address as part of curriculum for Wales pedagogy and 3-16 learning.

Develop new pathways for ALN to ensure profession is upskilled for ALN reform and to ensure that the regional shortages in teachers for Additional Learning Providers is addressed – working party established with support from 2 regional lead schools. Consultations have taken place with WG who are supportive of the pathways. 2 pathways have been submitted to the EWC for accreditation aimed at upskilling the regional ITE, NQT and general teaching profession in ALN and meeting the needs of the ALN Reform Bill and our most vulnerable learners, especially recruitment for special schools, further multi-collaborational working will continue to take place over the coming term including relevant CaBan, GwE, schools, LA and FE staff to further develop the programmes.

## **DIGITAL**

### **Digital Resilience**

GwE has recorded and released three episodes of a series of podcasts discussing digital resilience. Amongst the subjects discussed are 'Misinformation', 'Staying true to yourself online' and 'Playing games online'. The podcasts have received national recognition, with Welsh Government using them as an unofficial podcast on its support pages for schools on Hwb.

## Developing Digital Leadership

The programme for cluster digital facilitators has developed well during quarter 4. We have now met with the digital facilitators 4 times and shared a bank of useful resources for them to use to support their work in the cluster. The 4 days have focussed on the following:

- The case for change - why is digital learning important in education /society /our everyday lives?
- Creating a shared vision - developing joint responsibility for digital learning in the cluster.
- Strategic planning
- Self-evaluation
- Leadership styles and establishing an effective team
- Effective digital pedagogy

The majority of clusters are in the process of establishing a digital learning working group, with representation from all schools. Some clusters have already met as a working group numerous times, and created a shared vision in the cluster. Some have gone on to form a strategic plan, which will assist all cluster schools to develop and embed the vision. To date, 353 teachers have been involved in an activity relating to the programme. Next term, the aim of the programme is for each cluster to:

- Develop a shared vision and create a strategic plan to develop each school, based on the vision.
- Create a professional learning plan that targets cluster needs
- Fully establish the working group, ensuring consistent communication with cluster Heads

## Hwb

Data relating to the use of Hwb in the region is still high. The average percentage of regional schools engaging with Hwb during quarter 4 was 98.06%. The average for each month was as follows:

- January - 98.17%
- February - 98%
- March - 98%

Hwb log in data in recent years shows an increase in use. It was clear there would be an increase in the data during periods of lockdown, but it shows that use of Hwb services has been maintained following the return to school after both lockdown periods.

Number of log ins by region's learners:  
(Financial years)

<b>2019/20</b>	– 1,554,874	- Before the pandemic
<b>2020/21</b>	– 3,610,216	- Lockdowns
<b>2021/22</b>	– 3,547,499	- Return to school

## Professional Learning Opportunities

In order to support schools with their use of Hwb, a series of on-line courses on making effective use of available services has been produced; Google for Education, J2E, Flipgrid, Adobe Spark. These courses have been designed on a number of levels to ensure new and experienced users can benefit from development opportunities. This training is in the form of an on-demand course so as to ensure teachers and teaching assistants have access at a convenient time. Thus far, the content has been viewed 9693 times - an increase of 2634 views since quarter 3.

## Curriculum for Wales Support

Programming kits have been shared between schools across the region in order to give them an opportunity to experiment with the Science and Technology AoLE requirements. The intention is that these schools can provide/share experiences with other schools and feed their experiences to local and regional Curriculum for Wales networks. Two practitioners have been commissioned to prepare resources suitable for exhibition and meet the requirements of the computation strand in the Curriculum for Wales. Thus far, 10 resources have been created and shared.

## Self-evaluation

The launch of the new self-evaluation tool, 360 Digi Cymru, was postponed this year. The test version was released in January 2022, with the full version to follow in June 2022. We have started to raise awareness of the tool via our programme for digital facilitators, creating 3 webinars for facilitators to share with their cluster schools to inform discussion and become familiar with the content.

## MATHS AND NUMERACY

Bespoke support for schools causing concern:

- Primary: Bespoke support for schools causing concern or in Estyn category, continues to have swift impact on teaching and learning in schools receiving and responding to this support. When this is done in structured and sustained way, with staff being released from class to work with the numeracy SIA, the improvements are more impactful and sustainable.
- Secondary: Support is available for any school identified by the SIA in the School Support Plan. Priority is given to ESTYN category schools or schools with newly appointed Heads of Department.

Nearly all schools supported to improve teaching and learning in Mathematics and Numeracy, have shown significant impact in standards achieved by learners, as reported by School SIAs, School leaders and teachers. School causing concern or in Estyn category have made the necessary changes to either be removed from Estyn category/360 support or move towards these aims within an acceptable timeframe.

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). This positively impacted on the attendee's ability to support their learners' knowledge, skills and attitudes in the key areas of financial education, whilst also aligning with key aspects of the new Curriculum for Wales. Sharing of effective practice/webinars from project schools is planned for the next academic year. Numeracy SIA awaiting evaluation report of national project.

Due to Regional and Local network CfW workshops a range of Numeracy specific Professional Learning (as stated in original business plan) were not delivered. Teachers attending the CfW workshops have made significant progress towards planning for the new curriculum and leading other local network members in their understanding and planning. These plans and learning journeys have been shared on the Regional TEAMS page, ready to contribute to regional generic planning workshops. They will also feed into numeracy specific AOLE training and workshops in the next business plan.

An online Professional Learning workshop was delivered by a Curriculum Pioneer from one of our regional Secondary Schools in November 2021. The workshop was open to all regional practitioners and recorded and shared for convenience. The workshop summarized the changes in the mathematics and numeracy area of learning and experience, before suggesting tasks and techniques for developing the mathematical proficiencies that are a key part of the new curriculum. The attendees gained a deeper understanding of the mathematics and numeracy area of learning and experience, and the pedagogical changes needed.

Numeracy SIA has continued to support regional Primary, Secondary and Special schools with the effective use of the Online Personalised Assessments. This has included bespoke training and sharing of Welsh Government guidance. This has developed practitioner's understanding on how to use them effectively as an Assessment for Learning tool and to measure learner progress. Regional schools have shared best practice nationally.

Numeracy SIA has continued to develop Precision Teaching and SAFMEDS resources in collaboration with Bangor University and Secondary Maths and Numeracy SIA.

### **Maths.Cymru**

The website has now been developed to include support for KS4 learners with Numeracy orientated examples. These are now available at three tiers in both languages. At KS3, the content for Number is available and still being developed.

## ENGLISH AND LITERACY

### **Primary:**

Bespoke support for schools causing concern or in Estyn category, continues to have swift impact on teaching and learning in schools receiving and responding to this support. When this is done in structured and sustained way, with staff being released from class to work with the literacy SIA, the improvements are more impactful and sustainable.

Workshops in-person with teachers and/or members of the Regional/local networks has proved to overcome barriers in the production and sharing of models and learning journeys and has enabled the literacy SIAs to furnish the TEAMS collection page with these models.

Nearly all schools supported to improve teaching and learning in literacy and language, have shown significant impact in standards achieved by learners, as reported by School SIAs, School leaders and teachers. School causing concern or in Estyn category have made the necessary changes to either be removed from 360 support, Estyn category or move towards these aims within an acceptable timeframe.

Literacy specific workshops and training were not held, as stated in original business plan. This was due to Regional and Local network activity taking precedence over this. Teachers attending these workshops have made significant progress towards planning for the new curriculum and leading other local network members in their understanding and planning. These plans and learning journeys have been shared on the Regional TEAMS page, ready to contribute to regional generic planning workshops. They will also feed into literacy specific AOLE training and workshops in the next business plan.

Literacy SIA has continued to support regional schools with the effective use of the Online Personalised Assessments. This has included bespoke training and sharing of Welsh Government guidance. This has developed practitioner's understanding on how to use them effectively as an Assessment for Learning tool and to measure learner progress. Regional schools have shared best practice nationally.

#### **Secondary:**

Nearly all schools supported to improve teaching and learning in literacy and language, have shown significant impact in standards achieved by learners, as reported by School SIAs, School leaders and teachers. School causing concern or in Estyn category have made the necessary changes to either be removed from 360 support, Estyn category or move towards these aims within an acceptable timeframe.

Literacy specific workshops and training were not held for primary, as stated in original business plan. This was due to Regional and Local network activity taking precedence over this. Teachers attending these workshops have made significant progress towards planning for the new curriculum and leading other local network members in their understanding and planning. These plans and learning journeys have been shared on the Regional TEAMS page, ready to contribute to regional generic planning workshops. They will also feed into literacy specific AOLE training and workshops in the next business plan.

Literacy Leaders attended three twilight training with Kate Jones focussing on Retrieval Practice. Strategies discussed were trialled in Schools, who then shared good practice. Bespoke training on Disciplinary Literacy was provided during Literacy Leaders forum meetings. Teachers attending these meetings are making use of the strategies discussed when planning for CfW and leading on the ongoing discussions within their schools.

Bespoke support for schools causing concern or in Estyn category, continues to have swift impact on teaching and learning in schools receiving and responding to this support. When this is done in structured and sustained way, with staff being released from class to work with the literacy SIA, the improvements are more impactful and sustainable.

A Building Reading Power package was trialled in 7 schools causing concern. Each school was provided with a specialist training package and resources and supported with half termly meetings. The pilot is ongoing.

A joint Literacy and numeracy presentation was delivered to a range of schools to support the need to consider the implementation of these cross curricular skills in their planning for the new curriculum.

Further videos were created for the Herio site – this is on-going and they have been used widely across the regions secondary English departments.

Workshops in-person with teachers and/or members of the Regional/local networks has proved to overcome barriers in the production and sharing of models and learning journeys and has enabled the literacy SIAs to furnish the TEAMS collection page with these models.

**Welsh language Networks**

2021-22 has proved to be a challenging year. Heads of Welsh network meetings have been a means for leaders to support each other and continue to develop professionally. Early on in the pandemic meetings were held virtually, offering training for heads on using digital tools and blended teaching and learning approaches. The personal digital skills of leaders and the teachers in their departments improved along with their pedagogy on live digital platforms. The legacy of developments during the pandemic this year was again built upon in the way teachers continued to interact and share resources across our digital platforms. Through the networks access was given to richer activities, and by now Welsh departments will create and develop libraries of digital resources to be shared within their department and beyond. Visits to individual departments during the year was an eye opener in terms of seeing how departmental procedures are managed on digital platforms as well as how learners interact with their teachers. The networks developed into forums for leaders to share ideas and developments along with opportunities to discuss the content of national CPD sessions (which are now held virtually), and a means to share important messages and support each other professionally. This success continued in networks held to support leaders in planning adjustments to this year's examinations, and the principle of virtual collaboration is now well established. During challenging times this year open virtual 'On Demand' sessions were arranged for leaders to attend if they needed specific or additional support, and many took advantage of these opportunities to receive support tailored to their needs (and this model continues). Open 'On Demand' sessions and meetings will be recorded and placed within the Teams below, creating a digital library of resources and meetings. In addition to this, departments will also share virtual 'classrooms' or 'teams' with each other, creating small virtual professional communities or networks to target specific areas, and they will often be local e.g. cluster of catchment area schools including the secondary school and the primary schools, and this will be an important model to develop further when fostering links on the journey to CfW implementation as well as the work of Welsh departments within their alliance.

This year, the alliance model was used to offer support to Literacy Co-ordinators e.g. Môn Alliance Literacy Co-ordinators, who shared their local achievements virtually along with ideas for collaboration on plans in the future. In terms of the Welsh language specifically, the importance of oracy interventions was noted and a number of schools reconsidered their current plans combining them with some of the projects already in action, creating specific interventions for their pupils, and presenting them across the school via their digital platforms. We were part of these developments and during visits to individual schools there was an opportunity to discuss the success of interventions. Co-ordinators also attended follow-up 'On Demand' sessions individually to further discuss development of plans locally, and the importance of creating and developing interventions to target the needs of learners on an individual school level became apparent, but with the alliance advising and informing developments through evaluation of experiences, in turn enabling the school to self-improve provision. A digital platform was established for the purpose of interaction, and co-ordinators are very keen to continue this collaboration and jointly develop whole school plans.

**Developing 'GwE - Y Gymraeg - Uwchradd' digital platforms**

Information is shared and networking takes place on digital platforms and these digital networks are now developing with teachers engaging and contributing. During quarter 3 a Teams was established for English-medium schools as well as 'GwE - Y Gymraeg – Uwchradd (English-medium)', and membership of this Teams continues to grow. During quarter 4 a Google Classroom was also established to enable us to engage more easily with teachers who work on the Google digital platform on a daily basis. The content of digital platforms is updated on a regular basis, making them consistent and keeping them current, manageable and relevant. This engagement with digital platforms is important and keeps the principle of the 'newsletter' alive and current within Teams and the Google Classroom, and teachers contribute to them.

**CfW Regional Networks**

Following the delivery of the above programme (and proposed national programme) during Quarter 3, conversations regarding the manner in which information can be shared with the region's Heads of Welsh have been initiated within networks and the HoDs can hopefully contribute to a plan to deliver open 'on-demand' sessions to tie in with the CfW Regional Networks programme. The aim is that these sessions will create a bank of resources to support Heads of Welsh on their schools' 'reform journey'.

**'Ein Llais Ni' Project.**

The regional project (which is a joint project with Bangor University) is now up-and-running - see 'Y Gymraeg' above. As a result of the 'Strategaethau Byw' tier of the 'Ein Llais Ni' project, links were continued to be made with partners

and establishments that could provide unique opportunities and experiences for the project's secondary schools, which will, in turn, develop into opportunities and experiences that may be shared regionally, strengthening the relationship with these partnerships. By Quarter 4 there is evidence the project is now incorporated into whole school Literacy interventions of individual secondary schools targeting speaking and listening skills, and project principles are part of whole school INSET. Secondary schools will submit a case study on their findings in due course, which will be part of the CDP training pack shared regionally and nationally (see 'Quarter 4 Monitoring Report - Y Gymraeg').

### **'Y Stordy' - GwE Support Centre**

During Quarter 4, work continues with developing 'Y Stordy' website to create a manageable and convenient base for 'Y Gymraeg a Llythrennedd' (Welsh and Literacy) resources within GwE's Support Centre. The aim is for this platform to run alongside the 'live' Teams and Google Classroom platforms in due course, with the former being a permanent base and the latter being a developmental platform.

### **National Working Groups**

During Quarter 4 the cross-regional discussion continued regarding the future of the National Working Groups and how they could be developed. There was a strong representation of regional schools on these working groups, and their work is housed in 'Y Pair', which is a network of secondary Welsh language resources on Hwb. During Quarter 4, the contribution of three HoDs in the region to the Welsh Language Conference held by the 'Partneriaeth' consortium is testament to the close link and cross-regional collaboration that continues, and the foundation on which we can build.

### **Support for Welsh language NQTs in 2021-22.**

Following the success of the working group established last year, the idea of setting up a similar national working group was shared with the officers responsible for the Welsh language within the other consortia. This gave rise to a cross-regional conference 'Athrawon Cymraeg Yfory', and we will be contributing to this conference during Quarter 4. This year, the number of Welsh language NQTs in the region is low, but there was one very effective example of purposeful support, with an NQT from last year collaborating with and supporting an NQT this year in one school.

## **SCIENCE**

Improve the quality of planning for learning and teaching (pedagogy): the team has continued to engage with the research, and undertook PL through attending/viewing webinars in order to develop their understanding of curriculum design and effective teaching and learning etc. This has influenced and impacted on our work with schools and sharing of best practice. This has:

- increased confidence of leaders and teachers of Science in planning for and developing skills within Science (in particularly disciplinary literacy skills).
- there is increased confidence within the workforce (those who have been able to engage with the networks and PL opportunities) of increased confidence with teaching and developing a Science and Technology curriculum that is current, evidence informed and responsive to the needs of the learners
- the local Networks created for Science and Technology have operated as PLCs and there has been excellent collaboration and joint working on a range of aspects of the CfW

Supporting teachers and learners through the [www.tanio.cymru](http://www.tanio.cymru) website has continued to be developed and has been extremely well received and utilised by schools as a resource for teaching in and outside of the classrooms. The website is a high-quality bilingual resource that is used by schools and learners across Wales and is having a positive impact on teacher confidence and pupil learning at home and in the classroom. The 'traffic' on the site has been continuous and we have seen increased use of the website as students begin their preparation for the exam season.

Bespoke support for schools causing concern: the team has provided bespoke support for these schools and has supported QA procedures within the majority of schools causing concern including lesson observations, pupil voice, book scrutiny. The team have provided action plans and targets for improvement for these schools as a result of visits/online reviews etc. These action plans have been followed up and the majority of targets have been met and there has been improved confidence in the leaders, teachers and standards and provision for learning in Science (through QA practiced) have improved. The team has received training on Coaching and Mentoring and has applied the techniques and practices when working with leaders and teachers, this has had a positive impact on the relationships between the SIAs and those being supported.

Supporting schools causing concern, in particularly those within Estyn category: these schools have received

significant support from the Science team, and the leaders of these departments have shown increased confidence in their leadership. 3/6 schools have been removed from Estyn categories, all are now engaging with support from team and 3/6 have made considerable progress towards understanding and planning for the CfW.

Supporting the development and implementation of CfW including, the science and technology website, development of exemplar progression route maps and resources to support planning of the new CfW have been extremely well received and used by many schools across the region, as well as the training resources developed by the Science and Technology team.

#### FOUNDATION PHASE

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

Nearly all 32 schools receiving bespoke support are addressing actions identified by FP SIAs impacting positively on 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.**

25 schools are participating in a woodwork action research project. Focus is on planning rich learning experiences to support learners towards realising the 4 purposes. They will also incorporate many of the 12 pedagogical principles, integral skills, cross-curricular skills and develops skills across all Areas of Learning and Experience. Since attending the initial training, teachers have engaged in professional learning, implemented new woodwork provision, up skilled the teaching team and introduced new skills to the pupils. Teachers have reflected upon the impact and outcomes of the provision in terms of the CfW Framework, pupil progress and are in the process of completing an impact and outcome case study. As part of this process they have completed a baseline focusing on dispositions to learning, including pupil' creative and critical thinking skills and levels of involvement (Leuven scale). FP SIA's have supported all schools involved, including on site visits, drop in sessions, online support and have set up a google classroom encouraging collaboration across the region. FP SIAs are in the process of supporting schools to produce a case study highlighting the impact of the provision on pupils' progress and attitudes to learning. Schools have been approached to take part in the 'The Big Bang Research Project' during the summer term.

##### **Foundation Phase Network Meeting**

303 attended Spring Term Network meeting (recording also available on GwEs Support Centre)

Focus on:

- updates to 'Enabling Learning' guidance published January 2022, part of CfW Framework
- updates on Welsh Government national modules which support Curriculum for Wales Framework
- key stages in developing early writing aligned with 'Enabling Learning', CfW Framework

Bespoke training has been delivered for clusters and individual schools, targeting those aspects identified as needing to be prioritized e.g. 'Role of the Adult', 'Effective Learning Environments', 'Authentic and Purposeful Learning' (Enabling Learning). Focus has been on developing these elements within a developmentally appropriate pedagogy.

NQT Training has been delivered across the region. Focus on the effective learning environment and the enabling adult (role of the adult).

'Ein Llais Ni' Project – Training has been delivered on effective oracy strategies within FP pedagogy to develop effective communication skills across all areas of learning. Bespoke FP individual school support and visits.

FP SIAs upskilled to deliver National Foundation Training Modules to support the CfW Framework. Modules have been used and adapted to provide bespoke support for clusters and individual schools. Modules have been shared during regional networks and GwE team meetings.

Training sessions have:

- Deepened practitioners understanding of the key elements of the 'Enabling Learning' guidance to support them in designing, planning and assessing their curriculum.
- Practitioners using a blend of developmentally appropriate pedagogical approaches and incorporating integral skills that responds to learner needs.
- Practitioners creating effective cross-curricular connections to deliver a broad and balanced curriculum, drawing on learners' previous knowledge and experiences.
- Practitioners having greater understanding of the key stages of early writing and how developmentally appropriate provision supports learners to make progress.
- Deepening practitioners understanding of the importance of effective learning environments and the role of the enabling adult 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.

Schools have access to all training / networks / resources / successful practice case studies (within GwE Support Center, Google Classrooms, Teams 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. SIAs note 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

##### General/All programmes

Through formal and informal participant, facilitator and Leadership Coach feedback, all leaders who participate in all programmes across the Leadership Pathway have shown:

- increased confidence and effectiveness in their role.
- increased Collaborative leadership with system leadership developing across the region
- full engagement with the National reform agenda.
- a better understanding of school leadership which has better prepared more individuals for leadership posts across the region.

During this academic year, the Leadership Group has worked with other regions to provide effective development programmes across the workforce to ensure high quality leadership. The Group has worked successfully to overcome challenges resulting from current pandemic restrictions and have continued to ensure equity of access to all leadership development programmes – i.e. Blended/Virtual approach and regular updating of content in order to meet the evolving needs of school leaders.

Following the delivery of each module, facilitators self-reflect on the content and engagement of participants. This routine evaluation and content refinement of the programmes have ensured the ability to adapt to the relevant needs of current schools' leaders, in regards to the National Agenda, CfW in particular. This has also allowed us to be mindful of the needs of school leaders during the global pandemic, ensuring that they develop the tools and resilience to lead during challenging times.

##### MLDP and SLDP

Nearly all individuals who registered for the MLDP and SLDP Programmes in 2020-21 have successfully completed

and presented on the impact of their Leadership Experience Task.

Feedback from SIA's who attended the presentation sessions commented on the clarity with which participants were able to describe the development of their leadership skills. The programmes empowered participants to contribute more effectively towards self-improving systems within their own schools.

Despite the continuing challenges presented by Covid, it has been reassuring to see so many applicants from all sectors/phases seeking Leadership Professional Learning and development as part of the 2021-22 Cohort.

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

Formal feedback from participants evaluation forms has been very positive. Almost all participants have rated the programmes as being very good or excellent. In general, the participants state that they appreciate the detailed, interesting evidence-based presentations, the chance to network and build a community of like-minded professionals, virtual aspects such as breakout group discussions and manageable two-hour sessions. They have enjoyed the sessions and value the opportunity to self-reflect, to learn how to lead people and to focus on driving a whole school leadership task. They also have benefited from the support of coaches who are effective practising school leaders and current practitioners who have presented as part of the development modules.

#### **AHDP (NPQH)**

Nearly all the 74 individuals who applied for the 2020-21 AHDP Cohort successfully completed the programme.

Of these individuals, 57 chose to attend the NPQH Assessment Centre in March 2022 where 65% were successful. This pass rate is approx. 10% less than in previous years and less than the 80% target set in the original Business Plan. Three extra individuals have expressed an interest to be assessed in the June 2022 Assessment Centre.

The AHDP was delivered for the first time this year after being adapted for virtual/blended delivery. All sessions were well attended and kept to schedule.

Formal evaluations show that most of the candidates gave a very positive account of the support of the Leadership Coach. Of the relevant positive comments, the candidates noted:

- peers support aspect was invaluable
- effective support for Assessment Centre presentations
- effective support for refining LSR
- helpful to have a person removed from candidate's school setting to discuss development aspects
- effective support from individuals with a wealth of varied experience in the role
- effective support from someone with sector specific experience

Formal evaluations show that almost all candidates who were assessed agreed that the assessment centre was well structured and that the assessment panels were challenging and supportive. Almost all agreed or strongly agreed that the structure of the interview, in two parts and two separate presentations, was supportive and that the balance of questions and presentations provided an opportunity to accurately convey educational knowledge, skills and beliefs.

#### **New and Acting Headteacher Programme**

All new and acting head teachers have access to generic and bespoke support, dependent upon individual need, circumstance, and type of school. This support complements the individualised support from each LA. In general, the development sessions have been well attended.

For 2021-22 (Cohort 4), the new and improved structure of this programme has already ensured increased Headteacher engagement e.g. smaller group discussions that are pertinent to local needs.

This year, the programme has been adapted to provide a wide range and a mix of national presentations from guest speakers worldwide and presentations by experienced and effective local headteachers. Areas such as leading collaboration, innovation, wellbeing and professional development are recurring themes in the sessions.

Early indications and feedback suggest that this year's cohort have very much appreciated the 'new look' programme – they consider the balance of national and regional presentations to be very enjoyable and inciteful.

#### **Experienced Headteacher Programme**

This programme, which is delivered by an external agency, has been temporarily paused due to the ongoing challenges faced by headteachers.

### **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. Now that pilot inspections are underway, GwE representatives will work with schools to ensure that Governors are aware of their responsibilities regarding preparation for inspection.

#### **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**

Almost all secondary schools have engaged effectively with local alliances to collaborate with peers to develop and share blended learning resources and to support partners with processes re: preparation for the awarding of grades in 2021. This work significantly impacted the quality of provision and support for pupils during the pandemic.

In addition, all secondary schools are actively involved in CfW Cluster collaboration with their feeder primary schools and have engaged well in the CfW workshops and webinars. Support is now being targeted to ensure that all schools are effectively designing and planning for introducing the new curriculum from 2022 or 2023. To further support schools with this work, AoLE Networks at regional and local levels are operational and are making effective use of Teams and the GwE Support Centre to communicate and cascade learning and successful practice across the region. Leaders are demonstrating an increased level of confidence in preparing for curriculum roll-out for 2022 [or 2023 for those who opted to do so].

A number of alliances are developing strong emerging practice around planning collaborative activities to support the reform journey and aspects of school improvement.

The majority of secondary alliances have adopted the *School's Partnership Programme* as the vehicle for their quality enhancement and quality assurance processes. However, the pandemic has significantly restricted and dampened activities. Supporting alliances to re-establish and develop robust systems and processes will require continued focus in 2022-23. Leaders have demonstrated a strong willingness to re-engage with the programme and are currently involved in training sessions.

## 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**

#### PDG

The regional PDG strategy has been implemented across the region with all school's/settings accessing the digital Thinking Differently professional learning offer in addition to the SIA support. All schools / settings are accessing the PDG grant dashboard as evidence of funds. There is evidence of effective use of the additional consortia led funding to support the accelerated learning additional projects in line with the research team at CIEREI / health and wellbeing whole school and targeted support. The PDG is aligned to supporting whole school approach to wellbeing and targeted support/interventions. Early Years PDG element of the regional strategy – a number of Talk Boost sessions has been delivered for targeted schools; 8 schools have received the training so far. We have also developed a LA annual monitoring form showing the proposed use of the grant in line with the regional priorities for non-maintained settings.

#### LAC PDG & Wellbeing

The main developments are as follows:

- Most schools have started the process of change in school culture/ethos and mindsets via the whole school framework of Trauma Informed Schools / Restorative Approach and Nurture.
- Nearly all schools have attended the TIS whole school approach PL across the region.
- Nearly all schools have attended at least 1 of our Wellbeing PL sessions.
- Clusters who have high number of LAC have all attended TIS or Observational Checklist PL.
- More Relationship based policies & strategies in schools as a result of the Trauma Informed Schools PL.
- Evidence of developing collaborative practice between schools/clusters/CAMHS and children services.
- More settings confident in using a range of impact and evaluation measures in regards to wellbeing.
- Stronger communication and collaboration in place with local authorities and Health in regards to the targeted and universal support.
- Regional and LA Wellbeing mapping completed.
- Increase in schools using a neuro-science based approach within teaching and learning, with
  - Staff more confident in their approaches
  - Learners more able to self-regulate / reflect on their behaviors and feelings.
  - Changes in Learners Behavior and Exclusions
  - Attitudes to learning changed –both learners/staff
  - Learners happier in school
- Practical TIS Toolkit for Schools to use via the universal approach
- Established Trauma Informed Community network / Mental Health First Aid that brings together education with mental health to support learners.
- Staff accessing Reflective Space and support sessions.
- LAC PDG has been aligned to whole school focus and CfW with nearly all clusters having completed the dashboard.
- All LA/Schools have had access to the Designated Lead PL offer.
- Increase in the schools who have LAC who have engaged with our PLO
- Supported schools/settings to implement the professional learning into the curriculum delivery and pedagogy in addition to additional interventions.
- Delivered 3 PL sessions to NQT's across the region to be trauma informed and embed practice into teaching and learning.
- 3 primary schools in the region have been awarded Trauma Informed Status.
- We have 2 trainers qualified to deliver TIS whole school training in Welsh.
- During the last months SIA's have achieved TIS practitioner status and incorporated their skills and knowledge into the supporting school's role.

### WORKFORCE WELL-BEING (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. Further meetings with Mike Armiger and Coral Harper to be arranged to extend the offer of Wellbeing Support to leaders across the region.

**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 GwE's emissions for travel. We further developed this relationship by supporting the '100 school challenge'. As the UN Climate Change Conference of the Parties (COP26) was held 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. GwE held a TEDxGwE event on 1 November 2021 for children and young people across north Wales developing a north Wales partnership and links with Natural Resources Wales, Wrexham Glyndwr University, Theatr 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 registered for the event and submitted a 60 second video using FlipGrid. The videos were collated and shared with a wider audience. Schools received a resource pack to support participants in developing a TED talk so they could share their stories, issues, thoughts and actions needed to build a better future.

TEDxGwE was a successful event attended by 12 schools from across the region. As a follow-up all schools involved were offered the chance to take part in some Action Research as part of the NPEP project. 4 schools accepted the offer. We continue to work with Glyndwr University and other key partners such as RENEW Wales to promote the work. All TEDx videos are on the GWE website.

Each school has had 3 hours of coaching from Do-Well Ltd and Tales to Inspire, to support the preparation of the TED talk. 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.

Meetings have taken place with key partners to organise a future TEDx event for 2022/2023

Glyndwr University are supporting the recording of a song for the TEDx schools.

We are exploring options for creating a Youth advisory panel to inform future work connected to health and wellbeing and ethically informed citizens.

#### **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 are as follows:

- The Resource developer has worked alongside GwE, sharing information with schools and has agreed to extend the 2 year licensing period from September 2022 for two years.
- The Research developer has created Help Your Child to Learn (HYTTL) Primary and Years 7 & 8.
- The Research developer has created Help Your Teen to Learn (HYTTL) for year 9, 10 & 11. HYTTL was launched in January 2022.
- Bilingual Communication packs for HYCTL and HYTTL have been shared with schools.
- The Resource developer has worked alongside GwE, sharing information with Primary and Secondary Headteacher forums.
- Training packages for TAs to use with parents (HYCTL & HYTTL) have been developed - a standalone session to introduce parents to the HYCTL & HYTTL website etc.
- Revision package for Secondary schools has been developed by the Research developer, and shared with 54 Secondary schools
- The Regional Group have met termly to discuss progress - the Research developer attended and shared current updates.
- The Regional Group agreed that further discussions with schools are needed, on the best way forward in using these resources with parents. LA representatives have identified possible schools to take part in the pilot scheme with the training package for TAs.

- Emotional Health, Well-being and Resilience (EHWR) – Donna Jones and Richard Hatwood presented information about the programme, which is suitable for children aged 0-18
- A platform was created on the GwE website with information for Parents, Carers & Schools – this ensures easy access for all.
- COVID has delayed delivery of TA training due to staff shortages and capacity within schools – this will be delivered by May half term 2022.

#### RE-IGNITE LEARNING

##### 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.

Schools are continuing with this pilot scheme and one further novel is being resourced.

Also refer to Objective 2 – Research and Evaluation.

#### OBJECTIVE 5 - SUPPORTING A SELF-IMPROVING SYSTEM

**Supporting a system in which the education profession has the skills, capacity and agency to continually learn and improve practice**

##### PEER ENGAGEMENT

**Further develop peer review processes in schools in order to support robust self-evaluation actions and improvement planning on all levels.**

**Develop leadership capacity across the system.**

**Embed peer review as a key aspect of school improvement across the region.**

Prior to the COVID pandemic agreement was reached on a regional set of principles for peer engagement. For this purpose, a peer review model was distributed (the Schools Partnership Programme [SPP]) to stakeholders, approved by the Management Board and Joint Committee.

Continuous training and support were provided for all GwE SIAs on peer review, facilitation, mentoring and coaching. By March 2022, twenty-nine SIAs have been trained as peer reviewers and improvement facilitators as part of the SPP. All GwE staff members received SPP refresher training on 17 September, 2021. On 4 October 2021, thirteen SIAs were trained to deliver the Programme, and following a programme of observing training they can now deliver SPP training to schools and clusters. This means that by March 2022 twenty-one SIAs have the capacity to deliver the Programme successfully.

By March 2022, eighteen clusters/alliances (105 schools) have received SPP training, and they have already

undertaken peer review, or are preparing to undertake peer review during the summer term / beginning of the autumn term 2022. One hundred and sixty-one Headteachers / senior leaders have been trained as peer reviewers across the region. One hundred and fifty-four senior leaders / middle leaders and proficient teachers have been trained as 'improvement facilitators'. This enabled leaders and teachers to benefit from professional education of a high standard and it will contribute to improving leadership capacity across the region. The first tier of primary schools and clusters involved in the Programme received training at the beginning of the summer term 2021. Due to the impact of the pandemic additional training was offered for those schools to train additional staff and increase their capacity to complete the work in January 2022. The latest training for secondary schools / clusters involved in the Programme was delivered during March 2022. All special schools in the region completed the full training during the summer term 2021.

There is a programme in place to offer SPP training to all 407 regional schools and Referral Units. The intention is to train approximately 15 clusters every term during the 2021-22 academic year, and in 2022-23. The Programme will be aligned to developing a new curriculum in order to support schools and clusters to evaluate their progress towards the reform journey. To this end a series of reflection questions with a focus on the reform journey have been created in alignment with the peer process.

In September 2021, schools and clusters were asked to express an interest in participating in SPP training. A total of 33 clusters across the region expressed interest, which included 193 regional schools. During March 2022, thirty-three schools received training and it has now been arranged for the remaining clusters to receive training during the summer/autumn term 2022. Three clusters / alliances have been identified to be included in a case study on research into the impact of the Programme in 2022-23.

#### **COACHING AND MENTORING**

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

Ten GwE staff members have received 8 training sessions for the ILM Level 7 qualification 'Certificate for Executive and Senior Level Coaches and Mentors' and over half the team have submitted their first two assignments for accreditation. We have established regular meetings for this Core Team to disseminate information and to support each other's work and personal development.

National 'train the trainer' sessions for 2021-22 have been provided, with two members of the core Team delivering the Welsh-medium sessions. All GwE staff members have received the training, along with a small number of ALN Co-ordinators, NQT Mentors and school Leaders in the GwE region.

The National 'Reflective Space' activities were reviewed as there were instances of mis-identifying those to be mentored. The second round of the provision is currently running with several instances where the service has been beneficial.

Refresher sessions were provided for the 2020-21 cohort during the autumn term.

#### **SCHOOLS CAUSING CONCERN**

##### **National SCC Pilot Programme**

##### **Strengthening regional structures and processes to support and challenge SCC**

##### **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**

From early 2021, GwE advisors and senior officers from each of the local authorities formed a task and finish group, under the guidance of the Management Board, to review and further develop the structures and processes for supporting and challenging SCC. Mindful of the evolving national approach to SCC, the group wanted to ensure that the regional approach was sufficiently robust and vigorous around the identification and support for these schools and that there was a higher level of consistency across local authorities.

The work programme undertaken by the task and finish group has ensured the impact and actions noted below:

- adopted more constructive language and terminology to be used when discussing identification of concerns and follow-up support with schools. To move away from the stigma of categorising and publicising, all schools are identified as being on a continuum of autonomy towards becoming self-improving.
- adopted approach is an 'entitlement model' for schools and focusses on the support element and how the

nature and focus of the support package needs to be specific and nuanced to where the schools is on its performance trajectory. This has led to more open and transparent professional dialogue between advisors and LA officers and with school leaders and fostered a much healthier relationship.

- defined a common set of principles, values and behaviours which underpins the work in each local authority. This has again contributed to a more open, honest, transparent and collegiate relationship with schools.
- agreed a common set of triggers and thresholds for identifying concerns in the following areas of school improvement - Standards, Teaching and Learning, Assessment, Leadership, Finance, HR, Management services, Inclusion, Attendance, Wellbeing and ALN. This has ensured a more consistent approach across the region in the identification of SCC.
- defined what support could and should like when a concern is identified. This has led to a higher level of consistency in the delivery of support for SCC across the region.
- training workshops have been undertaken with advisers and officers alike to ensure a common and consistent application of these triggers and thresholds. The training workshops allowed opportunities to clarify and consolidate a number of issues around a series of key questions eg What is a 'concern'? How soon to do we 'flag-up' a concern? How will we quality assure the concern before we share with the school? How will we manage the communication of concerns to the school? What should be the required level of supporting evidence for a concern? At what point does an amalgamation of 'concerns' result in an identification of a SCC?
- revised structures and processes implemented in each local authority. This includes a 'multi-agency group' with membership made up of GwE team members and the lead officers from the authority's own support team for inclusion, behaviour, attendance, ALN and HR. In meetings the most current information on schools is shared allowing a holistic overview of concerns and/or progress. As a result, there is better clarity around what needs to be done and who is responsible for doing it.
- all SCC have an agreed and comprehensive 360 holistic plan in place. This ensures timely access to the required support for each of the schools.
- progress and impact are monitored by GwE and the LA Officers. Accountability for the effectiveness of the process ultimately rests with the respective head of service or Director of Education, who will chair the LA Quality Board and will ratify the 360 plans. The LA Quality Board receive regular updates on progress and are now better placed, when and where required, to determine whether a support plan needs to be adapted or further bolstered or, where a school is not making the required progress at the expected pace, to deliberate whether there is a requirement to make use of their statutory powers of interventions.
- between 2019-2021 there were 14 secondary schools in Estyn follow-up [7 of those in statutory category]. That figure has now been reduced to 3. Over the corresponding period, the number of primary schools in follow-up has reduced from 10 to 1.

#### **SCHOOLS AND SERVICE AS LEARNING ORGANISATIONS (SLO)**

**Ensure that GwE and its workforce continues 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.**

**Ensure regional schools are making effective use of the national Evaluation and Improvement resource to support SLO values.**

Following analysis of GwE staff responses in the Learning Organisation questionnaire, it emerged that 'establishing a culture of enquiry, innovation and exploration' is the dimension to be developed further. During the pandemic, this aspect has strengthened considerably, with the service having repurposed itself 7 times during this period in order to respond to schools' needs. Consequently, GwE SIAs have had to conduct research into alternative methods of supporting schools during this unsettling time and it has led to innovative work in the use of ICT. The 4 transversal themes of Time, Technology, Trust and Thinking Together have been vital during this time in order to further strengthen the partnership between the service and schools.

The engagement with schools during the pandemic has had to be very sensitive due to all the managerial pressure of ensuring the health and well-being of pupils and staff comes first. A knock-on effect is that schools have developed naturally in a number of dimensions e.g. establishing a culture of enquiry, extending use of systems, promoting team learning and developing a shared vision. The 4 transversal themes have also developed considerably - especially the technology element.

GwE schools on the pilot have presented playlists for the national resource, to be shared as effective practice on the Hwb website.

Due to the pandemic the resource has not been officially launched for all regional schools. This will not take place until 21 May. There will be an opportunity thereafter for schools to develop a better understanding of how to use the resource should they wish to do so.

### QUALITY ENHANCEMENT FRAMEWORK

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

Whilst the framework was widely acknowledged, implementation has been fragmented and severely dampened by the pandemic. The signposting in the training for assessment and progression will give added impetus and contextualize its usage. Schools will be able to revisit the process and measure progress and redefine development needs moving forward. The complement to the SPP programme will further generate momentum as will the greater opportunities for schools to enhance their alliance/cluster working.

### 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 was shared with the Senior Management Team. Accounts have been created for Senior Management Team members and accounts created for Core Leads in the autumn term 2021. Information from the analysis tool is already used effectively to inform system reports such as the ALN transformation programme and schools' engagement with the CfW professional learning offer. Additional dashboards to analyse GCSE and A Level results have been uploaded and shared, and the intention is to develop more dashboards during the year to share information.

The ALN team and link Supporting Improvement Advisers accomplished effective work to ensure that schools re-engage with G6 following the pandemic lockdowns. This focused specifically on ALN transformation milestones, leading to an increase in the schools participating and completing their current progress status. This led to a better understanding of the requirements for areas requiring further support. There has been an increase in schools' use of the ALN module to support baseline reports and during Estyn visits. A full review of the use of G6 modules was conducted in February 2022, and it was presented to the Senior Management Team for consideration.

A rolling programme of induction and support was offered to new Headteachers and Senior Management Teams across the region, both virtually and via face to face visits. In addition, more and more schools have acquired administrative rights regarding their own G6 staff accounts. Consequently, by now, schools are able to manage the structure of their own accounts regarding access.

Lead individuals have collaborated effectively with the digital team to further develop the potential of the GwE Support Centre. At present, the number of visits to pages is 65,000, with 12,500 downloads. GwE's main website has been developed to include CfW resources, which will be updated on a regular basis when resources come to hand from the regional and local networks.

With the advent of the Curriculum for Wales and the need to be identifying and measuring learner progress, a tool has been developed to help schools track a range of information to assess and measure progress. A cohort of schools has trialled the tool. The intention is to make this available to schools in the near future for no cost.

We are already sharing information with schools by populating Office 365 and sharing folders. We are looking to extend this provision and also considering the possibility of allowing access to members of staff from local authorities too. At present we are sharing the Grants and Quality Enhancement Framework dashboards, and the intention is to share the tool to measure schools' progress towards CfW realisation. A paper outlining our use of Office 365 was shared with the Senior Team and Management Board, with the intention of reviewing the appropriateness of our systems in the future.

## **2. APPENDIX:**

### Regional Data