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GwE Business Plan 2022-2023 Quarter 1 Progress Report



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1. GwE REGIONAL BUSINESS PLAN

REGIONAL PRIORITIES & PROVISION 2022-2023

Progress report for Quarter 1

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

Support for schools in commencing the Curriculum for Wales with strong emphasis on the 12 pedagogical principles, evidence-based practice and action research.

Ensure effective use of formative assessment strategies in all schools as part of their teaching, planning assessment and transition. Re-engage, review and upskill teachers in formative assessment following Covid-19 Further development of Schools as Learning Organisations

Arrangements are in place for a 0.5day review and a support workshop for all SIAs September 2022. A review of all formative assessment support resources will be shared with all SIAs and all the region's schools in September 2022 Planning is in progress for review, re-engagement and support for schools following the September workshops for SIAs. Planning is also in progress for a cross-regional cross- sector collaboration and action research project with a focus on the transition of pedagogy/ formative assessment. The 'project' is set to commence January 2023 and run for the calendar year to ensure that the research follows impact on pupils as they move to Year 7. Number of schools involved and SIA support team members to be confirmed.

Develop practitioners understanding of how the theory of the 12 pedagogical principles translates into classroom floor practice

The 3-8 team has:

- Delivered information sharing webinar on Enabling Learning for all SIAs, SLTs, Teachers and Teaching Assistants across the region to deepen the understanding of key elements of CfW framework including effective use of observation, play and play based learning, authentic and purposeful learning, outdoor learning and child development. Also there is increased awareness and understanding of the 5 developmental pathways to ensure consistency of provision and developmentally appropriate provision for the youngest learners.
- Delivered CFW Professional Learning session (3-8 yrs old) regionally; sharing good practice regarding planning, formative assessment practices including observation. The collaboration across the continuum in the planning of the session with SIA's cross sector (8-11 yrs old) ensures consistency of messages regarding curriculum, assessment and teaching and learning.
- Collaborated with cross sector SIA's in planning and delivery of digital training to ensure consistency and developmentally appropriate teaching and learning experiences to enhance Welsh oracy skills.
- Delivered regional FP network (Jul '22) sharing guidance from WG on 'On Entry' Assessment arrangements for September 22, including strategies to make effective transitions and on entry assessments including observations against statutory requirements and one-page profiles. Key messages has been shared to aid transition into Nursery.
- Directed and are guiding schools towards national training modules for Foundation Phase (Foundation Learning) to deepen their understanding and upskilling practitioners in observation, child development, authentic and purposeful learning, play and play based learning, transition and outdoor learning.

Recordings of all of the above available on GwEs Support Centre.

Transition

Promote learner transition by ensuring effective direct engagement between secondary and primary schools

Support cross sector collaboration to ensure consistency of effective teaching practice to support learner transition

Strengthen our collegiate approach to school improvement by further maturing the culture, behaviour, systems and processes so that leaders and teachers in local authorities and schools co-construct and share their practice to inform system improvement

The GwE SIA team have been updated in the timings and provision to improve transition. This is fully planned to include:

- Sharing of information on requirements for new transition plans in early September, leading to the development of these plans at a high level by the end of September.
- Transition immersion session with Dave Harris on 07/10/22 and Venue Cymru for all clusters – including engagement with holistic impacts of transition planning, including time for clusters to discuss and coconstruct plans. Session will include a wide range of stakeholders including LAs in order to strengthen collegiate approach and coconstruct and share practice.
- Follow up sessions / series of workshops are planned for clusters and relevant stakeholders.
- Assessing impact and sharing of successful practice in autumn term 2023 – refining of plans will be continuous.

Assessment

Continue to work with schools to develop a whole school primary Pupil Progress Record that aligns with the principles of the new curriculum

The whole Primary School tracker is ready, with face to face planned for September.

Support schools in developing their own effective assessment processes

As a result of the Regional and Local networks, online Assessment and Progression, Pupil Tracker and On-entry Assessment sessions, schools have an increasing understanding of the requirements of the new Assessment requirements and are developing their own processes.

Support schools in developing their own on-entry assessment processes

Online sessions were held as part of Foundation Phase network in July. There were over 100 practitioners in both sessions (one Welsh and one English). This will need to be re-visited in September with both all primary SIAs supporting their schools and possibly schools' refresher sessions.

Work in partnership with schools to facilitate effective professional dialogue within and between schools to develop a shared understanding of progression across the breadth of the curriculum, allowing practitioners to identify, capture and reflect on learner progress over time

Support schools in understanding group progress in order to reflect on practice as part of an effective self-evaluation process

Some schools / clusters are beginning to plan for regular professional dialogue next year – this needs to be re-visited in early September.

Support schools in building upon existing and sharing good practice to facilitate effective engagement between the learner, parents/carers and practitioners

Many schools have refined their processes during Covid. Initial examples of good practice have been shared across the region.

CURRICULUM REALISATION (CURRICULUM FOR WALES)

Provide professional learning and bespoke support and guidance to schools and settings to help them realise all aspects of the Reform Journey by implementing the new curriculum based on their individual starting points.

A series of Professional Learning online sessions have been held over the summer term to support leaders and teachers with their preparations:

- Many schools attended with SLT / full staff in the room
- Colleagues from Local Authorities, Estyn, other consortia attended
- Recorded and shared follow up sessions in nearly all schools & clusters
- Increasing number of schools contributing to session, sharing emerging practice and local exemplars

All schools have had follow up discussions with SIAs and further bespoke PL sessions have taken place within schools and clusters as needed. All schools and settings have had opportunity to reflect on and evaluate progress against the steps towards curriculum realisation.

Impact:

- Increased levels of engagement across the region by SLT members and teachers - all schools aware of and

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 e.g. curriculum design sessions
- Increased number of schools on track to meet new statutory requirements by September 2022.
- Increasing number of PL sessions to support teachers with practical examples shared from schools on sharing their process.
- Increased number of hits on the Curriculum for Wales support centre indicates that school practitioners are accessing the recorded PL sessions and exemplars.

AREAS OF LEARNING AND EXPERIENCE (AoLE) TEAMS

Ensure that all practitioners from all settings have access to high quality Professional Learning and support in the discipline of the AOLEs and cross-cutting themes

804 practitioners have been attending regional and local networks as part of preparing for Curriculum for Wales implementation in September 2022. There are 804 members from schools, GwE SIAs, LA colleagues and CABAN staff. 48 local networks have also been established - 6 x AOLEs, curriculum design, progression & assessment. The regional network that's been established has regular attendance of between 115-130 practitioners. Infrastructure has been established with monthly regional meetings with Professor Graham Donaldson attending and offering guidance / feedback with the focus of meetings based on expectations within Journey to Rollout. All local meetings across all 6 LAs meet monthly in between the regional meetings. Communication channels have been established through TEAMS with members and is a key aspect in sharing work with all schools through GwE SIAs, website, regular updates at Headteacher forums. Formal evaluation with Bangor University has started to better understand the impact of the regional and local networks

Impact:

- Increased number of schools developing and sharing examples of their approaches to whole school design and planning of mandatory elements, including cross-curricular skills.
- Increased number of website hits accessing greater number of materials and examples shared by networks & schools.
- 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 and school curriculum summaries adopted by governors and shared amongst schools and SIA and Welsh Government.
- Early findings of the formal evaluation with Bangor University show that members have increasing confidence and understanding of the framework and improved collaboration opportunities.

OBJECTIVE 2- DEVELOPING A HIGH-QUALITY EDUCATION PROFESSION

Improving the teaching & learning in our schools

MODERN FOREIGN LANGUAGES (MFL)

Support schools and settings to plan their international language (IL) provision.

School to school and cluster support primary:

The lead schools have continued to work within their cluster and contacts. Schools have asked for more information and arranged meetings with the SIA to discuss provision and models of delivery. As a result, more schools applied for the funding for the Power Language subscription (90) and have been added to the mailing list (181) and made a start in planning for IL. Requests have been made for visits and more support in the autumn term.

School to school support secondary

NQT network meeting held its last meeting this term. Developments and support have been greatly appreciated and one year on, the new teachers have made a great impact on their learners and excellent contributions to their departments and schools. Some of the work done over the year was shared with the whole region as good practice.

Continue to build on activity at primary schools, to prepare for CfW

Lead schools are continuing with their planning and developing their next stages of development. Through

communications with schools engaging with the Global Futures events and offer, it is clear that more and more schools are focusing now on starting their journey with IL and need every support to guide them and find the curriculum which suits their needs best. The lead school starter pack, the Power language subscription and presentation at the Talk pedagogy in April is a great help to schools which have accessed the resource. This is helping them feel more confident in determining their vision for IL in their setting and making a start. The GwE SIA has also created a presentation to use with the LLC local group networks to respond to members' request.

Power Language subscriptions: to date 90 schools have now access to the platform. Each school is entitled to two languages. Training sessions have been offered to show how to embed language learning in the curriculum and how to use the resources for different purposes. Schools which have attended the sessions or asked for support with the resources feel better equipped to develop their own learning plans. It is our intention to follow up on these and continue to support schools develop their provision.

Developing International links is becoming one of the priorities for primary schools engaging with IL. 18 schools so far have expressed an interest in being involved in a project with schools in France, Spain or Germany and it is our intention to explore avenues to best support them with this.

Contacts with the international link for the Taith Programme have been made and discussion around projects with schools abroad have been discussed.

Collaboration within GwE and with international links coordinators will be fostered and developed.

Continue to address the challenge regarding take-up of modern foreign languages in secondary schools with the help of our Global Futures partners.

Show and tell- network meetings

During the network meeting in June, two schools shared their good practice to help develop interest and uptake at KS4. Both presentations were recorded and shared with the whole network so teachers who could not attend can access the information. Feedback shows that some practitioners were inspired by these and will consider different avenues to address the issue.

Link with MFL mentoring

Year 8/9 mentoring:

21 schools have been offered a place with the project, with 4 of these schools engaging in a new stream called Linking Languages. 4 schools are on the reserve list. Every year, the number of schools showing an interest is rising. The number of returning schools is high, showing they feel the programme has a positive impact on their learners' perceptions of languages.

Provide principles and raise awareness across all education settings on the importance of multilingualism and prioritising of languages and widening of learner choices.

Work with the regional and local groups is developing this awareness across sectors. Regular updates and resources around multilingualism is provided on the GwE Support Centre MFL section as well as on the newsletter. GwE SIA have attended FUTURE LEARN on-line training by the University of Glasgow and Edinburgh on plurilingualism in language teaching and shared some of the findings and implications to teaching and learning in languages in the second AoLE workshop. It is our intention to develop this aspect further and try and recruit schools to pilot using resources to develop and raise the value of multilingualism in their settings.

Cff AoLE workshops for Middle leaders and practitioners IL:

2 workshops were delivered and well received by the attendees. Feedback was positive as the sessions helped the practitioners see more clearly the potential of the curriculum and gave concrete and clear examples of how to develop links across the AoLEs as well as developing the understanding of the literature statement of what matters. It helped some to have a clearer focus for their next steps for September and others to explore more innovative approaches around planning.

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

Telt 21-22: 7 of the 8 teachers registered have completed the course this year. This has enabled them to become

more confident and better equipped to help develop provision for IL in their schools. Two have expressed an interest in enrolling in the second year of the course.

Telt 22-23: Information evening took place in June and recruitment is under way. So far, 4 teachers have registered.

HLTA - TALP

Newly appointed teaching assistants

The effectiveness of the digital 'Induction' programme implemented during 2020-2021 was monitored, revising it in line with feedback and any updates for 2022-23, especially as regards the Curriculum for Wales. 77 teaching assistants registered for the 4-module training (playlist) during 2021-2022, and due to access granted to the programme at any time during the academic year it was seen that teaching assistants registered for the training at different times of the year. One teaching assistant registered during the summer term 2021. There has been very positive feedback overall to this training during the year, with the majority noting that training has had a high impact on their practice. Data collection systems will be jointly revised with the other Consortia in July 2022. The programme will be advertised again in the GwE Bulletin and in the Google Classroom for Teaching Assistants in September.

Practising teaching assistants

Two clusters completed the 'Practising teaching assistants' programme, and the programme has commenced with 3 other clusters. The content of the programme will be reviewed with the other Consortia in July. Other clusters are eager to undertake the training during the next academic year. The programme will be available regionally once again (face to face) from the autumn term onwards - preparations are underway.

Aspiring HLTA

Cylch 4 - Modules 3 & 4 have taken place virtually. A 'PLR surgery' was offered, to discuss Personal Learning Reflections and assessment arrangements. This had a very positive impact, with many teaching assistants improving their reflections on professional learning following these meetings. Cylch 4 will undertake assessment for HLTA status during the autumn term. Comments received by teaching assistants, facilitators and assessors note a much better understanding of Professional Standards and Curriculum for Wales following the training. Teaching assistants have also valued working with other teaching assistants across the region and nationally, and their digital skills have improved, with the technical session very helpful in this regard.

Cylch 5 - Cylch 5 has been advertised. 43 applications received - 39 accepted and a place offered to 2 applicants on Cylch 6. This shows healthy numbers across the region. Training will commence in September 2022 - Modules 1 & 4 will take place face to face, and teaching assistants can choose whether to take Modules 2 & 3 face to face or virtually.

HLTA status

Following attending 8 digital sessions for Aspiring HLTAs, 82% of Cylch 3 Aspiring HLTAs applied for the HLTA status assessment. 18% did not achieve the status, either due to not having sufficient classroom teaching experience or not gaining the level 2 Literacy/Numeracy qualification due to the impact of Covid. Some have left education. These will undergo assessment with Cylch 4 teaching assistants. 24 Assessors administered Cylch 3 assessments. Each assessment was moderated regionally, and a sample of six moderated nationally. 27/28 were met, with 1/28 'not met yet' due to lack of experience leading whole classes.

Introduction to Curriculum for Wales

New training has been jointly created with the other Consortia, in order to give teaching assistants an introduction to the Curriculum for Wales. The training was split into 2 sessions, and was available in both Welsh and English. The sessions were delivered nationally at a variety of times, so that teaching assistants may be released.

The training was adapted to create bespoke training for one primary school in GwE.

Y Gymraeg

Develop the support for schools to promote the benefits of bilingualism and the advantages of Welsh-medium education.

Initial discussions have taken place with the authorities in order to ensure a detailed understanding of the schools targeted via the new WESPs from September 2022 onwards. The @GwEyGymraeg Twitter account is operational, which is an effective means of updating information and sharing messages regarding developments. There is a strong link with Local Authority Language Forums via the SIA, who represents each authority.

Support to develop the growth of Welsh-medium provision in English-medium schools

The meetings with Headteacher forums are a means of disseminating information regarding Welsh as a mandatory element of the CfW. These meetings have been successful to date, with positive feedback from Headteachers. There is national agreement amongst Welsh Language Strategic Leads of the need to establish a network of representatives from each region to plan support for assisting schools to use the Welsh Language Framework in English-medium education. This will be in action during the autumn term following publication by Welsh Government of the finalised Framework.

Develop a Welsh Language professional offer in preparation for the Curriculum for Wales (3-16) and strengthen the collaboration/transition from primary to secondary.

Presentation on the Welsh language and Welsh literacy as mandatory elements of the CfW in the regional network as well as in local meetings. This has resulted in raising awareness of the need to plan for strengthening provision to meet mandatory requirements. The Chairs of the Language, Literacy and Communication network have disseminated the information to their local groups and drawn attention to the presentation.

The relevant information has been presented to all SIAs in a full team meeting. The various aspects will need to be revisited in future meetings.

GwE Region Welsh Language Leads Network Meeting (adobe.com)

There is a website to support secondary Welsh departments (Welsh-medium and bilingual) for the purposes of sharing information about regional and national developments. This is an effective and current approach to sharing updates and is convenient for including relevant links to enable HoDs to disseminate further. This has been shared in a network meeting for regional Welsh Language Leads in Ysgol y Creuddyn at the end of June 2022.

Developing the skills:

'Ein Llais Ni'

65 case studies have been submitted by schools. The 'Ein Llais Ni' project team has collated the case studies, in order to highlight schools presenting as lead schools for the next phase (their case studies are comprehensive and their work has been effectively evaluated), schools that are characteristic of effective practice (need more information as regards the impact of the work), schools that demonstrate useful elements and schools that have not presented much information. Bangor University has conducted interviews with teachers who are a part of the more intensive research, focusing on provision in order to evaluate the effectiveness of what has been delivered to schools throughout the year.

The project team has highlighted the next steps and is engaged in discussions with WG in order to submit another application for funding to develop the work further. This will include deepening the work with current schools and expanding to more Welsh-medium and bilingual schools, as well as developing corresponding provision for English-medium schools, collaborating on provision for schools nationally and strengthening the link with the University and ITE students.

There is a plan in place to construct a Professional Learning pack in the form of a website - provision that will be available nationally and for all schools.

Welsh Language Strategic Leads in the other regions are eager to join our next application to jointly develop the work.

Reading:

The robust collaboration with Bangor University to disseminate the RILL project continues. There is an invitation for schools to join further research funded via Welsh Government.

Literacy:

A presentation was given in the regional network on the mandatory element of developing literacy when delivering the CfW. This has resulted in raising awareness of the need to include this in the curriculum design of all schools.

The initial cluster co-ordinator meetings in each local authority has highlighted the need to further strengthen the primary-secondary link, ensuring 2022-23 cluster plans give due attention to developing this collaboration. Initial discussions have taken place on the nature of the information to be transferred from one sector to the next.

Develop informal use of the Welsh language -

The main developments are as follows:

- 'Siarter Iaith' Co-ordinators support clusters to plan for the available funding to promote the Welsh language informally.
- Each authority has noted what worked well and the challenges during 2021-22, noting the need to strengthen the primary-secondary link as a clear aim for the future.
- Regional secondary schools are invited to join the national project for disseminating 'Siarter Iaith' work to the secondary sector.
- Welsh Language Strategic Leads in all regions have requested a meeting with WG to discuss strategic direction and intentions as regards the 'Siarter Iaith' and 'Cymraeg Campus'.

Developing the Welsh and Welsh-medium workforce - the language skills of the education workforce

There is a very strong and constructive relationship between GwE, Canolfan Bedwyr, Welsh Government and LAs, which leads to strengthening provision to support practitioners to develop their language skills. As a result of these discussions, the Welsh in a Year course has been confirmed for September 2022 with successful applicants already informed - the course is full. Additionally, there is an agreement to hold parts 2 and 3 of the termly Sabbaticals courses in 2023.

There is also a strong link between GwE and the *Coleg Dysgu Cymraeg Cenedlaethol*, which ensures opportunities to promote online courses for practitioners. 5 GwE staff members have attended a week-long course at Nant Gwrtheyrn. Consequently, they are developing in confidence to speak Welsh. A new cohort of GwE staff has expressed an interest in the learning Welsh course.

A LEVEL

Support leaders in schools post-16 to provide strong and effective direction in all aspects of their role

Support the delivery of high-quality teaching and learning post-16

Support schools in monitoring the progress of post-16 students

Provide schools with a range of approaches to supporting the wellbeing of their students

To support schools in monitoring the progress of post-16 students, the ALPS contract has been procured.

Planning for new NQT module has been undertaken with cross-consortia colleagues.

Network meetings of leaders across the six authorities to support the development and sharing of good practice taken place across all LAs this term.

Planning meetings for the post-16 leadership programme have been taken place and delivery dates have been set for next year.

RESEARCH AND EVALUATION

KiVa Anti-Bullying Research Project

As part of GwE's ongoing initiatives to focus policy and practice on more evidence-informed approaches, this project was undertaken with schools in North Wales to evaluate the effectiveness and cost-effectiveness of KiVa anti-bullying programme in reducing child reported bullying in UK schools compared to usual practice. 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 were 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.

Thirty GwE primary schools were recruited in October 2019 as part of a group of 116 schools from across the UK. Schools were randomly allocated to either receive training to deliver KiVa or they were assigned as a control school to carry on with everyday provision. The intervention schools delivered KiVa from September 2021 to July 2022, and researchers are hoping to have provisional findings of the outcomes in both groups at the end of the year. This paper is a study protocol where the research team describe the trial in detail for other researchers. The full study findings can be accessed by downloading the open access paper using this link:

[The UK stand together trial: protocol for a multicentre cluster randomised controlled trial to evaluate the effectiveness and cost-effectiveness of KiVa to reduce bullying in primary schools | BMC Public Health | Full Text \(biomedcentral.com\)](https://doi.org/10.1186/s12916-022-02444-4)

Positive Readiness for Learning (PR4L) Project – Behavioural Scientists in Clusters

This is a proposal to embed a behavioural scientist to work with a different group of schools – or a cluster – during each term in 2022-23. The aim of this project is to provide training and individualised coaching to teachers in the classroom to provide confidence and consistency when addressing disruptive behaviour within the classroom.

Teachers and school staff will be encouraged to identify and acknowledge positive behaviour in students and respond consistently to behavioural challenges. The aim of the project is to focus on schools with persistent issues with either low level disruption and/or staff who want to know more about evidence-informed strategies (preferable the former to show impact). For example, meeting staff to improve their understanding of tier 1 (universal) behaviour management strategies. Initial discussions have taken place with GwE core leads, and candidate schools will be confirmed in September 2022.

KESS ALN Reading Research

This is a proposal for up to 4 SEN schools in the KESS East region to collaborate with us on a KESS2 East MRes project. This will involve Bangor University, GwE, and SEN schools in the region. The MRes student and supervisors will work closely with participating schools to conduct an audit and rapid review of assessment and intervention approaches being used, to explore staff experiences and perceptions of current provision, and to reflect on the findings, current practices, and ideas for further development and evaluation. We hope this collaborative project will enable us to further develop and evaluate areas of strong practice, as well as identifying areas for developing provision to help improve reading outcomes for a wide range of learners. Initial discussions have taken place with GwE core leads, and candidate schools will be confirmed in September 2022.

Health Economics and PBMA

This project aims to support and develop headteacher decision making processes using effective decision-making methodology and to investigate if schools produce robust effectiveness and social validity data to support interventions in the school and consider value for money. It also aims to evaluate the impact of the project by tracking changes in provision. Initial discussions have taken place with GwE core leads, and candidate schools will be confirmed in September 2022.

ITE

Support schools in responding to the education reform journey, with strong emphasis on pedagogy, effective teaching and action research

Support cross sector collaboration to ensure consistency of effective teaching practice to support learner transition

Develop the language skills of the education workforce to expand the proportion who can teach and work through the medium of Welsh

Continue to support collaboration at all levels of leadership to ensure all learners achieve their potential

Continue to implement regional strategies for children who are vulnerable to learning, concentrating on their inclusion, emotional wellbeing, attendance and any additional learning needs to impact positively on their progress and wellbeing

Continuing to develop our work in clusters, alliances and sector transition to improve quality and develop the Curriculum for Wales agenda

Continuing to implement our memorandum of understanding with Bangor University to further develop our evidence-based practice

ALN ITE 3-19 pathway has been reviewed by EWC for accreditation, following a period of extensive consultation/coconstruction of programme plans and documentation with Welsh Government, Bangor University, special and mainstream schools, PRUs, relevant LA staff and relevant GwE staff. Detailed module design will continue next term in collaboration with all stakeholders. If successful, applications will be publicised and will open in October 2022, these will include applications to a setting-based pathway (accreditation pending)

Joint monitoring has taken place across the partnership involving CaBan, GwE and lead schools to quality assure programmes and develop next steps.

Updates to GwE staff and schools on shared professional learning (including masters and EdDoc) and approaches to pedagogy and andragogy are planned to take place from autumn term 2022.

12 relevant GwE staff members are inputting in to the PPC module for CaBan students 2022-23 to ensure a smooth progression for students in to NQT and regional approach to professional learning, particularly around the curriculum for Wales

Effective and thorough provision to support NQTs has been planned for 2022-23. GwE NQT leader has met with students about to gain QTS in order to support them in to their NQT year and associated professional learning. Cross-LA moderation of regional moderation portfolios (2021-22) has taken place, followed by national moderation.

GwE OU lead continues to successfully promote and support relevant provision and students within the region

GwE staff continue to collaborate with CaBan to improve Welsh language provision across the region through research projects led by Bangor University, such as through the 'Ein Llais Ni' project.

Collaboration between GwE and Bangor University at a variety of levels continues to ensure a consistent regional approach.

DIGITAL

Develop digital leadership in regional schools

A digital facilitators programme continues to be developed with many clusters reporting progress against the initial outcomes, namely establishing a digital learning working group and creating a shared vision in the cluster. An individual meeting has been held with each digital facilitator. 5 digital facilitators have been identified as leads, who have effectively developed the cluster collaboration model, and as individuals who will be sharing effective practice during 2022-23. 94 schools have undertaken a professional learning activity as part of this programme during Q1.

Provide a professional learning programme to develop opportunities raise standards in digital competence via Hwb.

A digital professional learning offer has been formulated and released at the end of June, which includes a broad programme for 2022-23; Digital leadership programme, training on modelling, data handling training, digital storytelling, Google Workspace Level 1, Digital Competence at progression steps 1 and 2. The offer includes a combination of face to face sessions and online sessions. 28 sessions are offered during the year. To date, 165 have registered their attendance. There is also a series of self-learning resources available for teachers to engage with at a convenient time. Google for Education, J2E, Adobe Spark and Flipgrid self-learning courses have been released.

Embed 360 Digi Cymru as the region's main self-evaluation tool for digital learning.

The 360 Digi Cymru self-evaluation tool was launched in June. We have recorded and provided a series of webinars to introduce the tool as well as webinars to discuss the different strands within the tool. To date, 193 of the region's schools have registered to use the tool. 44% of these have started to engage with the tool.

Provide examples of effective digital pedagogy.

Collaboration is underway with Bangor University and WCLD (Welsh Collaborative Learning Design) to develop an understanding of effective pedagogy and learning design. An event was held in Canolfan Fusnes Conwy recently. It was a joint event between GwE and WCLD, offering practical opportunities for teachers to use standard equipment to create green screen experiences as well as VR, considering how this would contribute to learning design. 60 attended this training day, and the feedback was very positive.

MATHS AND NUMERACY

Provide bespoke support for schools causing concern, enabling them to drive their own improvement journey.

Bespoke support has continued for regional schools deemed 'at risk' or in ESTYN category. This has resulted in improved planning for the teaching and learning of Mathematics and a greater understanding of how numeracy supports learning across the curriculum.

Support schools to understand and implement curriculum reform.

Repeated, regular visits/meetings with schools have involved training staff, collaboratively support them in planning and assessing learner progress, how to track and use this to move learners forward and inform their provision, monitoring the impact of activities to date and identifying and sharing resources pertinent to school/learner needs within the setting as they move towards Curriculum for Wales reform.

ENGLISH AND LITERACY

Support schools to understand and implement curriculum reform.

Support for local and regional Networks for Language, Literacy and Communication (LLC) resulted in several purposeful presentations and materials that were presented regionally through webinars and on-line presentations on the GwE website that many regional schools accessed. Commissioning of a teacher to complete LLC planning resulted in a complete LLC guide, from CD models, to unpicking LLC What Matter Statements, planning, language and literacy skills planning and policy guidance.

Support for schools referred for literacy support by SIAs, resulted in schools receiving the guidance they needed to progress literacy skills of oracy, reading and writing across the school, in line with CfW development and basic skills focused teaching and learning.

THE WELSH LANGUAGE AND LITERACY

Welsh Language Networks

A face to face Welsh Leads Network Meeting (Welsh-medium and bilingual schools) was held in Ysgol y Creuddyn for the first time since the pandemic. It was a successful meeting and it is intended to arrange a similar meeting during the autumn term 2022, using the 'host' school model, as well as a similar network meeting for Welsh Leads in the region's English-medium schools. A network meeting was arranged for Welsh teachers in four English-medium schools to initiate discussions about the best approaches for supporting each other, which is a model to be extended to other regional schools during Q2. A meeting was also arranged between two regional schools (from two different LAs), who have similar challenges as regards the Welsh language, in order to trial how Welsh may be delivered taking into account the two tiers of the LLC AoLE descriptions of learning.

Consultation workshops and national working groups

It was arranged for a number of regional Welsh leads to attend consultation workshops (for example Welsh Consultation Workshop in English-medium) as well as encouraging leaders to be members of national working groups (for example 'Gweithgor Lefel Pwnc y Gymraeg' - Qualifications Wales) in order to ensure the voice of the region is heard in these national discussions.

'Y Gymraeg o fewn MDaPh ILlCh' sessions.

There were contributions from two regional schools in these sessions, which were held to support the work of the CfW Regional Networks. Welsh leads and teachers across the region attended these sessions (which were held for Welsh-medium, bilingual and English-medium schools).

'Ein Llais Ni' Project

The secondary schools taking part in the project this year submitted their case studies, which are evidence of the success of the interventions to promote speaking and listening skills in their schools. The findings of these case studies will be collated in a CPD training pack to be shared regionally and nationally during the autumn term 2022. The project has also been a means for the Welsh department in two secondary schools to forge links and jointly develop immersion strategies, and this work will be an important contribution in the project's final report.

'Ein Llais Ni' digital workshops

A series of digital workshops were held, focusing on using digital tools to promote speaking and listening skills as part of the project, and a representation of the project's secondary schools attended the virtual and face to face workshops.

e-sgol

As part of the project we have been collaborating with the 'e-sgol' officer for north Wales, and through this link two secondary schools in the region will be working on a project to share successful pedagogy in the teaching of Welsh in English-medium settings via the 'e-sgol' digital platform during the autumn term.

The Secondary Language Charter

A number of regional Welsh leads attended the initial meeting regarding the Secondary Language Charter, forging national links. The next meeting will take place during September 2022, and it is hoped that a representation of regional schools will present in these national meetings next year.

Design Space - CfW Welsh language design

Following collaboration with the SIA for International Languages, a meeting was arranged for three Welsh leads in

the region to attend a Design Space digital workshop, which is a curriculum design platform, offering unique opportunities for language design within the LLC AoLE, as part of whole school curriculum design. A project arising from this workshop will commence in the autumn term 2022, and the contribution of leaders who attended the meeting during Q1 will be central to the next steps of this project next term.

Creating across languages

The SIAs for Welsh, English and International Languages have been collaborating on the 'Creating across languages' project this year with Bangor University, and two Welsh departments in regional schools joined us. The project concluded with an exhibition of project schools' work on a digital wall in Pontio, Bangor.

'Athrawon Cymraeg Yfory'

We took part in the cross-regional conference, which is a national collaboration platform offering support to NQTs across Wales.

'Y Stordy' - GwE Support Centre

Work continues with developing 'Y Stordy' website to create a manageable and convenient base for 'Y Gymraeg a Llythrennedd' 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. During Q1, a newsletter entitled 'O'r Stordy' was created as an additional tool for sharing information with leaders and strengthening messages, and it is intended to create a version for English-medium schools during the autumn term 2022.

SCIENCE

Realising the Curriculum for Wales

Bespoke support has been provided to all departments that have requested CFW support – members of these departments are developing their understanding of the CfW framework in the context of Science and technology. They are beginning to start planning units of work in preparation for September 2023 start

Local Networks have taken place in all local authorities this quarter. Exemplars and resources have been shared by the groups and are available for other schools (including non-network schools) to view. These resources are providing discussion points and ideas for other schools' departments to consider.

Two professional learning events have taken place, aimed at supporting middle leaders and teachers to develop their understanding of the Science and Technology AoLE and how to plan for progression in learning – feedback from attendees have been highly positive and many schools have downloaded and adopted the planning tools and techniques within their departments.

The Science and Technology AoLE website has been further developed and translated into Welsh – the website is supporting schools and departments to consider big ideas in Science and technology and different methods of planning for learning

Assessment and Accountability

The second professional learning event on the Science and technology AoLE, included a strong focus on understanding and planning for progression. Schools visited recently, feel that this training and the supporting resources have enabled them to further develop their understanding of progression in learning and the role of the descriptions of learning in planning for learning

Improve teaching

Collaboration and school to school working and sharing of best practice is being developed through the Science and Technology AoLE networks. Schools involved have gained valued experience and understanding through working together and sharing ideas for planning for learning and pedagogical considerations. This work will be shared on the GwE support centre for other schools to access.

Developing the TANIO website – the website has recorded a significant number of hits and downloads over the examination period, demonstrating that the resources are being widely used across the region

AGES 3-8

Provide bespoke support for schools causing concern, enabling them to drive their own improvement journey
Further enhance the provision and pupil progress across all regional schools in preparation and implementation of Curriculum for Wales.

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

Develop cross sector collaboration and sharing good assessment practice

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

Ensure consistency of messages for schools regarding curriculum, assessment, teaching and learning across cross sector networks, training and support provided by GwE

The main developments for this quarter are as follows:

- Bespoke support delivered to schools causing concern across the region (see data). One school removed from Special Measures during this period. Nearly all schools causing concern making good progress against agreed actions and all staff and stakeholders upskilled during the process. Reduction in the variance of teaching and learning 3-8 oed across the region. Support has also ensured a deeper understanding of Foundation Learning principles and pedagogy that aligns with the three enabling elements and pedagogy within Enabling Learning guidance and CfW framework.
- Delivered information sharing webinar on Enabling Learning for all SIA's, SLT's, Teachers and Teaching Assistants across the region. Deepening understanding of key elements of CfW framework including effective use of observation, play and play based learning, authentic and purposeful learning, outdoor learning and child development. Increased awareness and understanding of the 5 developmental pathways to ensure consistency of provision and developmentally appropriate provision for the youngest learners.
- Delivered CFW Professional Learning session (3-8 yrs old) regionally. Sharing good practice regarding planning, formative assessment practices including observation. Collaboration across the continuum in the planning of the session with SIA's cross sector (8-11 yrs old) ensuring consistency of messages regarding curriculum, assessment and teaching and learning.
- Collaborated with cross sector SIA's in planning and delivery of digital training to ensure consistency and developmentally appropriate teaching and learning experiences to enhance Welsh oracy skills.
- Delivered regional FP network (July 2022) sharing guidance from WG on 'On Entry' Assessment arrangements for September 2022. Including strategies to make effective transitions and on entry assessments including observations against statutory requirements and one-page profiles. Key messages shared to aid transition into Nursery.
- Face to face sharing of case studies across the region showing impact of Woodwork provision of the development of skills across AOLE's cross-curricular skills and integral skills. The case studies also demonstrated effective methods of observation and assessment through real life authentic experiences which positively impacted pupil's overall progress and well-being. All case studies uploaded on to GwE support centre and shared during FP Summer Network (July 22).
- A cross section of schools across the region, 4 from each LA involved in an informed research project 'Communication Friendly Spaces Approach'. Practitioners reflecting and reviewing their learning environment both indoors and outdoors. Schools have audited their environments and reflected upon the impact of their provision on learners in line with Enabling Learning guidance.
- Directing and guiding schools towards national training modules for Foundation Phase (Foundation Learning) to deepen their understanding and upskilling practitioners in observation, child development, authentic and purposeful learning, play and play based learning, transition and outdoor learning.

OBJECTIVE 3 - LEADERSHIP

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

LEADERSHIP

Provide access to a range of regional and national professional learning, including access to coaching and mentoring, for all educational practitioners in schools and settings that is appropriate to their role and responsibility in line with professional standard

(National Professional Learning, National leadership Programmes for Teachers/Headteachers)

Informal monitoring and evaluation based on delivery team discussions indicate that all programmes are having a

positive effect on leaders' confidence and ability to contribute to a self-improving and collaborative system. Discussions with participants and with their line managers indicate that the programmes are contributing to the development of self-reflecting practitioners who are taking greater responsibility for their own professional learning and career development and are further developing their understanding of their leadership role, particularly in regards to the successful implementation of CfW.

The programmes have ensured that delegates across all programmes reflect on their own professional practice as school leaders against the National Leadership Standards.

Participants have been upskilled and empowered to lead and support colleagues in their settings, strengthening the leadership capacity in their schools.

The Leadership Pathway facilitates appropriate professional learning for leaders at all levels, supporting their development to the next stage of their career.

All programmes are being updated accordingly to reflect the national agenda and address issues relating to the impact of the pandemic. This is happening at a National and regional level.

In regards to the changes to the New and Acting Headteacher Programme, the induction provision for new Headteachers from across the region is now more consistent, supportive and effective.

As the 2021-22 cohorts are approaching the completion of their development programmes, we need to recruit sustainable numbers of appropriately experienced applicants from across the region for the 2022-23 cohorts.

GOVERNORS

Support school governing bodies in making good appointments at senior level.

Support has been provided for school governing bodies in making good appointments at senior level.

Support local authorities in ensuring that governing bodies have access to high quality learning opportunities.

Support has been provided for local authorities to ensure that governing bodies have access to high quality learning opportunities. The 2021 – 2022 programme of professional learning opportunities includes Education Reform which will include Curriculum For Wales, The ALN Reform Journey, Schools as Learning Organisations, Shirley Clarke Project, Foundation Phase, Digital Competency Framework and Leadership.

Support local authorities in ensuring that governing bodies have support in self-evaluation and development planning.

Support has been provided for local authorities to ensure that governing bodies have support in self-evaluation and development planning, including pre-inspection support for Governors on Estyn's expectations prior to and during inspection.

Facilitate effective communication and information-sharing between GwE, LA and GSO.

Support has been provided to facilitate effective communication and information-sharing between GwE, LA and GSO. All stakeholders benefit from shared information.

Support LA's in their provision of training for governing bodies in their support of school improvement.

Support has been provided for LAs in their provision of training for governing bodies to support school improvement, although this applies to only two of the six LAs since April 2022. There is potential for more targeted support for Governors across all six LAs on aspects which their Self Evaluation have identified as in need of improving.

ALLIANCES / NETWORKS / CLUSTERS

Collaborate with school leaders at all levels to further embed the contribution of:

- primary/secondary clusters
- secondary alliances
- regional networks

in addressing national and regional priorities

To ensure that governing bodies are aware of the importance of alliance/cluster collaboration particularly as it relates to CfW development

One of the key strands of the recently published *School-Improvement Guidance: Framework for Evaluation, Improvement and Accountability* gives new impetus to the collaborative work undertaken with school leaders at all levels to embed the contribution of primary/secondary clusters and secondary alliances. In moving forward, the national expectation that schools effectively engage with peers and specifically around evaluation, improvement planning and developing a consistent approach and understanding of learner progress will support our efforts and ensure greater traction and impact in the cultural shift.

EDT/SPP training has continued, introducing new clusters/alliances to the model and offering a refresher for those who wanted to re-engage post Covid.

From September 2022, the main thrust for primary/secondary clusters will be around supporting transition.

By June 2022 almost all schools across all sectors have engaged effectively with local alliances and clusters. The focus has been primarily on CfW cluster collaboration and on contributing to evaluation and improvement planning activities. Their work has been augmented by the contributions of the AoLE Networks at regional and local levels. As a result, a number of alliances are developing strong emerging practice around planning collaborative activities to support the reform journey and aspects of school improvement. In addition, 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].

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. 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. 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)

Support leaders' wellbeing with the ongoing challenges linked with leadership, through providing 'Reflective Spaces' to school leaders across the region.

Reflective Spaces are continuing to be accessed across the region. Mike Armiger and Coral Harper are running at full capacity. We have instructed Mindful Visionaries to undertake a pilot and they are currently working with 3 school leaders from across the region. Meetings planned for September 2022 to plan ways forward and review the process to date.

WHOLE SCHOOL WELLBEING (AoLE)

Promoting 'Ethically Informed Citizens of Wales' by building on the momentum of our successful TEDxGwE.

Planning is in progress for us to work in collaboration with Glyndwr University and the North Wales Public Service Boards to run a 'Future Leaders Pilot' to enable young people (aged 14-16) to directly contribute to the development of regional Well-being Plans, sharing their views and ideas on how well-being can actively be improved for them and people like them in their local area. We will build an increased understanding of the Well-being of Future Generations (Wales) Act 2015, develop as 'global and ethical informed citizens', and build a sense of self-efficacy and potential as future (and current) leaders. Reregistration had started and we are looking at 6 locations for TEDx.

STRATEGY TO SUPPORT PARENTS / CARERS

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

A 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 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.
- Bilingual Communication packs for HYCTL and HYTTL have been shared with schools.
- Training packages for TAs to use with parents (HYCTL & HYTTL) have been developed.
- A platform was created on the GwE website with information for Parents, Carers & Schools – this ensures easy access for all.
- 12 Schools to pilot the training package for Help your Child to learn. The group will reconvene in the autumn term with feedback. The training will then be available for all schools across the region.
- Secondary colleagues to be invited to attend training in the Autumn term. The aim is to do this with all secondary schools across the region.

RE-IGNITE LEARNING

High Frequency Word/Repeated Reading (HFW/RR) & Headsprout Implementation Support

This work stream consists of two aspects: **Improving fluency in Oral Reading (iFOR)** using HFW and RR strategies, and the continued provision for schools to use Headsprout reading programmes, known as the **Keeping Pupils Reading (KPR)** project. Both of these projects are continuation of work started in the previous year. Updates are as follows:

Improving fluency in Oral Reading (iFOR)

Fifty-two schools and 66 teachers have signed up and had access to online training videos, and intervention resources to download for use in their schools. 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.

Fourteen schools have attended follow-up Q&A support sessions online, and have had access to a member of the research team for implementation support. The support sessions took place in September 2021 and January 2022. Schools have also been invited to measure progress in Oral Reading Fluency using the DIBELS screening test. 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. The Repeated Reading fluency materials have been further developed for use at home and in school (additional practice opportunities). Schools have been invited to trial the use of the materials at home and in school. Four schools have expressed interest. Throughout 2021-22, we have continued to update the Repeated Reading and High Frequency Word interventions to make them more accessible and usable. We are also in the process of designing a iFOR manual and creating simple short training videos. Adverts will be placed on the GwE Bulletin in September 2022 for schools to sign up to the autumn iFOR training sessions.

Keeping Pupils Reading (KPR)

Summary of ongoing progress as follows:

- On-going school support via email/phone call/video call from Research Officer available for any support required by school staff (technical, buying/renewing licences, implementation, training, how to access resources etc)
- All resources including how to guides and training videos as of Sept 2021 are accessible via Hwb for school staff and Google Classroom for parents
- All project details were advertised via the GwE bulletin and via twitter
- Autumn Term 2021 all schools were supported with renewing their current licences or trial licences. Spring Term 2022 - delivered two getting started with Headsprout webinars and 2 How to monitor progress webinars (these were recorded and made accessible on the GwE support centre. 10 schools attended and have continued to have on-going support since.
- Summer Term 2022 - delivered 3 Q and A sessions for schools. 2 schools attended.

Next steps for autumn 2022:

- Continued support offered to school staff from the Research Officer
- Monitor Hwb to allow access to new schools
- Continue to monitor Google Classroom
- Update training videos when required

Adverts will be placed on the GwE Bulletin in September 2022 for schools to sign up to the autumn KPR training sessions.

Remote Instruction of Language and Literacy (RILL)

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 initially developed in 2020 during lockdown.

Thirty-three schools have been trained in RILL (58 teachers) during the 2021-22 school year, with the majority being Welsh medium.

During 2021-22 RILL focused on training new schools to implement the programme. Training consisted of asynchronous tasks, a live full-day training session with the RILL team (max 5 teachers per online session), and a short follow-up discussion. Weekly drop-in sessions were also available to those who required further and continuous support. We also conducted some in person training within participating schools.

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 materials for parents to use with children at home – including two new vocabulary words, a story, and discussion points to encourage interaction and the use of oral language. These materials complement the Welsh medium RILL materials and are intended to be set as homework by the teacher prior to the lesson. For non-Welsh speaking parents, English descriptions/translations are included, as well as videos to support low confident readers.

We have also developed and piloted a battery of online assessments to capture impact data for RILL.

In 2022-23, the first objective is to expand RILL to provide a 15-week tech-based language and literacy Welsh programme to disadvantaged children (i.e., non-Welsh-at-home, low SES and ability) and to test its effectiveness in improving Welsh language and reading skills. We have begun to successfully recruit 20 schools from Gwynedd and Anglesey to commence this work in October 2022. WE will also be recruiting a further 60 schools from across Wales to receive RILL training.

To help target schools use an evidence-informed study and revision strategies

This project is aimed at gathering feedback and information on the feasibility of using a new set of practice testing (iStER) resources to help learners improve GCSE mathematics outcomes.

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

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

Continue to develop leadership capacity across the system.

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

For the last three years there has been agreement with Headteachers on a series of regional principles for peer engagement. A peer review model (by the School Partnership Programme) was distributed to stakeholders, approved by the Management Board and Joint Committee.

All GwE SIAs have received continuous training and support on peer review, facilitation, mentoring and coaching. By July 2022, 29 SIAs have been trained as peer reviewers and improvement facilitators as part of the School Partnership Programme. All new staff members received School Partnership Programme refresher training. During October 2021, 13 SIAs were trained to deliver the programme, and following a programme of observing training during April 2022 they can now deliver School Partnership Programme training to schools and clusters. During May 2022, the first programme of SPP training facilitated by GwE staff alone was delivered to cohort 3b. This means that by July 2022, 21 SIAs have the capacity to deliver the programme successfully, and that up to 10 additional SIAs have been earmarked to receive training as facilitators in the autumn term 2022.

By July 2022, 21 clusters/alliances (118 schools) have received School Partnership Programme 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. 149 Headteachers / senior leaders have been trained as peer reviewers across the region. 131 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 extended training for their improvement facilitators during May 2022, with the focus on developing increasing and effective use of research in their improvement workshops. The latest training for secondary schools / clusters involved in the programme was delivered during May 2022.

There is a programme in place to offer School Partnership Programme 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 not already involved in the programme were asked to express an interest in participating in School Partnership Programme training. A total of 33 clusters across the region expressed interest, which included 193 regional schools. By May 2022, an additional 53 schools have received training and it has now been arranged for 106 schools to receive School Partnership Programme training during the autumn term 2022. Four clusters / alliances have been identified to be included in a case study on research into the impact of the programme in 2022-23. A researcher from the Education Development Trust will complete this work on behalf of the region.

COACHING AND MENTORING

Provide access to a range of regional and national professional learning, including access to coaching and mentoring, for all educational practitioners in schools and settings that is appropriate to their role and responsibility in line with professional standards

No training programme provided this term but discussions and planning has started in relation to the regional proposal. Applications to study level 3, 5 and 7 qualifications have been requested - programmes to start in September 2022.

SCHOOLS CAUSING CONCERN

Continue to collaborate with Welsh Government, Estyn and the relevant regional LAs on the national multi-agency pilot for secondary schools in Special Measures and on Stage 3 support for those schools recently taken out of category.

In collaboration with LA Officers, further strengthen regional structures and processes to support and challenge primary and secondary SCC.

Planning and delivering the new curriculum for Wales.

Collaboration with Welsh Government, Estyn and the regional LAs are continuing on the national multi-agency pilot for secondary schools in Special Measures and on Stage 3 support for those schools recently taken out of category. Collaboration with LA Officers is also continuing to further strengthen and ensure a higher level of consistency in regional structures and processes to support and challenge primary and secondary SCC.

In recent Estyn visits, one additional secondary school was placed in Special Measures. However, this was expected and the local authority were fully aware of the escalating concerns. Estyn findings during the week mirrored GwE/LA concerns. In addition, during a recent monitoring visit to a school in SI, Estyn judged insufficient progress and placed the school in Special Measures. The school is currently challenging some areas/aspects of the process. The current regional profile shows that there are 4 secondary and 1 primary school in Special Measures

Work is continuing with Stage 3 'sustainable exit' support for the two school recently taken out of special measures.

2022-23 bespoke 'holistic' support plans for all of the schools noted above is currently being discussed and will be finalised in early September. Plans will also ensure that all schools are effectively engaging with key partners as they plan and deliver their new curriculum and will ensure increasing engagement with alliance/cluster and wider networking for improving leadership, provision and the quality of teaching and learning.

Due to Covid restrictions it has not been additionally challenging to ensure full engagement with all statutory category schools. Neither has it been possible, in all circumstances, to undertake full monitoring visits to capture progress and impact and especially at classroom level. This will need to be addressed from the Autumn Term onwards.

Planned schedules and timeline for the workstreams noted above may be affected should there be further disruption caused by the pandemic.

SCHOOLS AND SERVICE AS LEARNING ORGANISATIONS (SLO)

- **Ensure that GwE and its workforce continue to embrace all the requirements and values of a Learning Organisation.**
- **Assist schools across the region to gain a deeper understanding of what being a Learning Organisation entails so that it becomes a natural part of the school culture.**
- **Further strengthen our partnership with HEIs and develop students' awareness of SLOs**

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. Schools will now be further supported to look at and further develop their culture of enquiry through exemplifying the work of the NPEP schools and also signposting effective practice within the region.

The electronic SLO survey has received a soft launch by Welsh Government given the difficult period all schools have endured during the pandemic. Engagement with the survey so far has been quite low and is an aspect which will need further promotion during next terms work and will be a natural part of schools processes as they develop their work around Curriculum for Wales. We plan to introduce recap sessions for all interested schools either through recorded webinars or asynchronous sessions.

Further developmental work needs to be done with our HEI partners to look at Schools as Learning Organisations and to ensure that our students have a deeper understanding of SLOs and their values.

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.

2. APPENDIX:

Regional Data