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GwE Business Plan 2022-2023 Quarter 3 Progress Report



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1. GwE REGIONAL BUSINESS PLAN

REGIONAL PRIORITIES & PROVISION 2022-2023

Progress report for Quarter 3

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. Further development of formative assessment. 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.

One secondary and one primary lead school from 12 clusters across the region have declared an interest in participating in the regional pedagogy transition action research project launched in the GwE Transition 'Pontio' workshop on 07/10/22. A Launch meeting for the 24 schools and their SIAs was held on 12/12/2022. All schools and SIAs attended. Schools shared intended focus for their research and collaboration and had opportunities to share and plan their collaboration. Half termly review meetings have been arranged until the end of the calendar year to discuss and share actions and impact. The Project Google Classroom has been set up for sharing and collaborating. It is early days in terms of impact, but all schools have a clear picture of each other's focus and are clear on their next steps. Support material have been placed in Google classroom. Schools will begin research and collaboration during Spring Term 2023.

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

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

Regional 3-8 age group network has been delivered for practitioners and SIAs, sharing guidance on Enabling Learning (the period of learning leading to Progression step 1) and case studies shared by schools from each LA involved in GwEs informed research project 'Communication Friendly Spaces Approach'. Practitioners discussed how they had reflected and reviewed their learning environment both indoors and outdoors and the impact of their provision on learners in line with Enabling Learning guidance. Presentations and case studies have been uploaded on to the GwE Support Centre enabling all school regionally to access them.

Regional workshops have been delivered regionally for teachers and TAs new to the 3-8 age group focusing on the principles of Enabling Learning and AOLEs within this age group and effective pedagogy. Those who attended have a secure knowledge and understanding of the three enablers within Enabling Learning, pedagogy and the curriculum to transfer into classroom practice.

Regional digital workshop has been co-delivered on developing skills within 3-8 age group (see Digital Business Plan Q3 monitoring report).

Joint practitioner and SIA delivery of cluster woodwork workshops exemplifying impact of Woodwork provision on the development of skills across AOLE's, cross-curricular skills and integral skills. Case studies shared demonstrated effective methods of observation and assessment through real life authentic experiences which positively impacted pupil's overall progress and well-being.

Support with pedagogy, formative assessment the 4 purposes, assessment, planning and transition:

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

Schools across the region are continuing to revise and adapt their assessment recording procedures with some trialling the completed GwE tracker. Training in implementing this has been led for all SIAs to support their schools and clusters - bespoke training for schools and clusters on request, and for all schools through a series of on-line training events, and in the 'Inspired Leadership' conference. Training has been very well received as tracker meets

what schools require currently.

Appropriate schools are now fully implementing the Pupil Progress tracker and using this effectively to stimulate professional dialogue and track learning and achievement linked to the Curriculum for Wales. This will enhance learning and improve progression through improving communication and targeting support. Awareness has been raised about the usefulness and relevance of the tracker, this has underlined key messages about the Curriculum for Wales and underpinned principles.

Support schools in developing their own effective assessment processes:

Schools across the region are continuing to trial various means of recording pupil assessment. GwE SIAs continue to advise, share good practice and offer possible solutions to individual schools and/or clusters during meetings with Headteachers, by attending staff meetings or during cluster discussions.

On-going support for schools in developing assessment has taken place, including sharing of successful practice, either bespoke by SIAs for schools and clusters, and LA staff where relevant, or through accessing on-line sessions delivered last term. SIAs have had access to these sessions to support their own clusters.

Partnership working with schools to develop professional dialogue has taken place on a bespoke basis, as well as key messages being shared through regional training. Schools having successful practice in this area have been identified and their practice shared.

Due to upskilling of workforce in assessment within the Curriculum for Wales, schools are aware of their next steps and are further developing, designing and embedding assessment provision. This is making a key difference in improving schools' focus upon assessing learners holistically.

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

GwE continue to share good practice across the region building upon how many schools have refined their processes during Covid.

Transition

ITE students have been updated in planning for successful transition on 03/10/2022 - GwE Keynote lecture and 2-hour workshop for 140 PGCE students in CaBan resulting in ITE teachers across the region being upskilled in ways to support successful transition.

Schools are now beginning to develop new arrangements for cluster collaboration to support 3-16 progression. This work links to the SIG and CfW. Schools and clusters across the region have been upskilled in ways to support successful transition through the GwE Transition 'Pontio' workshop that took place on 07/10/2022, focusing on successful transition in line with Curriculum for Wales. 2 primary schools and the secondary school were invited from all clusters. Nearly all clusters attended, and the very small minority who did not attend, are being supported by their SIA. Feedback from the workshop has been very positive and practical, and the next steps have been planned by each cluster which should prove impactful.

All clusters across the region have been collaborating to create new transition plans and projects, and these are at varying stages of development. Key messages from the workshop have been shared with SIAs and schools. A follow up event of sharing successful practice is planned for 17/03/2023 where all clusters will be invited. Dave Harris will attend, and this will include an opportunity for questions and answers.

The next steps following the workshop are:

- Support clusters in transition of pedagogy pilot project
- Develop sharing platform to broaden successful practice
- Support individual and groups of clusters in developing a cluster vision for transition
- Support individual clusters and schools in improving transition – Building relationships, collaboration, sharing learning, progression in skills, explore wider context of transition, particularly beyond Y6-7
- Develop sharing success workshop for March under umbrella of 'Inspired Leadership' with clusters from each LA invited to attend.

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 National Curriculum for Wales (CfW) Professional Learning online sessions continue to take place to support leaders and teachers to continue their work on CfW. Cross regional team work collaboratively to plan and deliver national programme to include school examples and opportunities for schools to discuss practice with other schools across Wales within breakouts. Recordings and resources shared are available on a cross-regional website available through HwB to all schools and practitioners through Wales. Across GwE, staff continue to work within teams to identify support packs as part of the regional PL programme.

The impact is as follows:

- Increasing number of professional learning sessions to support teachers with practical examples shared from schools on sharing their process.
- Positive levels of engagement from schools across Wales with over 327 practitioners attending with the majority of these being members of SLT – GwE schools have over 143 practitioners attending.
- Evaluation forms of the CfW programme show that of participants who have completed evaluation forms, 100% strongly agree or agree that they are satisfied with the learning experience.
- Bespoke cluster and school professional learning sessions being requested from GwE to support whole school and staff training to support curriculum discussions, for example, GwE presenting on integral skills in all AOLES for secondary schools working together on common INSET day in November 2023.
- All SIAs engaged in regular professional dialogue with SLT members across all schools during Autumn term to identify professional learning for school staff – information to date on priorities indicates that 217 schools have CfW as a priority.

GwE Support Centre continues to support schools to access professional learning through a blend of approaches. Sessions are recorded and these include examples of schools sharing their practice. Feedback shows these are well received by schools, being used to support professional dialogue within the school. Out of the 3842 viewings of support materials, 2025 are primary based practitioners and 1817 are secondary based practitioners.

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

The first regional network meeting for this academic year has taken place. Feedback on the initial weeks of new curriculum were generally positive although recognised that very early days. Feedback has been received on the structure and organisation of meetings moving forward taking into consideration the purpose and the opportunity to use local forums for discussions. Proposed new meeting structure has been shared with GwE Management Board and with staff. The next regional meeting planned to introduce this and develop support plans for identifying good practice will be held in January 2023. Formal evaluation with Bangor University in ongoing.

OBJECTIVE 2- DEVELOPING A HIGH-QUALITY EDUCATION PROFESSION

Improving the teaching & learning in our schools

MODERN FOREIGN LANGUAGES (MFL)

Support the development and delivery of meaningful international language provision in Wales.

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

Work is continuing with the regional and local groups 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. It is intended to commission some schools to showcase how they develop and raise the value of multilingualism in their settings and the impact on their learners.

Support schools and settings to plan their international language provision.

Global Futures (GF) GwE Primary and Secondary team meetings: the teams meet regularly to discuss the

development and implementation of the business plan to deliver on the strategic actions of the Global Futures programme.

School to school and cluster support primary: the Lead schools have continued to work within their cluster and contacts. Lead Schools and GF Lead have also responded and provided support to individual schools or to other clusters. Some schools have invited Leads to present to all staff during after school meetings. Meetings are very positive as they offer the opportunity to understand better the aims and expectations of international language in the primary in line with the Curriculum for Wales guidance.

Professional learning offer: Uptake on the autumn term professional learning offer was very good and feedback very positive. We are hoping that this will generate further traction and increase engagement by other schools as their curriculum design for international language develops.

Network Meetings: survey amongst attendees of face-to-face training in November indicated that they would welcome termly Network meetings for primary practitioners. The GF GwE Primary Team discussed and agreed on format and venues. Dates and agenda are agreed during GF GwE Primary Team meetings to ensure consistency of messages and approach but will allow for context specific differences.

School to school support secondary: Hub Leaders and International Language Lead continue to provide support to individual schools or cluster to respond to request. Termly Network meetings: November meetings were well attended and productive. The Global Futures GwE offer outlined in the half-termly newsletter, including professional learning and CfW development projects are responding directly to the needs identified by HoDs in the summer. Schools are signing up to the various opportunities which will take place in the next quarter.

Designing for Languages within CfW: Programme for Pilot schools 2022-2023 with Professor Jenny Eddy of Queens' College, New York University (Secondary sector): During Quarter 3, two days of face-to-face training with Professor Jenny Eddy was very well attended with excellent feedback from MFL and Welsh practitioners as well as member of the Regional Group members. All collaborating schools gained deeper understanding around the principles of Articulated Assessment for Transfer Tasks and reflected constructively on their planning process and practices. All collaborated with colleagues and produced at least one 'Articulated Assessment Transfer Tasks' (AATT) with support from Professor Jenny Eddy's expertise and guidance. The aims and expectations for next stage were shared and understood. Optional on-line drop-in sessions for further support were organised on 28/12.2022 and 15/12/2022 with Jenny Eddy present. Google Classroom was created for schools to post their developing work and collaborate further. Guidance and help to review and develop AATT and Unit materials was created and shared via the Google Classroom, drop-in sessions and emails. One further optional all-day face-to-face session will be organised on 24/01/2022 and further support will be available on request.

In addition to this work, the GF Lead liaised with Caban (ITE programme) and has organised for this workstream to be shared with undergraduates to support their focus on Curriculum design (see below for more details on collaboration between Global Futures GwE and ITE Caban.)

GwE will present the work being developed in North Wales to the annual Languages World Conference organised by the Association for Language Learning (ALL) in March 2023. This will enable to showcase the practical examples of innovative and effective practices and approaches our North Wales schools are developing to improve the quality of language learning. The ALL conference is a prestigious and extremely well-attended UK-wide conference where a wide range of renowned and acclaimed educationalists and MFL experts present the latest evidence-based research and developments. This will be a great opportunity to raise awareness and understanding around our new Curriculum for Wales and to put a spotlight on its forward-looking and empowering framework for practitioners. This will be the second time Global Futures GwE will be representing North Wales at the conference (March 2021).

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 the various communications with schools engaging with the Global Futures events and offer, guidance and support is provided to develop the curriculum which best suits their school and context.

Projects in progress:

- International projects and Taith Programme in progress: Rugby in France and Wales - Normandy. Action

plan and list of activities have been agreed and is being implemented. Project development and practice was shared with colleagues during the 16/11/2022 training day- very positive impact with schools inspired to embark in similar projects.

- Power Language training and links with France, Spain and Germany 2023-2024: PL schools.
- British Sign Language (BSL): developing curriculum and SoL for BSL as IL beginner level.
- Power language Resources: Embedding languages within the curriculum: training session on 16/11/2022 very well attended and Feedback overwhelmingly positive. Positive impact on teachers' enthusiasm, confidence and range of practical ideas to develop IL teaching and learning.
- Upskilling course: French Languages for primary teachers – 09/11/2022 (follow up from July sessions) and January 2022-2023. Based on the use of literature to develop language and language acquisition. Discussion on further sessions discussed and agreed for January 2023.
- Primary Network meetings for IL: GF Primary Team agreed on termly face-to-face meeting. First meeting: February 2023.

Links with MFL mentoring - Year 8/9 mentoring:

2022-2023: 21 schools in GwE: full capacity (+ 4 on reserve list)

As every year, we have been promoting the MFL mentoring scheme which aims to develop learners' awareness and understanding of the benefits of learning an international language at KS4. 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.

Let's take languages: Bangor University Day

10/11/2022: Over 150 pupils attended the workshops featuring language tasters and useful information about studying languages at university and careers. Feedback from pupils and staff clearly show the positive impact on students' attitude and towards languages as well as aspirations for the future. Two more days have been organised on 31/01/2023 and 01/02/2023. A total of 25 schools and over 410 students will have taken part.

Designing for Languages within CfW: Programme for Pilot schools 2022-2023.

The Curriculum design programme "Designing for languages within CfW" will provide pilot schools with a process to ensure their planning is innovative, based around relevant and current contexts and essential cultural and societal questions whilst developing the appropriate language skills and knowledge at the right pace and depth. This planning also aims to make language learning a very positive and attractive experience for learners, which, in turn, will encourage more linguists at KS4.

Provide our practitioners with the skills, knowledge and experiences to plan and deliver international languages provision.

Regional Education Consortia and partnerships to continue to provide support for primary and secondary schools across their regions to prepare for the CfW.

All offers from Global Futures partners are shared with schools regularly and through the various communication channels available (GwE Bulletin / Twitter, GF GwE Newsletter, emails) and most updates are posted on the GwE Support Centre and the GwE website.

Collaboration with the Initial Teacher Education programme CaBan:

GwE have made links with the Director of the ITE programme in Bangor University to widen the GF GwE offer to Associate Teachers and strengthen messages and expertise around the teaching and learning of International Languages, especially at primary level, to ensure learning experiences in languages are engaging and foster life-long love for languages.

Increase the opportunities for learners to experience languages at primary school and at secondary to experience languages alongside examination courses.

All offers from Global Futures partners are shared with schools regularly through the various channels. The GF Team works very closely with schools and identify some offers which may be more relevant to their context.

Taith: The details for the international links programme have been shared and promoted. Schools are encouraged to make use of the funding to develop links with partner schools and engage in various projects and professional developments. GF GwE Team are in close contact with Taith and ensure that relevant and current details,

development and support offer are shared regularly.

Oneworld: meeting with the programme director took place in September 2022. Details of opportunities have been shared with schools to connect with schools around the world.

Power Language training and international links - GF GwE is planning, in collaboration with PL, to apply for Taith funding and organise a project which will combine international links with schools and immersion training in Spain, France and Germany in 2023-2024. Details of schools involved and project to be confirmed in next quarter.

Provide direct support to secondary schools via the Cardiff University MFL Student Mentoring Project for 2022-2023.

Mentoring 22-23: GF GwE has encouraged schools to register their interests and targeted schools where numbers were low or who have not engaged with the programme before. Recruitment is promising: 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 and have been offered as one turbo tutoring session.

HLTA - TALP

Newly appointed teaching assistants

Data collection systems were jointly revised with the other Consortia in July 2022. It was decided nationally that teaching assistants need to be encouraged to complete the 4 modules. This was communicated to all GwE teaching assistants registered for Module 1. There is no specific time frame for completion of the training, but we are monitoring the teaching assistants who are undertaking the Induction modules to ensure they complete the 4 modules. When registering for the programme teaching assistants are added to the GwE Induction TEAMS, as a contact point with the Co-ordinator. The programme was advertised regularly in the GwE Bulletin and the Google Classroom for Teaching Assistants. As a result, there is an increase in the number of teaching assistants completing the 4 modules and comments on feedback forms are good overall.

Practising teaching assistants

The content of the programme was reviewed nationally with the other Consortia co-ordinators during July 2022. By now, during the 2022-23 financial year, 3 clusters have completed the 'Practising teaching assistants' programme, and the programme has commenced with 2 other clusters. Three other clusters are keen to undertake the training during this academic year, and 1 other cluster has made initial enquiries. This is a positive increase on last year's cluster numbers. Positive feedback was received from attendees.

The programme will be available regionally during the Spring term 2023. Face-to-face training will be held in 4 locations across the region - Mold, St. Asaph and Caernarfon/Bangor and Porthmadog. This decision is the result of feedback from teaching assistants, facilitators of training for practising teaching assistants and Aspiring HLTAs, who have resumed face-to-face training.

Aspiring HLTA

Cylch 4 - the programme was finished in June. 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.

A review session was held on 12/9/2022 for applicants for *Cylch 4* assessments, and *Cylch 4* assessments were held 17/10/22 – 11/11/2022. 15 applications were submitted for the HLTA Assessment; 12 went forward for assessment this time with 20% deciding to undergo assessment during the next phase due to personal circumstances.

The number of *Cylch 4* Assessments is generally down nationally due to illness, school circumstances, not enough experience of leading classes, lack of qualifications or not completing the Aspiring HLTA programme. 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. The oral feedback received was that the majority would prefer face-to-face training.

Cylch 5 - face-to-face *Cylch 5* commenced in September 2022 (Welsh and English-medium). 43 applications were received - 39 accepted and a place offered to 2 applicants on *Cylch 6*, which shows healthy numbers across the region. Following recent face-to-face *Cylch 5* sessions it was evident that participants' engagement and enjoyment

is much higher. It is also evident that teaching assistants have a much better understanding of how to write their reflections following face-to-face training.

Cylch 6 - The Aspiring HLTA Cylch 6 was advertised in October/November 2022. 28 applications were received, and 25 candidates were offered a place. The programme will commence face-to-face in January 2023.

HLTA status

Cylch 3 Assessments

Following attending 8 digital sessions for Aspiring HLTAs, 82% of Cylch 3 Aspiring HLTAs applied for the HLTA status assessment. 24 Assessors have been completing Cylch 3 assessments. Each assessment was moderated regionally, and a sample of six moderated nationally.

Cylch 4 Assessments

Following attending 8 digital sessions for Aspiring HLTAs, 46% of Cylch 4 Aspiring HLTAs applied for the HLTA status assessment. 12 Assessors have been completing Cylch 4 assessments. Each assessment was moderated regionally, and a sample of six moderated nationally.

Those who did not go forward with the assessment this time noted they had not secured enough teaching experience in the classroom due to the impact of Covid. These will undergo assessment with Cycle 5, 6 or 7 teaching assistants when appropriate. A number of these teaching assistants have also left education, and assessments were lower than usual across each Consortium.

Cylch 4 evaluation comments are positive and a testament to assistants' appreciation of this opportunity to develop professionally:

"I thoroughly enjoyed the course, the co-ordinators made the course fun and interesting, it inspired me and there are lots of things I have taken away that I will use going forward in inspiring others. I also found it great to be able to listen to so many other aspiring HLTA's point of view on teams and learn from this."

"It has allowed me to develop confidence in my current role and develop my professional learning, so I can continue to support the learners in school to the best of my ability."

"The programme has helped me to lead the learning of my class and my intervention groups more effectively. It has improved the learners' outcomes and their attitudes towards learning."

"My assessor was wonderful, patient and reassuring of the process."

HLTA assessors

National refresher training was held on 3/10/22 on TEAMS, and a drop-in session for GwE Assessors on 10/10/2022. HLTA assessors gave very positive feedback regarding the new system of assessing candidates.

Introduction to Curriculum for Wales

New training has been jointly created with the other Consortia, 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 GwE primary schools, and training has now been delivered to 219 teaching assistants.

Welsh Language

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

Regular meetings are held with Local Authority officers in each authority to ensure clarity of implementation as regards the Welsh in Education Strategic Plans (WESPs). Welsh Advisory Teams' objectives are incorporated into the GwE business plan to strengthen the joint understanding of the offer from GwE and the authorities. Arrangements for meeting authorities individually are proving to be an effective and constructive approach. In terms of Estyn recommendations pertaining to the Welsh language, school profiles are updated on a regular basis along with the support required. Members of the GwE team attend language forums and associated Local Authority sub-committees to help achieve joint understanding of each authority's WESP targets. A national working group has been established to develop support and specific professional learning for Welsh-medium schools.

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

Self-evaluation guidance for Welsh has been shared in deputy headteacher and headteacher forums. There will be a further review of GwE provision for English-medium secondary schools in those schools demonstrating successful practice and who have made strong progress in establishing and sustaining a Welsh ethos. There has been an increase in the number of requests for support for the English-medium secondary sector in line with support plans via SIAs; this includes scaling up aspects of Cymraeg Campus to promote bilingualism in the school. Issue 1 of the 'O'r Stordy' newsletter for Welsh departments in English-medium secondary schools was circulated at the end of the autumn term, which provides information and important links to resources, information, events and support networks. A national working group has been established to develop support for English-medium schools. The working group met during the second half of the autumn term, and work is ongoing in terms of planning resources and professional learning to support the new Framework. The application to extend 'Ein Llais Ni' to English-medium schools has been submitted and approved by the Government.

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

Members of the GwE team gave a presentation on the Welsh language and Welsh literacy as mandatory elements of the CfW in the regional network and 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. Four meetings were held with primary and secondary headteacher forums in collaboration with the LA to draw attention to Welsh as a statutory element of the CfW. This is a means of raising the profile of the language among headteachers and is an opportunity to highlight the need to include Welsh in their curriculum design. The relevant information has been presented to all SIAs in a full team meeting.

In terms of the secondary sector, a website has been created to support secondary Welsh departments (Welsh-medium and bilingual), for the purpose of sharing information regarding 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. Requests to support specific schools are received via the LA (English-medium secondary schools).

Develop skills:

Ein Llais Ni

80+ teachers have submitted case studies addressing various themes and the impact on teaching and learning. The request to extend this work has been submitted to Welsh Government and has been approved. A Professional Learning resource in the form of a website has been created, www.einllaisni.cymru, to collate the resources. A Bangor University research report has been completed to evaluate the effectiveness of the project, with a view to identifying specific challenges faced in schools in terms of the best ways to get pupils to use their Welsh and the skills associated with this. A student from Bangor University has worked in close collaboration with Professor Enlli Môn Thomas and has undertaken research in the field. This has resulted in preparation of a booklet for practitioners, which is a quick reference for teachers on developing the oracy skills of children and young people - O Enau Plant. Initial feedback for this resource is very positive.

An event entitled 'Ein Llais Ni: Datblygu Siaradwyr y Dyfodol' was held on 22/11/2022. Schools that have been a part of the work made a valuable contribution, and there was representation from Welsh Government, the 'Ein Llais Ni' Management Board, Bangor University (lecturers and students), Local Authority Officers, current project schools and others with an interest in the work. Feedback was extremely positive.

Reading:

The robust collaboration with Bangor University to disseminate the RILL project continues. There will be an invitation for schools to join further research funded via Welsh Government. Bilingual provision has been planned for three days Professional Learning for primary and secondary settings. The intention is to explore and develop subject knowledge and strategies to enrich provision and have input from a wide range of experts on developing reading for pleasure and reading skills. Cluster training was held on developing enjoyment of reading and higher order reading skills. The session included modelling the successful practice of one school, namely incorporating higher order reading skills into purposeful cross-curricular planning.

Literacy:

A presentation was given in the secondary regional network on the mandatory element of developing literacy when delivering the CfW. This has resulted in a greater awareness of the need to include this in each school's curriculum design. The initial cluster co-ordinator meetings in each local authority have highlighted the need to further strengthen the primary-secondary link, ensuring 2022-23 cluster plans give due attention to developing this collaboration.

Develop informal use of Welsh - 'Siarter Iaith' and 'Cymraeg Campus'.

Siarter Iaith Co-ordinators continue to support clusters to plan for promoting informal use of the Welsh language. Each authority has shared 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. A national meeting was held to discuss and agree on a strategic direction for the Siarter Iaith Framework. There have been purposeful discussions on recommendations noted in the 2020 evaluation of the Siarter Iaith: national collaboration to make effective use of funding, define the objective of the Siarter Iaith (including Cymraeg Campus), raise the status of the Framework and promote it, challenges and possible solutions for using it effectively and purposefully, WG's intention to deliver a new youth programme. A further national meeting has been arranged for the beginning of February 2023.

Promote the profile of the Welsh language amongst leaders in preparation for the Curriculum of Wales and WG's target of a million Welsh speakers.

A resource was shared via the GwE Bulletin, namely a playlist adapted from a resource shared by Central South Consortium. This resource helps leaders to report accurately on practitioners' Welsh language skills against the Welsh Language Competency Framework when completing the School Workforce Annual Census (SWAC) and planning suitable professional learning to strategically develop the language competency of all practitioners.

Two meetings have been held with associates from the Leadership Academy, the regions' MPs, WG officers and Estyn to discuss Welsh language leadership. This has resulted in joint understanding of provision for the variation within this area, across Wales.

A further meeting is to be held to co-construct a Welsh language leadership development toolkit, with the objective of providing a series of questions for leaders to consider when evaluating their journey as regards developing the Welsh language in their schools. The aim is to use this alongside 'The national resource: evaluation and improvement' when undertaking self-evaluation and improvement activities, to ensure specific consideration is given to the development of the Welsh language in all schools. The toolkit is split into 2 areas in alignment with the national resource, namely Leadership and Teaching and Learning and the Curriculum. In each area there are additional discussion questions to inspire leaders to consider a number of specific areas as regards the Welsh language.

'Dylunio ar gyfer ieithoedd CiG' project - leaders of a number of Welsh Departments in regional secondary schools are part of this project in collaboration with other language department leads within the LLC AoLE. This project is specifically a curriculum design project for languages, led by Professor Jenny Eddy from Queens College, New York. There has been considerable interest in the project, and discussions with the University/CaBan on the possibility of incorporating its principles into PGCE provision.

Develop 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, resulting in strengthening provision to support practitioners develop their language skills. As a result of these discussions, the Welsh in a Year course has been confirmed for September 2022. Additionally, there is agreement to hold part 2 and 3 of the termly Sabbaticals courses in 2023. 14 have been attending the course, with an additional 12 commencing Part 2 (Intermediate) in January.

The strong link between GwE and the Coleg Dysgu Cymraeg Cenedlaethol ensures opportunities to promote online courses for practitioners. There is also an opportunity to try out the tool for finding a course on the appropriate level, which is being developed. 5 GwE staff members have attended a week-long course at Nant Gwrtheyrn. Consequently, they are developing in confidence to speak Welsh. 7 GwE staff members continue to follow the Intermediate Dysgu Cymraeg course through the Cymraeg Gwaith scheme and have had another opportunity at the beginning of December to attend a residential course in Nant Gwrtheyrn. In addition, at least another 6 GwE staff members have committed to the Access Course since September.

GwE continues to promote the provision of the National Centre for Learning Welsh and has received statistics

highlighting the commitment of regional schools to the training available. As part of the search facility on its website, the Centre has added an option for education practitioners to note an interest in learning Welsh/developing Welsh skills through the Sabbaticals Scheme. The details of those practitioners who have expressed an interest thus far are received, so that the LA is aware of who they are and is able to assess their suitability or offer alternative support.

A LEVEL

Develop effective leaders

The Middle Leadership Training Programme (post-16) is provided again this year (2 sessions out of 4 have been held), now with an option for ILM Level 5 accreditation. Six Heads of Sixth Form from the region are undertaking the national course.

The first Heads of Sixth network meetings have been held, where there was an opportunity to share successful practice, express and discuss concerns and contribute to the conference agenda.

A GwE Post-16 Leadership Conference has been arranged for 03/03/2023 in the Conwy Business Centre, and a programme put together based on the requirements of Heads of Sixth. It will include a keynote speech by Vanessa Jenkins (Trauma Informed Schools) on supporting students but also ensuring self-care; ALPs workshops; TIS; Esgol; SEREN Academy and regional Heads of Sixth sharing successful practice in broadening pupils' horizons and Estyn inspection experiences.

Ensure post-16 teaching and learning provision of a high standard:

A post-16 effective teaching programme for NQTs has been jointly planned and delivered with the other consortia.

Support schools to monitor the progress of post-16 students:

Use of ALPS on a regional level: some schools are making effective use of ALPs to track learner progress during the academic year. Online ALPs training is available. 3 consecutive sessions: Introduction to ALPs; Effective use of ALPs to track progress on both a subject and learner level; Effective use of Alps Connect to analyse results and plan improvements. An ALPs workshop has also been planned for the regional Post-16 Leadership Conference on 03/03/2023, to inspire termly use of the tool to track internal progress in schools.

Support schools to provide a range of approaches to promote their learners' well-being:

Heads of Sixth network meetings have provided opportunities to share VESPA/Bloom good practice and express any general concerns about learner well-being. There will be a TIS keynote speech and workshop in the regional Post-16 Leadership Conference. Arrangements are in place to offer a series of online VESPA training workshops at the beginning of the Summer Term 2023.

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. In 2022-23, training and support materials to allow the 15 control schools to receive KiVa will be delivered.

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](#)

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 by the end of January 2023 for work to be undertaken with schools in the summer and autumn terms 2024.

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 funded KESS2 East MRes project from October 2022 - June 2023. 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 - the participating schools will be confirmed by the end of January 2023.

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. To evaluate how headteachers utilise a decision-making tool. Initial discussion has taken place with GwE core leads and candidate schools have confirmed their participation. These schools started engaging in the work from December 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

NQTs are supported consistently across the region, including through their access to professional Learning. A full programme of national NQT training has taken place, (6 different sessions) and this will be enhanced further through regional training. Consistency and collaboration are ensured through regular meetings with consortia colleagues nationally, and key messages are shared regionally through regular local meetings. Good progress is being made with the National NQT, EV and IM training programmes.

Accreditation meetings have taken place and EWC have provided further guidance and next steps. Full submission of ITE ALN programmes will take place in July 2023 for accreditation from September 2024; these will be Wales's first accredited ALN ITE programmes. Meetings with WG and EWC continue for relevant advice and to ensure programmes correspond with national priorities for vulnerable learners and ALN. Currently documentation in development is focussed upon aligning the pilot programmes to the new accreditation criteria (which now include ALN) and Professional Standards for Teaching and Leadership.

Regional consistency is strengthened through strong collaboration between GwE and CaBan, ensuring a common approach to research, professional learning and improved integration as a learning organisation across the region. Because of the consistent cultural approaches of the organisations, teachers access up to date and impactful up-skilling as they progress through their teaching careers, and programmes and learning is personalised to the unique needs of the region, as well as responsive to national priorities. Ultimately this improves teacher retention. Further alignment and collaboration continue with shared meetings and professional learning between key staff. 12 GwE staff have delivered sessions on the CaBan ITE programmes; these have included on-line and face-to-face lectures and workshops, and a keynote lecture. These have focussed upon pedagogy, Curriculum for Wales, Human Rights and RVE, digital skills, curriculum design and planning, literacy and numeracy and transition. Further sessions are planned for Spring term. These align professional learning for students with the GwE regional professional offer (and ultimately to the National offer). These sessions reach all ITE students within the university.

Further planned shared professional learning and project opportunities continue including Ein Llais Ni – this is planned to include sessions for students to ensure they are familiar with the project and can implement its actions. Collaboration has taken place to develop international languages, particularly, in the Primary programmes, including developing Research and language pedagogy.

GwE staff have taken part in CaBan quality assurance meetings and there are planned shared quality assurance and enhancement engagement opportunities such as lesson studies and monitoring in lead schools throughout the academic year. These include working with schools as well as with CaBan and GwE staff.

Students have access to a range of different ways of becoming teachers, including work-based programmes through the OU as well as traditional route to ITE. Collaboration with the OU continues through regular partnership meetings. Provision has been updated and improved to include further funding for Welsh medium students in secondary settings. Information sharing has taken place and there is planned further activity to update stakeholders.

Collaboration to improve Welsh language provision continues strongly, such as through our Ein Llais Ni oracy project. Nearly 100 Welsh medium schools across the region participated in the first phase of this project, which included some NQT, and around 20 third year students attended our Ein Llais Ni event in November 2022.

DIGITAL

Develop digital leadership in regional schools

The digital facilitators programme continues to develop. A meeting was held with each facilitator during November to discuss the progress of the programme in each cluster. 77% of regional clusters have formed a digital learning working group to lead the strategic aspects of the area. 67% of clusters have been successful in formulating a shared vision for the cluster, reconciling the objectives of each school and establishing a foundation for any collaborative work. 60% of regional clusters have arrangements in place whereby the digital facilitator reports back to cluster Headteachers on a regular basis. We are confident the programme is progressing successfully. We will be offering more individual support for digital facilitators/clusters who are experiencing difficulties in establishing a working group, to ensure the work is progressing effectively. Several clusters have successfully embedded the programme in their cluster and are examples of working groups that are taking effective action during the first phases of the programme.

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

The digital professional learning offer seems to be a success thus far, with 378 practitioners registered to attend training sessions. During Quarter 3 training has been held on data handling, modelling and digital competence in progression steps 1 and 2. The second day of the training programme for digital leaders was held during Quarter 3. The aim of this programme is to ensure development of leadership capacity within clusters, and that more individuals are upskilled to support the work of the digital facilitators. This programme was a success, with very

positive feedback. Another cohort of digital leaders will commence the programme during Quarter 4.

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

To date, 259 of the region's schools have registered on the digital learning self-evaluation system, 360 Digi Cymru. 147 schools have revisited the system to update their evaluation. We continue to encourage schools to engage with this review. We have recorded a series of webinars to ensure there is on demand support available to enable schools to engage. This series was enhanced during Quarter 3. As part of the digital facilitators programme, the facilitators are responsible for encouraging schools to use the self-evaluation system, asking each school in their cluster to complete the review over the next term. The data will then be discussed on a cluster level to ascertain strengths within the cluster as well as general aspects to be developed.

A new episode of the digital resilience podcast was released during Quarter 3. The episode received positive feedback from teachers attending training, as well as from Welsh Government. There are now 4 podcast episodes available in both languages, on platforms such as Spotify and Apple Music. The aim of the podcast is to present information to teachers and parents on matters pertaining to online safety, in a timely and convenient way. Listeners can tune in whilst going for a walk, or driving. The podcast has been recognised by Welsh Government and is included on Hwb as a resource to support the section on online safety.

MATHS AND NUMERACY

Bespoke support for schools causing concern

Primary and Secondary

Bespoke support has continued for regional schools deemed 'at risk' or in ESTYN category. This has resulted in improved planning for the teaching and learning of Mathematics and a greater understanding of how numeracy supports learning across the curriculum. Repeated, regular visits/meetings with schools have involved training staff, collaboratively supporting 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 implement and move towards Curriculum for Wales reform. New bespoke support requests have been submitted by individual SIAs as part of their support plans for schools.

Current regional support & CfW

Heads of Maths local network meetings (November 17th, 18th, 21st, 22nd, 23rd, 24th)

These meetings have resulted in schools sharing good practice, gaining new ideas and resources to use, and Heads of Maths becoming fully familiar with the Estyn Inspection framework and the QW consultation.

Personalised Assessments

SIA's have 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 ensured schools have been up to date with current guidance and effective practice.

Basic number skills package

A 'Basic Number Skills' pack which includes whole class resources and individual resources which can be adapted according to the needs of learners across the continuum has been created. They are written in Welsh and English and include an answer pack. The resources give learners the opportunity to reinforce and revisit skills that are key skills to develop across the continuum, ensuring learners' fluency in this area. The resources have been hosted on a Google Classroom and shared with various schools to trial. These resources have been shared with Secondary Numeracy Co-ordinators and will be shared with all Primary schools this term.

Spring Primary/Secondary Mathematics Workshop

A regional Primary/Secondary Mathematics workshop has been arranged for the Spring term. Guest speakers and venue have been booked in line with the Primary & Secondary Business Plan budget. The objectives of the workshop are to promote collaboration across the continuum, develop effective pedagogy and ensure clear consistent messages are shared regionally.

ENGLISH AND LITERACY

Bespoke support for schools causing concern

All referrals for bespoke support to schools, requiring support for English medium literacy, were met.

Primary

To increase capacity to meet the needs of a wider audience of schools who have literacy support needs identified by SIAs, a *Basic Skills in Literacy* professional learning day was held in November 2022. This has been supported by access to a Google Classroom of follow up support materials that individual schools can continue to access. Where needed, and in addition to this, SIAs have further referred schools for follow on support, with a deeper focus on specific support needs.

Schools commissioned to provide support packs for literacy (speaking/listening, reading, writing) have provided presentations that will now become part of the wider GwE support packs.

Secondary

During November 22 a regional literacy network was offered to all English Medium Secondary schools; the event was well attended. The session focus was on Planning for a strategic approach to Literacy and planning for progression.

In December 22 a Heads of English Forum was organised and attendance was excellent. The session included a briefing from Elan Richards from Qualification Wales and allowed the Subject leads to ask questions directly relating the GCSE English Language and Literature consultation. Delegates were supported to produce a "Planning for progression" working document which was distributed to all secondary English departments and has been used as a starting point for departmental discussion on progression.

Having attended the WJEC training "Fix it packs" were produced and distributed to support schools to give standardised feedback to pupils.

Oracy - WG funding has been used to fund a 3-day development programme, which has been scheduled to begin in February 2023.

Reading for Pleasure/Caru@ddarllen 5-day development programme has been organised/commissioned with nearly full attendance and is scheduled to begin in January 2023.

THE WELSH LANGUAGE AND LITERACY

Welsh Language and Literacy Networks

The regional Literacy Co-ordinators' Network Meeting (Welsh-medium and bilingual schools) has been held along with a series of 'On demand' virtual meetings for the region's Welsh leads (in collaboration with Qualifications Wales), to provide guidance on how to respond to the 'Have Your Say' consultation on the proposed GCSE qualifications. There will be two network meetings for Welsh leads in English-medium schools at the beginning of Quarter 4 along with a network meeting for Welsh leads in Welsh-medium and bilingual schools. These meetings are held in 'host' schools across the region. Three English-medium schools in the region continue to work in a supportive network, and this model of schools working together in alliances will be further developed in English-medium schools during Quarter 4, following the above network meeting.

Consultation workshops and national working groups

Leaders continue to be represented on national working groups (e.g., Welsh Subject Level Working Group - Qualifications Wales), and the voice of the region is heard in these national discussions. Leaders welcomed the guidance and the opportunity to respond to the Qualification Wales consultation during Quarter 3, and Qualifications Wales welcomed the opportunity to present the consultation directly to leaders in the above virtual meetings.

'Ein Llais Ni' project

During Quarter 3, einllaisni.cymru was constructed, where phase 1 project schools' resources and case studies are housed. A successful application was made to Welsh Government for funding to continue the project next year. As

a part of this application, a number of regional secondary schools involved in the original project agreed to be lead schools, with Welsh Department staff in those schools specifically promoting the next phase. In addition, a number of English-medium secondary schools in the region have expressed an interest and wish to join the project to develop it further during the next phase, and it is intended to invite them to join the project during Quarter 4.

‘Ein Llais Ni – Datblygu siaradwyr y dyfodol’ event

This was held in Venue Cymru, Llandudno and there were workshops to present the case studies of four secondary schools (and their learners) during this event. Teachers, members of senior leadership teams and Authority officers attended this event and the workshops.

‘Dylunio ar gyfer ieithoedd CiG’ project

Following collaboration with the SIA for International Languages (see IL/Global Futures Business Plan), the ‘Dylunio ar gyfer ieithoedd CiG’ project, led by Professor Jenny Eddy from Queens College, New York, is now operational with a representation of LLC AoLE departments across the region. This includes members of Welsh departments in Welsh-medium and bilingual schools as well as English-medium schools. There has been considerable interest in the project, and discussions with Bangor University/CaBan during Quarter 3 to incorporate the work of Professor Jenny Eddy into PGCE courses.

GwE Support Centre

Work continues with developing the Welsh pages on GwE's Support Centre, and the aim is for this platform to run alongside the 'live' Teams and Google Classroom digital platforms, with the former a permanent base and the latter a developmental platform. The newsletter 'O'r Stordy' is also an additional tool for sharing information with leaders across the region. Two versions of the newsletter are now shared with schools, one for Welsh-medium and bilingual schools and another version for English-medium schools.

SCIENCE

Realising Curriculum for Wales (CfW)

Provide professional learning and bespoke support and guidance to schools and settings on the Science and Technology AoLE, to help them implement the new curriculum within this area

Status and Action:

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. The schools that have received support, and who are adopting CfW in September 2023, are beginning to plan units of work.

Provide regional and local networks for leaders and teachers of Science and Technology AoLE with clear guidance on curriculum design, planning, assessment and progression.

Three Heads of Science Network meetings have taken place representing all 6 local authorities during quarter 3 and were well attended and appreciated. The focus of these networks was planning and design for CfW, looking at disciplinary/multi-disciplinary and thematic approaches and bringing the Sciences, Computation and Technology together to solve problems. Exemplars and resources produced by the working groups during these meetings have been shared and are available for other schools (including non-network schools) to view online bilingually.

Future CfW Network meetings – to include Science, Technology and Computation – will take place in Quarter 4. The focus of these meetings will be Progression, Integral Skills and CWRE.

Support schools and their science departments to ensure development of their understanding of the elements of the curriculum for Wales including application and development of the cross-curricular skills, the integral skills, and cross-cutting themes within science.

The Science and Technology AoLE website has been developed – the website is supporting schools and departments to consider big ideas/themes in Science and Technology and different methods of planning for learning. The website has been shared with all schools and are currently developing exemplars of a thematic approach to integrating cross curricular and integral skills. The website will be developed further over Quarter 4, to share examples and good practice from schools as they become available.

Over quarter 3, GwE continues to work with MAGNOX NDA to develop Educational Business Engagement (EBE) opportunities for schools as part of the development of CWRE (careers and work-related experiences) as a cross cutting theme in the CfW. Termly visits to Wylfa and Half-termly visits to Trawsfynydd have been established. School visits will continue to these facilities over Quarter 4. A programme of MAGNOX STEM ambassadors visits to schools is currently being planned.

Assessment and Accountability

Support schools and their science departments to develop their understanding of progression and assessment
Support schools and leaders of science to evaluate and enhance their provision for the Curriculum for Wales (supporting QA processes)

Supporting resources available on the Science and Technology website have enabled teachers to further develop their understanding of progression in learning and the role of the descriptions of learning in planning for learning. In Q4, we intend to develop this further via Heads of Science, Technology Network meetings and website development.

Improve Teaching

Collaboration and school- to- school working and sharing of best practice is being developed through the Science and Technology AOLE network meetings. Schools involved have gained valuable experience and understanding through working together and sharing ideas for planning for learning and pedagogical considerations. This work is being shared on the Hwb one-drive. Quarter 4 will see the continued development of the Technology (WMS 2) teacher-expert network, and the establishing of a similar network for Computational Thinking (WMS 6).

Developing the TANIO website – following further quality assurance processes, PowerPoints and other resources are being converted into HTMLs for faster, smoother access on the website and mobile devices. Separate Science GCSE resources will be developed following feedback from the Science and Technology Autumn term network meetings. Additional requests from the Science and Technology Autumn term network meetings for exemplar bilingual ‘walking-talking’ mocks on the Tanio website – and this will be followed up in Q4. Bilingual flashcards to improve AO1 Science recall will become available to students during Quarter 4. The website has recorded a significant number of hits and downloads over the examination period, demonstrating that the resources are being widely used across Wales.

Schools causing concern

Following requests from SIAs, bespoke and targeted support continues for schools causing concern.

Supporting Leadership

School visits continue to support Middle Leaders with self-evaluation, identifying priorities for improvement, evaluating the quality of provision and teaching and learning.

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

Bespoke support has been delivered to schools causing concern across the region. Nearly all schools causing concern are making steady progress against agreed actions and all staff and stakeholders upskilled during the process. Support is developing practitioners’ understanding of progression across the developmental pathways of Enabling Learning to the end of PS2 in all AOLEs and cross curricular skills. Support also improves their understanding of Foundation Learning principles and pedagogy impacting positively on the quality of provision and upon pupils’ progress.

Regional 3-8 network has been delivered for practitioners and SIAs sharing guidance on Enabling Learning (the period of learning leading to Progression step 1) and case studies shared by schools from each LA involved in GwEs

informed research project 'Communication Friendly Spaces Approach'. Practitioners discussed how they had reflected and reviewed their learning environment both indoors and outdoors and the impact of their provision on learners in line with Enabling Learning guidance. Presentations and case studies have been uploaded on to the GwE Support Centre enabling all school regionally to access them.

Regional workshops have been delivered regionally for teachers and TAs new to the 3-8 age group focusing on the principles of Enabling Learning and AOLES within this age group and effective pedagogy. Those who attended have a secure knowledge and understanding of the three enablers within Enabling Learning, pedagogy and the curriculum to transfer into classroom practice.

Regional digital workshop co-delivered on developing skills within 3-8 age group (see Digital Business Plan report).

Bespoke support has been delivered to individual schools and clusters on specific aspects of the Curriculum e.g., early reading and higher order reading skills and outdoor learning. This has upskilled staff on the 3-11 continuum regarding expanding and deepening skills within a developmentally appropriate learning experiences and environment.

Joint practitioner and SIA delivery of cluster woodwork workshops were held exemplifying impact of Woodwork provision on the development of skills across AOLES, cross-curricular skills and integral skills. Case studies shared demonstrated effective methods of observation and assessment through real life authentic experiences which positively impacted pupil's overall progress and well-being.

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)

The 2021-22 cohorts have completed their development programmes. The team have recruited healthy numbers of appropriately experienced applicants from across the region for the 2022-23 cohorts.

Informal monitoring and evaluation based on delivery team discussions, indicate that all programmes continue to have a positive effect on leaders' confidence and ability to contribute to a self-improving and collaborative system. Discussions with participants, their line managers and SIAs following the leadership experience task (LET) presentations indicate that the programmes are consistently contributing to the development of self-reflecting practitioners. They are taking greater responsibility for their own professional learning, career development and are further developing their understanding of their leadership role, particularly with regard to the successful implementation of CfW.

A representative from the Middle Leadership Development Programme (MLDP) and Senior Leader Development Programme (SLDP) presented their LET and discussed the impact of the programme on their professional development in a successful GwE Estyn visit during November.

The programmes are continuing to ensure that delegates across all programmes reflect successfully 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.

Both the MLDP and SLDP programmes have been updated accordingly to reflect the national agenda. This has happened on a national level. On a regional level, Module 1 from both MLDP and SLDP has been adapted so that

it can be delivered face to face. With regard 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. Those that have demonstrated the necessary evidence, knowledge and experience of whole school leadership have been endorsed following completion of the Aspiring Headteacher Development Programme (AHDP). They will now move onto the next stage in readying evidence for headship in the NPQH Assessment Centre in February 2023.

GOVERNORS

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

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

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

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 has been updated for 2022 – 2023 and shared with the GwE team and the six Governor Support officers. The offer has been extended to include the 2022 School Improvement Guidance. It also includes Support for schools requiring improvement, Curriculum For Wales, Schools as Learning Organisations, Teaching and Learning, Digital Competency, Cymraeg, Skills Challenge and Leadership.

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.

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

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.

Almost all schools across all sectors have engaged effectively with local alliances and clusters. To date, 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, Assessment and Curriculum Design 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, and primary clusters have been able to work on developing cluster priorities around CfW for their SDP. In addition, leaders are demonstrating an increased level of confidence with curriculum roll-out.

From Spring 2023, the main thrust for primary/secondary clusters has been on:

- further promoting effective collaboration to meet the requirements of the SIF.
- ensuring quality Professional Development e.g., activities to share successful practice within and beyond the cluster.
- further strengthening the quality of leadership across the school and cluster.
- supporting leaders and teachers to implement the new curriculum.
- Y Gymraeg
- further strengthening the quality of teaching and learning and assessment across the school
- ensuring continuity in primary-secondary transition for teaching and learning
- developing the skills of leaders and further enhance processes and systems for effective self-evaluation, improvement planning and measuring impact.
- promoting learner skills and well-being

All alliances and clusters are working with their Link SIAs to develop action plans which will capture how funding is being deployed to support progress against identified key areas above.

OBJECTIVE 4 - STRONG & INCLUSIVE SCHOOLS

Committed to excellence, equity & well-being

To further develop & implement the national PDG strategy across the region.

Embed the PDG LAC cluster/alliance model across the region

The GwE PDG support plan for 2022-2023 has been submitted to Welsh Government focusing on the following areas: Pupils Eligible for Free School Meals, Looked After Children, Early Years Pupil Development Grant and Pupils Eligible for free school meals who are educated in PRUs and EOTAS.

GwE have two Health and Wellbeing Supporting Improvement Advisers and Joint Leads for PDG and LAC PDG. The Supporting Improvement Advisers also work with their link schools to ensure that all schools understand and undertake their duties, with a particular focus on preparing for the Health and Well-being Area of Learning and Experience in Curriculum for Wales.

GwE has developed an overall PDG framework model that is been implemented in schools/LAs across the region. The focus has been on supporting targeted schools within specific LAs to raise the standards of FSM learners and ensuring a strategic steer to supporting SIAs to implement evidence-based interventions.

Our focus for 2022/23 is to ensure all clusters / SEN schools /PRUs receive the PDG LAC funds with focus on supporting effective teaching & learning, emotional health and wellbeing, Professional Learning in regard to a whole school approach to trauma informed practice and in addition targeted support in line with the PEP.

We will continue to work closely with the 6 LAs to ensure clear communication and collaboration in regard to additional support and interventions with the LAC PDG and that all cluster plans are approved by both GwE and the LA.

WORKFORCE WELL-BEING (GwE and schools)

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

'Reflective Spaces' continue to have a positive impact across the region. Mike Armiger and Coral Harper are running at full capacity. GwE have had recent conversations with an organisation called Student Breakthrough to explore coaching for young people. They are delivering a train the trainer model so adults have an accreditation to coach with young people, using a 4I System: Instruct, Inspire, Impact and Instigate. A Student Breakthrough pilot will start with 5 Special Schools in January 2023.

WHOLE SCHOOL WELL-BEING (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. This is linked to the Future Generations (Wales) Act 2015, building an increased understanding, developing 'global and ethical informed citizens' and building a sense of self-efficacy and potential as future (and current) leaders.

The intention is to hold TEDxGWE in the Summer Term 2023 across each LA – planning meeting to take place.

GwE have attended a One World, International, launch event on the 19/11/2022 to promote the 100 school Challenge and also a TAITH event, again to promote the 100 School challenge. A request has gone to One World for an update on the number of schools signed up in the region.

STRATEGY TO SUPPORT PARENTS / CARERS

Ensure effective implementation of the roll out of “Help your Child to Learn” to schools, parents 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.

Drop-in session have been held for participating schools. Also feedback session were arranged for participating schools with additional sessions timetabled for the other schools. Schools feedback gave a very positive view from the parents who liked the Resource. They adapted the presentation and the content to suit their context. Parents know the Resource can be used flexibly and have asked if an app could be made available – this will be explored with the Resource creator. A session has been arranged to meet with a small number of schools to develop the family learning pack.

REIGNITE 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 projects are continuation of work started in the previous year. Updates are as follows:

Improving fluency in Oral Reading (iFOR)

52 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 an iFOR manual and creating simple short training videos.

Adverts have been placed on the GwE Bulletin in September 2022 for schools to sign up to the November 2022 iFOR training sessions. The Repeated Reading intervention resources have been updated to make them more accessible and usable. We now have a Repeated Reading pdf manual, with a series of accompanying short and simple training videos. Following the GwE Bulletin in September 2022, 28 schools and 32 teachers signed up to access the reading fluency interventions (Repeated Reading and High Frequency Word interventions).

Twenty-three teachers signed up to attend a training session in November 2022. In addition, we have gained ethical approval for, and planned, a randomised controlled trial to measure the impact of the Repeated Reading fluency intervention on pupils reading rate, accuracy and comprehension. Eight schools have expressed interest in participating in the study, which we plan to conduct throughout 2023.

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 September 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 actions completed autumn term 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 were placed in October 2022 Bulletin for schools to sign up to the November KPR webinar sessions. There were two webinars available to school staff:

- Webinar 1: Getting started with Headsprout; and
- Webinar 2: Progress monitoring when using Headsprout.

Webinars and resources were updated to fit the changes with the Headsprout programme and how schools can fit in the provision to fit the new ALN policy. Eight schools and 16 teachers signed up to access Webinar 1 and 1 school and 1 teacher signed up to access Webinar 2.

All attendees of this years and last year's webinar sessions are being offered on-going support in the form of check-in emails and online meetings as and when required to ensure they receive the support their setting needs throughout the year. The support is also open to all schools who continue to use Headsprout or have an interest in beginning to use Headsprout throughout the year. The support is for getting started with the programme including correspondence with Headsprout, implementation support, progress monitoring and helping to solve technical difficulties.

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

The RILL research team commenced Phase 2 work at the start of May 2021. They have now completed the adaptations to the original asynchronous/synchronous version of RILL 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 to commence this work in October 2022. We will also be recruiting a further 60 schools from across Wales to receive RILL training in the spring term 2023.

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. We will commence work this term and further training for learners is scheduled for March 2023.

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 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 four years there has been agreement with Headteachers on a series of regional principles for peer engagement. A model of peer review and improvement planning was agreed (the Schools *Partnership Programme [SPP]*) for 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 December 2022, 29 SIAs have been trained as peer reviewers and improvement facilitators as part of the SPP. All new staff members have received SPP refresher training.

During October 2021, 13 SIAs were trained to deliver the programme, and following a programme of observing training during April 2022 the first SPP training programme entirely facilitated by GwE staff was delivered to cohort 3b during May 2022. By December 2022, 10 additional SIAs have received training to deliver the programme. This means that 33 SIAs can now deliver the SPP programme successfully. Following this increased capacity to deliver the programme, initial training was delivered to 90 schools in cohort 3C by a team of GwE facilitators.

By December 2022, 37 clusters/alliances (206 schools) have received SPP training, and they have already

undertaken peer review, or are preparing to undertake peer review during the autumn term 2022. 266 Headteachers / senior leaders have been trained as peer reviewers across the region. 226 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. By December 2022 both the first and second tier of primary schools and clusters involved in the programme have received extended improvement facilitator training, with the focus on developing increasing and effective use of research in their improvement workshops. In addition, opportunities were provided across the region in December 2022 for schools and partnerships to scale up their capacity to implement the programme by training additional improvement facilitators.

The main objective of the scheme is to offer SPP training to all 407 regional schools and the 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, to support schools and clusters 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, and schools receiving the training are signposted to the curriculum prompts that are part of the National Resource for Evaluation and Improvement.

In September 2021, schools and clusters not already involved in the programme were asked to express an interest in participating in SPP training. A total of 33 clusters across the region expressed an interest, which included 193 regional schools. Therefore, by the end of December 2022, half of the region's schools have received initial training and are starting, or have started, their peer review and improvement planning work.

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 professional learning regionally and nationally, including access to coaching and mentoring for all education practitioners in schools and settings, which is appropriate for their role and responsibilities, in line with professional standards.

The National Mentoring Programme has been delivered through the medium of both Welsh and English, and dates have been identified for the programme to be delivered again during the spring term. Information on the level 3 qualification has been shared following the National sessions, and information about level 5 and 7 qualifications has been shared with schools and GwE staff.

Supervision Sessions and an invitation to the Good Practice Group have been shared, and Reflective Spaces sessions shared with schools and GwE staff.

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 the national multi-agency approach 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.

Currently there are 4 secondary schools in Special Measures. It is not anticipated that any of the 4 schools will be removed from category during this educational year.

Work is continuing with Stage 3 'sustainable exit' support for the school recently taken out of statutory category.

2022-23 bespoke 'holistic' support plans for all the schools noted above are operational. Progress is monitored via

the work of local MAG and Quality Board Groups Plans also ensure that all schools are effectively engaging with key partners as they plan and deliver their new curriculum and ensure increasing engagement with alliance/cluster and wider networking for improving leadership, provision and the quality of teaching and learning.

SCHOOLS AND SERVICE AS LEARNING ORGANISATIONS (SLO)

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

Raising awareness of schools and authorities of the importance of Schools as Learning Organisations (SLO) needs to be scaled up. Regional schools have made great strides in developing the 4 transversal themes of Time, Technology, Trust and Thinking Together during Covid, and this has provided a strong foundation for schools to continue developing their collaboration and communication methods.

The SLO culture is clear in the majority of schools, although perhaps they are not using the vocabulary of the 7 dimensions. Where SLO culture is at its best it occurs naturally in schools, without it feeling like an additional burden. The School Improvement Framework and its priorities has also helped to set a clear direction for schools in terms of the need to work together for the benefit of pupils and catchment areas.

Help schools across the region to gain a deeper understanding of what constitutes a Learning Organisation, so that it is a natural part of the culture of schools.

An understanding of what constitutes a SLO has developed in many schools, but lockdown has meant that some schools, especially where there has been a change in leadership, need a refresher on the importance of this work, so that the culture is known to all school stakeholders. In the best practice, the authority has held refresher training for all its schools and provided guidance in this area for Governors. There is some work to be done to update schools on SLO, and it is intended to do this through a series of optional workshops across the region.

Further strengthen our partnership with HEIs and develop students' awareness of SLO.

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

OBJECTIVE 6 – BUSINESS

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

Information sharing systems

A dashboard with KS4 and KS5 examination results was shared last term. It is intended to develop and release dashboards for KS4 indicators and regional schools' PLASC data during the term, which will enable staff to harness the required information quickly.

Performance Management and Accountability

The clear and robust accountability framework is 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. 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 to identify increasing risks or risks which are no longer deemed as high level.

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