

# Complete Agenda



Tuag at Ragoriaeth  
Towards Excellence



Meeting

**GWE JOINT COMMITTEE**

Date and Time

**9.30 am, WEDNESDAY, 16TH FEBRUARY, 2022**

Location

**Virtual Meeting - Zoom**

*(For public access to the meeting, please contact us)*

Contact Point

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(DISTRIBUTED 09/02/22)

# **GWE JOINT COMMITTEE**

## **MEMBERSHIP OF THE JOINT COMMITTEE**

### **Voting Members**

#### **Councillors**

Councillor Julie Fallon	Conwy County Borough Council
Councillor Meirion Jones	Isle of Anglesey County Council
Councillor Huw Hilditch-Roberts	Denbighshire County Council
Councillor Ian Roberts	Flintshire County Council
Councillor Phil Wynn	Wrexham County Borough Council
Councillor Cemlyn Rees Williams	Gwynedd Council

### **Co-opted Non-voting Members**

Rosalind Williams	Church of Wales
Claire Armitstead	Secondary School Representative
Richard Collet	Primary Schools Representative
Jonathan Morgan	Special Schools Representative
Alison Fisher	Governor Representative

### **Non-voting Officers**

Dr Lowri Brown	Conwy County Borough Council
Claire Homard	Flintshire County Council
Garem Jackson	Gwynedd Council
Rhys Howard Hughes	Anglesey County Council
Karen Evans	Wrexham County Borough Council
Geraint Davies	Denbighshire County Council

### **Officers in Attendance**

Dewi Morgan	Host Authority
Sion Huws	Host Authority
Susan Owen Jones	GwE Business Manager
Annwen Morgan	Isle of Anglesey County Council
Arwyn Thomas	GwE Managing Director
Alwyn Jones	GwE Assistant Director

# **A G E N D A**

## **1. APOLOGIES**

To receive any apologies for absence.

## **2. DECLARATION OF PERSONAL INTEREST**

To receive any declaration of personal interest.

## **3. URGENT ITEMS**

To note any items that are a matter of urgency in the view of the Chairman for consideration.

## **4. MINUTES OF PREVIOUS MEETING - 10TH NOVEMBER, 2021** 5 - 10

(copy enclosed)

## **5. GWE BUDGET 2021-22 - 3RD QUARTER REVIEW** 11 - 16

Report by the GwE Managing Director and Gwynedd Council Head of Finance.

## **6. BASE BUDGET 2022-23** 17 - 21

Report by the Gwynedd Council Head of Finance.

## **7. GWE REGIONAL BUSINESS PLAN 2021-22 - QUARTER 3 MONITORING REPORT** 22 - 74

Report by the GwE Managing Director.

## **8. PROGRESS REPORT ON THE REFORM JOURNEY AUTUMN TERM 2021** 75 - 98

Report by the GwE Assistant Director.

## **9. REVIEW STRUCTURE OF BUSINESS TEAM** 99 - 100

Report by the GwE Managing Director.

## **10. DELIVERING THE JOURNEY TO ROLL-OUT - SUPPORT FOR SCHOOLS** 101 - 104

Report by the GwE Managing Director.

## **11. LETTER TO EDUCATION MINISTER REGARDING THE 2021-22 QUALIFICATION SERIES AND RESPONSE** 105 - 116

Report by the GwE Managing Director.

**12. PUPIL INFORMATION SHARING AGREEMENT BETWEEN THE LOCAL AUTHORITIES AND GWE** 117 - 131

Report by the GwE Managing Director.

**13. CALENDAR OF MEETINGS 2022-23** 132 - 134

Report by the GwE Managing Director.

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## GwE JOINT COMMITTEE - 10 November 2021

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### Present:

**Councillors:** Phil Wynn (Chair - Wrexham County Borough Council), Julie Fallon (Conwy County Borough Council), Ian Roberts (Flintshire County Council), Meirion Jones (Anglesey County Council), Huw Hilditch-Roberts (Denbighshire County Council), Cemlyn Williams (Gwynedd Council).

**Co-opted non-voting Members:** Jonathan Morgan (Special Schools' Representative), Claire Armitstead (Secondary Schools' Representative)

**Officers present:** Annwen Morgan (Chief Executive, Anglesey County Council), Dafydd Edwards (Head of Finance, Gwynedd Council, Host Authority), Sion Huws (Senior Lawyer - Corporate, Gwynedd Council, Host Authority), Rhys Howard Hughes (Anglesey County Council), Lowri Brown (Conwy County Borough Council), Claire Homard (Flintshire County Council), Garem Jackson (Gwynedd Council), Arwyn Thomas (GwE Managing Director), Alwyn Jones (GwE Assistant Director), Gwion Jones (Senior Accountant, Gwynedd Council - Host Authority), Yvonne Thomas (Audit Wales), Sioned Owen (Audit Wales), Bethan Roberts (Performance Management Manager, GwE), and Natalie Lloyd Jones (Democracy Services Officers, Gwynedd Council, Host Authority).

**Others invited:** Gareth Williams (Chair of GwE Advisory Board)

### 1. ELECTING A CHAIRPERSON

Councillor Phil Wynn, Wrexham County Borough Council, was elected as Chair for this meeting of the Joint Committee.

### 2. ELECTING A VICE-CHAIRPERSON

Councillor Meirion Jones, Isle of Anglesey County Council was elected as Vice-chair for this Committee.

### 3. APOLOGIES

Apologies received from the following: Karen Evans (Wrexham County Borough Council)

### 4. DECLARATION OF PERSONAL INTEREST

No declarations of personal interest were received.

### 5. URGENT MATTERS

Best wishes were given to Annwen Morgan on her retirement and she was thanked for all her diligence as a member of the Joint Committee.

Best wishes were also given to Dafydd Edwards on his retirement and he was thanked for his invaluable work over the years in relation to GwE's finances.

GwE's Managing Director added that these two very important members in GwE's history would be very much missed.

He noted that Annwen Morgan, as head of education and chief executive, had represented heads and had provided GwE with constant guidance and wisdom.

He thanked Dafydd Edwards for his clear and sound advice and for being a good friend to GwE on issues extending beyond the expertise of officers. He added that Dafydd's wisdom in regard to financial arrangement as well as his foresights had been exceptional.

### Examination Series 2022

It was noted that Year 12 had not experienced external examinations, and with Covid levels still high, it was suggested that a letter should be sent to the Minister for Education, on behalf of the Joint Committee, pressing for clarity regarding the 2022 examination series, and that this decision be reported to schools and pupils prior to Christmas.

Other members supported these comments. It was noted:

- That it is important to obtain a firm and timely decision on the matter.
- If external examinations did not go ahead in 2022, that clarity would be needed regarding the requirements, so that schools and young people could prepare accordingly.
- That the issue should be raised with Qualifications Wales and WJEC.

It was agreed that a letter be sent to the Minister along these lines, also sharing the Joint Committee's concern amongst members and directors.

## **6. MINUTES OF PREVIOUS MEETING**

It was confirmed that the record presented appropriately reflected the meeting held on 22 September, 2021.

## **7. FINAL ACCOUNTS FOR THE YEAR ENDING 31 MARCH 2021 AND RELEVANT AUDIT**

### **DECISION**

To accept and note the report on behalf of the Auditor General for Wales, approve the 2020/21 accounts and authorise the Chair to sign the Accounts and the Representation Letter on behalf of the Joint Committee.

## **DISCUSSION:**

The report was presented by GwE's statutory Finance Officer noting that it encompasses pre-audit accounts as presented to the Joint Committee in May, 2021. Staff from Gwynedd Council were thanked, as were Audit Wales for auditing GwE for the first time. The reported was noted as being clean and a welcome one. It was noted that the accounts had remained relatively unchanged since that meeting and that corrections had been confined to the notes. It was noted that the minor amendments did not change the main statements.

Sioned Owen (Audit Wales) outlined the main points regarding the accounts and highlighted the intention to publish an unconditional audit report. The finance team were thanked for their support in a first-time audit under challenging circumstances.

The Committee was asked to allow the Chair together with Gwynedd Council Head of Finance (as GwE's Statutory Finance Officer), to electronically sign the Accounts and Representation Letter (Appendix 1 to the Auditor General for Wales report).

Comments arising from the discussion:

- Audit Wales were welcomed to their first meeting of the Joint Committee. The finance team were also thanked.
- Dafydd and the team were thanked for their work noting that their work had been a strength.

## **8. GWE BUDGET 2021-2022 - QUARTER 2 REVIEW**

### **DECISION**

To accept the report.

### **DISCUSSION:**

Joint Committee members were updated on the latest financial review of GwE's budget for the 2021/22 financial year. It was noted that GwE's 2021/22 budget is under control, despite the continuous impact of Covid-19.

An underspend of approximately £80,000 was noted. He explained that the impact of Covid-19 was still real in terms of school visits, adding that these had recommenced albeit not to the same extent.

GwE Managing Director explained that the underspend fund stood at approximately £643,000. He noted that a vast proportion of this would go to schools to create capacity to face the challenges of the transformation agenda. The content of the expenditure would be shared with the Management Board in order to ensure that the Directors are comfortable with the direction of expenditure.

9. **PUPIL DEVELOPMENT GRANT 2021-22**

**DECISION**

To accept and approve the content of the report.

**DISCUSSION:**

GwE's Managing Director presented the report for information purposes. He explained that this had not been discussed earlier in the year due to the May elections.

Reference was made to the detail of the plans that are a continuation of the plans put in place over the last academic year. He explained that the service was working in close partnership with the Local Authorities to identify priorities.

He noted that questions often arose regarding the allocation and this was explained to the Joint Committee. The Joint Committee heard how the money is being used at a cluster level and to fund regional projects.

He referred to the dashboard set for the grants to help schools to plan and report on progress.

He explained that schools were encouraged to complete the work in order to obtain an overview of expenditure and to help with reporting back on expenditure to Welsh Government.

In conclusion, he noted that discussions were ongoing to consider whether this is the most appropriate funding model for FSM.

Comments arising from the discussion:

- It was noted that the number of e-FSM pupils had risen over the last 18 months, therefore a request to see more recent data was made.
- It was noted that the allocation needs to be increased to cope with increasing numbers.
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In response, GwE's Managing Director noted:

- That this was a complex agenda and in terms of education that schools depend on the funding to ensure provision e.g. to employ support staff. He added that any change would impact on the running of schools.
- It was recommended that Professor David Egan should be invited to the Joint Committee so as to allow opportunity to influence the work.

10. **GWE REGIONAL BUSINESS PLAN 2021-2022 - QUARTER 2 MONITORING REPORT**

**DECISION**

To approve and accept the monitoring report for quarter 2.



## **DISCUSSION:**

GwE's Assistant Director presented the report and thanked the Performance Management Manager for pulling the report together.

The Joint Committee were reminded of the 6 objectives of the Business Plan and reference was made to the appendices that include a narrative on progress against objectives and appendix that includes regional data on school and staff engagement.

He added that a local record of the regional data was being prepared for individual authorities which will be shared via the county quality boards.

Comments arising from the discussion:

- The report was appreciated and confidence was expressed in the content presented to the Joint Committee.

### **11. SUPPORT ALL SCHOOLS WITH THE CURRICULUM FOR WALES: DEVELOP LOCAL AND REGIONAL CURRICULUM FOR WALES NETWORKS**

#### **DECISION**

To accept and approve the report.

#### **DISCUSSION**

GwE's Managing Director presented the report and referred to the document published by the Government at the beginning of term which very clearly set out the choice for secondary pupils.

He added that they were consulting on GwE's strategy and that one of the main strands of the strategy is curriculum support. He noted that Professor Graham Donaldson was involved in the regional groups advising on the direction of the consultation.

He explained that schools varied in terms of how they have engaged with the curriculum changes and that the current situation has allowed a focus on pedagogy and digital skills. He added that there is evidence of excellent collaboration across North Wales and explained that schools across the region were openly invited to identify lead members in alliances to become involved in networks. He added that these were for the areas of learning and experience, another network for curriculum design and another for assessment.

Elaborating on this point, he noted that approx. 600 practitioners were involved in the networks and that numbers are expected to increase after the first meeting. He explained that this would require funding and suggested that this should be the main use of the reserves.

In relation to assessment, he noted that they were awaiting further guidance from the Government.

Comments arising from the discussion:

- The Committee were thankful for the report and glad to see that Professor Graham Donaldson was involved in the work.
- It was added that the report showed clarity on what pupils need.
- It was asked whether the enthusiasm is still alive within the networks, amongst practitioners.
- Concern was noted about the expectation upon schools to release staff to attend sessions as part of the networks if staff numbers are low due to Covid-19.
- Clarity was sought on assessments in order to establish whether secondary schools need more time to decide when to start on the new curriculum.
- A member added that Denbighshire schools intend to start in 2022.

In response, GwE Managing Director noted the following points:

- Schools are generally eager to be involved in the agenda and move forwards.
- He noted that involvement in the networks would pose difficulties due to circumstances relating to the pandemic in schools, particularly small schools. However, he emphasised the importance for the discussion to take place at a cluster level so that a member in attendance could report back to those not present.
- In the same vein, he added that more are expected to attend once they see the practicality of the agenda.
- In terms of planning when to start, he noted that this could be done in either 2022 or 2023. He added that there is a need to work with schools on a phased approach to the new system.
- He agreed with the member and noted that many secondary schools had noted their desire to embark on the curriculum in 2022, whilst others are subject to circumstance and readiness.

The meeting commenced at 13:30 and concluded at 14:40.

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**CHAIR**



<b>MEETING</b>	<b>GwE Joint Committee</b>
<b>DATE</b>	16 February 2022
<b>TITLE</b>	<b>GwE Budget 2021/22 – 3rd Quarter Review</b>
<b>PURPOSE</b>	<ul style="list-style-type: none"> <li>To update Joint Committee members on the latest financial review of GwE’s budget for the 2021/22 financial year.</li> <li>The report focuses on the significant financial variances, with Appendix 1 containing the full financial information.</li> </ul>
<b>RECCOMENDATION</b>	To accept the report.
<b>AUTHOR</b>	GwE Managing Director and Gwynedd Council Head of Finance.

## 1. CONCLUSION

- 1.1 The 3<sup>rd</sup> quarter review estimates a net underspend of (£16,289) against the budget (a semi-neutral position in the context of total gross expenditure of over £17m).
- 1.2 The impact of Covid-19 continues to have an effect on individual headings, and the following section of this report explains the reasons behind the main variations predicted.

## 2. FINANCIAL VARIANCES

### 2.1 Employees

**Quarter 3: underspend (£70,371) Quarter 2: underspend (£62,691)**

An underspend position is forecast for the financial year 21/22 due mainly to staff turnover, together with a small saving on other staff related costs (training, advertising etc). The underspend is expected to increase due to staff turnover, mainly due to the vacant Business Manager post.

### 2.2 Building:

**Quarter 3: overspend £56,833 Quarter 2: overspend £58,883**

This budget is dependent on external income and the use of GwE buildings by specific projects as part of it. As a result of the pandemic new ways of working have been adopted, with much more distance working, and virtual meetings.

By now, there has been sporadic use of the offices, with officers meeting face to face but maintaining social distance. It is not anticipated that this will be significant, but is likely to generate a small income due to its use by specific projects.

### 2.3 Travel:

**Quarter 3: underspend (£102,751) Quarter 2: underspend (£75,862)**

School visits have resumed, but not to the same extent as before the Covid crisis. Covid is still having an impact with travelling claims being less than what was anticipated in the previous quarter. This heading will be subject to a review on new ways of working.

### 2.4 Specific Projects:

**Quarter 3: overspend £100,000 Quarter 2: neutral**

Although an underspend position is reported on the core budgets, the intention is to accelerate expenditure on internal schemes and grants where possible by the end of the financial year. By realising these plans, it is envisaged that the net position of the whole service will be close to a balanced budget, with further expenditure on projects eating into the underspend on core budgets such as Travel Costs etc.

### **3. UNDERSPEND FUND**

3.1 At the beginning of the 2021/22 financial year, the fund totalled £563,530.

3.2 Based on the forecasts of the current position it is estimated that the total fund will be £579,819 at the end of 2021/22, following the addition of the underspend of £16,289 forecast above.

### **APPENDICES**

Appendix 1: GwE Budget 2021/22 – 3rd Quarter Review.

### **OPINION OF STATUTORY OFFICERS**

#### **Monitoring Officer:**

Nothing to add from a propriety perspective

#### **Statutory Finance Officer:**

Co-author of report

**GwE JOINT COMMITTEE - NORTH WALES COUNCILS - Budget Review 2021/22 : Third Quarter October - December 2021**

	Revised Budget (Quarter 2) £	Budget Adjustments (Quarter 3) £	Revised Budget (Quarter 3) £	Estimated Expenditure £	Over / (Under) Spend Net (Quarter 3) £	Over / (Under) Spend Net (Quarter 2) £
<b>Expenditure</b>						
Employees						
Salaries						
- Management, Brokerage, Standards and Administration	869,341	(4,807)	864,534	786,693	(77,841)	(72,236)
- Supporting Improvement Advisers	3,860,941	(9,470)	3,851,471	3,777,793	(73,678)	(26,250)
- Staff on Secondment	147,071		147,071	147,071	0	0
- Transferred against 'Specific Projects'	(1,765,533)	14,277	(1,751,256)	(1,665,448)	85,808	41,115
Training, advertising and other employee costs	42,588		42,588	37,928	(4,660)	(5,320)
Building						
Rent (includes services)	173,245		173,245	173,245	0	0
'Specific Projects' usage of offices recharge	(58,833)		(58,833)	(2,000)	56,833	58,833
Travel						
Travel Costs	137,264		137,264	34,513	(102,751)	(75,862)
Supplies and Services						
Furniture, equipment, printing, postage, telephone, room hire etc	72,980		72,980	72,980	0	0
Information Technology (contribution to renewal fund)	16,496		16,496	16,496	0	0
Audit Fees	11,454		11,454	11,454	0	0
Brokerage	288,698		288,698	288,698	0	0
Gwynedd Council Host Authority Support Service Costs						
Legal	5,726		5,726	5,726	0	0
Human Resources	9,818		9,818	9,818	0	0
Finance	42,456		42,456	42,456	0	0
Information Technology	46,957		46,957	46,957	0	0
National Model Commitments	469,948		469,948	469,948	0	0
Specific Projects						
Regional Consortia School Improvement Grant	10,251,998	398,700	10,650,698	10,750,698	100,000	0
Pupil Deprivation Grant - Looked After Children	1,031,754	103,500	1,135,254	1,135,254	0	0
Pupil Deprivation Grant - Strategic Advisor	102,787	0	102,787	102,787	0	0
Pupil Deprivation Grant - Consortia Led Funding	155,642	40,205	195,847	195,847	0	0
Newly Qualified Teachers (NQT)	346,769		346,769	346,769	0	0
ALN Transformation Grant	75,295		75,295	75,295	0	0
Fin-Ed Pathfinder Project	10,625		10,625	10,625	0	0
Informal use of Welsh program (ages 3-18)	207,720		207,720	207,720	0	0
Ein Llais Ni – Oracy Scheme	210,900		210,900	210,900	0	0

Total Expenditure	<u>16,764,107</u>	<u>542,405</u>	<u>17,306,512</u>	<u>17,290,223</u>	<u>(16,289)</u>	<u>(79,720)</u>
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	Revised Budget (Quarter 2) £	Budget Adjustments (Quarter 3) £	Revised Budget (Quarter 3) £	Estimated Expenditure £	Over / (Under) Spend Net (Quarter 3) £	Over / (Under) Spend Net (Quarter 2) £
<b>Income</b>						
Core Service Contributions						
- Anglesey Council (20/21: 10.15% - 21/22: 10.16%)	(429,053)		(429,053)	(429,053)	0	0
- Gwynedd Council (20/21: 17.63% - 21/22: 17.63%)	(744,676)		(744,676)	(744,676)	0	0
- Conwy Council (20/21: 15.30% - 21/22: 15.28%)	(645,228)		(645,228)	(645,228)	0	0
- Denbighshire Council (20/21: 15.30% - 21/22: 15.36%)	(648,731)		(648,731)	(648,731)	0	0
- Flintshire Council (20/21: 22.68% - 21/22: 22.72%)	(959,441)		(959,441)	(959,441)	0	0
- Wrexham Council (20/21: 18.94% - 21/22: 18.86%)	(796,417)		(796,417)	(796,417)	0	0
Specific Projects						
Regional Consortia School Improvement Grant	(10,251,998)	(398,700)	(10,650,698)	(10,650,698)	0	0
Pupil Deprivation Grant - Looked After Children	(1,031,754)	(103,500)	(1,135,254)	(1,135,254)	0	0
Pupil Deprivation Grant - Strategic Advisor	(102,787)	0	(102,787)	(102,787)	0	0
Pupil Deprivation Grant - Consortia Led Funding	(155,642)	(40,205)	(195,847)	(195,847)	0	0
Newly Qualified Teachers (NQT)	(346,769)		(346,769)	(346,769)	0	0
ALN Transformation Grant	(75,295)		(75,295)	(75,295)	0	0
Fin-Ed Pathfinder Project	(10,625)		(10,625)	(10,625)	0	0
Informal use of Welsh program (ages 3-18)	(207,720)		(207,720)	(207,720)	0	0
Ein Llais Ni – Oracy Scheme	(210,900)		(210,900)	(210,900)	0	0
Income from Secondments	(147,071)		(147,071)	(147,071)	0	0
<b>Total Income</b>	<b>(16,764,107)</b>	<b>(542,405)</b>	<b>(17,306,512)</b>	<b>(17,306,512)</b>	<b>0</b>	<b>0</b>
<b>Total Income over Expenditure</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>(116,289)</b>	<b>(16,289)</b>	<b>(79,720)</b>
<b>Memorandum -</b>						
<b>The GwE Surplus Fund</b>						
				<b>Fund balance as at 1 April 2021</b>	<b>(563,530)</b>	<b>(563,530)</b>
				Add/Less - (Under)/Overspend 2021/22	(16,289)	(79,720)
				Less - Use of the Fund	0	0
				<b>Fund balance as at 31 March 2022</b>	<b>(579,819)</b>	<b>(643,250)</b>





<b>MEETING</b>	<b>GwE Joint Committee</b>
<b>DATE</b>	16 February 2022
<b>TITLE</b>	<b>Base Budget 2022/23</b>
<b>PURPOSE</b>	Present to the Joint Committee: <ul style="list-style-type: none"> <li>• GwE Base Budget 2022/23 (Appendix 1)</li> <li>• Authorities Financial Contributions (Appendix 2)</li> </ul>
<b>RECOMMENDATION</b>	Adopt the base budget for 2022/23 as presented in Appendix 1.
<b>AUTHOR</b>	Gwynedd Council Head of Finance

**1. Base Budget (“stand still”)**

- 1.1 GwE’s budget is continually evolving and reflects the National Model’s core business commitments and a significant number of projects funded by grants.
- 1.2 The financial impact of inflation/price increases has been estimated and included in the base budget (based on “stand still”), including salary increases and CPI increase (see Appendix 1).
- 1.3 The authorities' financial contributions are shown in Appendix 2.

1.4 The attached budget reflects the decision of the Authorities to add inflation in full, and not to implement a cut in 2022/23.

1.5 Currently, there is insufficient information to identify the financial implications of specific grants in 2022/23.

## **2. Underspend Fund**

2.1 The report 'GwE Budget 2021/22 – 3rd Quarter Review' (previous item on the agenda) estimates that there will be about £579,819 in the underspend fund on 31/03/2022, this represents less than 4% of GwE's turnover and in the current climate is an appropriate sum to be kept in reserve.

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### **Appendix:**

Appendix 1 - GwE Base Budget for 2022/23

Appendix 2 – Local Authority Contributions 2022/23

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## **VIEWS OF STATUTORY OFFICERS**

### **The Monitoring Officer:**

Nothing to add from a proprietary perspective

### **The Statutory Finance Officer:**

Author of the report

**GwE JOINT COMMITTEE - NORTH WALES COUNCILS - GwE BUDGET 2022-23**

	<b>Final Budget 2021/22 £</b>	<b>Inflation Adjustment £</b>	<b>Other Adjustments £</b>	<b>Final Budget 2022/23 £</b>
<b><u>Expenditure</u></b>				
Employees				
Salaries				
- Management, Brokerage, Standards and Administration	864,534	49,625		914,159
- Supporting Improvement Advisers	3,851,471	178,169		4,029,640
- Staff on Secondment	147,071			147,071
- Transferred against 'Specific Projects'	(1,751,256)	(84,576)		(1,835,832)
Training, advertising and other employee costs	42,588	1,482		44,070
Building				
Rent (includes services)	173,245	6,029		179,274
'Specific Projects' usage of offices recharge	(58,833)	(2,047)		(60,880)
Travel				
Travel Costs	137,264	4,777		142,041
Supplies and Services				
Furniture, equipment, printing, postage, telephone, room hire etc	72,980	2,540		75,520
Information Technology (contribution to renewal fund)	16,496	574		17,070
Audit Fees	11,454	399		11,853
Brokerage	288,698	10,047		298,745
Gwynedd Council Host Authority Support Service Costs				
Legal	5,726	199		5,925
Human Resources	9,818	342		10,160
Finance	42,456	1,477		43,933
Information Technology	46,957	1,634		48,591
National Model Commitments	469,948			469,948
Specific Projects				
Regional Consortia School Improvement Grant	10,650,698			10,650,698
Pupil Deprivation Grant - Looked After Children	1,135,254			1,135,254
Pupil Deprivation Grant - Strategic Advisor	102,787			102,787
Pupil Deprivation Grant - Consortia Led Funding	195,847			195,847
Newly Qualified Teachers (NQT)	346,769			346,769
ALN Transformation Grant	75,295			75,295
Fin-Ed Pathfinder Project	10,625			10,625
Informal use of Welsh program (ages 3-18)	207,720			207,720
Ein Llais Ni – Oracy Scheme	210,900			210,900
<b>Total Expenditure</b>	<b>17,306,512</b>	<b>170,671</b>	<b>0</b>	<b>17,477,183</b>

	<b>Final Budget 2021/22 £</b>	<b>Inflation Adjustment £</b>	<b>Other Adjustments £</b>	<b>Final Budget 2022/23 £</b>
<b><u>Income</u></b>				
Core Service Contributions				
- Anglesey Council (21/22: 10.16% - 22/23: 10.14%)	(429,053)	(17,338)	748	(445,643)
- Gwynedd Council (21/22: 17.63% - 22/23: 17.59%)	(744,676)	(30,092)	1,808	(772,960)
- Conwy Council (21/22: 15.28% - 22/23: 15.26%)	(645,228)	(26,073)	613	(670,688)
- Denbighshire Council (21/22: 15.36% - 22/23: 15.48%)	(648,731)	(26,215)	(5,064)	(680,010)
- Flintshire Council (21/22: 22.72% - 22/23: 22.67%)	(959,441)	(38,771)	2,163	(996,049)
- Wrexham Council (21/22: 18.86% - 22/23: 18.86%)	(796,417)	(32,182)	(268)	(828,867)
Specific Projects				
Regional Consortia School Improvement Grant	(10,650,698)			(10,650,698)
Pupil Development Grant - Looked After Children	(1,135,254)			(1,135,254)
Pupil Development Grant - Strategic Advisor	(102,787)			(102,787)
Pupil Development Grant - Consortia Led Funding	(195,847)			(195,847)
Newly Qualified Teachers (NQT)	(346,769)			(346,769)
ALN Transformation Grant	(75,295)			(75,295)
Fin-Ed Pathfinder Project	(10,625)			(10,625)
Informal use of Welsh program (ages 3-18)	(207,720)			(207,720)
Ein Llais Ni – Oracy Scheme	(210,900)			(210,900)
Income from Secondments	(147,071)			(147,071)
<b>Total Income</b>	<b>(17,306,512)</b>	<b>(170,671)</b>	<b>0</b>	<b>(17,477,183)</b>
<b>Total Income over Expenditure</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

Atodiad 2 / Appendix 2

		Craidd/Core				Arall / Other		
I'w ariannu gan <i>Funded by</i>		Cyllideb	Chwyddiant	Addasiadau canran cyfraniad <i>Contribution proportion adjustment</i>	Is-gyfanswm	Addasiad Model Cenedlaethol	Cyllideb Drafft	
		<i>Budget</i>	<i>Inflation</i>		<i>Sub-total</i>	<i>National Model adjustment</i>	<i>Draft Budget</i>	
		2021/22	4.54%		2022/23		2022/23	
		£	£	£	£	£	£	%
Ynys Môn	<i>Isle of Anglesey</i>	<b>381,313</b>	17,338	-668	<b>397,983</b>	47,660	<b>445,643</b>	10.14%
Gwynedd	<i>Gwynedd</i>	<b>661,817</b>	30,092	-1,615	<b>690,294</b>	82,666	<b>772,960</b>	17.59%
Conwy	<i>Conwy</i>	<b>573,434</b>	26,073	-547	<b>598,960</b>	71,728	<b>670,688</b>	15.26%
Dinbych	<i>Denbighshire</i>	<b>576,548</b>	26,215	4,522	<b>607,285</b>	72,725	<b>680,010</b>	15.48%
Fflint	<i>Flintshire</i>	<b>852,685</b>	38,771	-1,931	<b>889,525</b>	106,524	<b>996,049</b>	22.67%
Wrecsam	<i>Wrexham</i>	<b>707,801</b>	32,182	239	<b>740,222</b>	88,645	<b>828,867</b>	18.86%
<b>Cyfanswm</b>	<b>Total</b>	<b>3,753,598</b>	<b>170,671</b>	<b>0</b>	<b>3,924,269</b>	<b>469,948</b>	<b>4,394,217</b>	100%

# Agenda Item 7

GwE: Joint Committee 16/02/22

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## REPORT TO THE JOINT COMMITTEE

16 FEBRUARY 2022

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**Report by:** Arwyn Thomas, GwE Managing Director

**Subject:** GwE Regional Business Plan 2021-2022 - Quarter 3 Monitoring Report

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### 1.0 Purpose of the Report

1.1 To present the Quarter 3 Monitoring Report - GwE Regional Business Plan 2021-2022 to the Joint Committee.

### 2.0 Background

2.1 The Business Plan sets out our vision, values and behaviours and the priority areas for improvement across the region.

2.2 Our strategic priorities recognise the present regional and national priorities. The main areas for development were identified through a process of service self-evaluation. The overarching priorities for 2021-2022 were agreed with the Joint Committee on 24 February 2021. This business plan was formally agreed by the Chief Education Officers of each Local Authority, the Joint Committee and the Lead Chief Executive in the Joint Committee meeting on 26 May 2021.

2.3 Progress against the Regional Business Plan is reported on a quarterly basis to the Joint Committee. Attached is the monitoring report for quarter 3.

### **3.0 Considerations**

**3.1** The Managing Director and Chair of the Management Board have responsibility for delivering the Regional Plan, as accountable officers. The Joint Committee is ultimately accountable for delivering the plan.

**3.2** The GwE Business Planning Framework ensures clarity and strategic harmony in achieving priorities locally, regionally and nationally. Throughout the year, our governance groups inform reports pertaining to our priority streams in the Business Plan.

**3.3** Detailed service plans underpin these priorities, which note the support and provision available to all schools in the region. How and when each priority will be achieved is outlined, and expectations set in terms of next steps in realising the reform journey.

**3.4** In relation to how GwE will respond to the impacts of post-Covid in the context of Education, detailed service plans address this, along with the Regional Strategy 'Renew and reform: supporting learners' wellbeing and progression'. Through working with partners and key stakeholders and listening to them, we have identified specific themes to support our aim of ensuring that every pupil in north Wales benefits from provision of the highest possible standard. Their mental health and emotional well-being, their relationships and physical health are all essential enablers of good learning. We will support schools to focus on these areas as well as developing the key enabling skills, which include oracy, literacy, numeracy, planning, organising and critical thinking. In addition, the Supporting Improvement Advisers' initial visit to schools at the beginning of the year will focus on the needs of schools, taking into consideration the impact of Covid. Compound information arising from these visits will inform schools' support plans, and we will refine our business plans to reflect this.

### **4.0 Recommendations**

**4.1** The Joint Committee is asked to approve and accept the monitoring report for quarter 3.

**4.2** To decide whether there are any aspects they wish to discuss further in future meetings.

**5.0 Financial Implications**

5.1 There are no financial implications arising from this report. GwE will operate within current financial resources.

**6.0 Equalities Impact**

6.1 There are no new equalities implications arising from this report.

**7.0 Personnel Implications**

7.1 There are no new personnel implications arising from this report.

**8.0 Consultation undertaken**

8.1 Consultation with GwE Management Board and Joint Committee.

**9.0 Appendices**

9.1 Appendix 1 - Quarter 3 monitoring report

Appendix 2 - Regional Data for Quarter 3

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**OPINION OF STATUTORY OFFICERS**

**Monitoring Officer:**

Nothing to add from a propriety perspective.

**Statutory Finance Officer:**

"I welcome the update. The Business Plan sets out a clear responsibility for the proper operation of business, risk, and value for money, inter alia. Paragraph 5 of the covering report states that GwE will fund any financial implications arising from the Business Plan within its current budget".

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GwE

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# GwE Business Plan 2021-2022 Quarter 3 Progress Report



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## CONTENT

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

- Regional priorities & provision contributing to local authority priorities - Progress report for Quarter 3

### 2. Appendix: Regional Data

REGIONAL PRIORITIES & PROVISION 2021-2022

Progress report for Quarter 3 (01/10/2021 – 31/12/2021)

**OBJECTIVE 1 - CURRICULUM & ASSESSMENT**

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

**EDUCATION CONTINUUM 3 TO 16**

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

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

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

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

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

**GwE and Shirley Clarke Action research project – Tier 3**

The Formative Assessment Action Research project (GwE and Shirley Clarke) has been ongoing in the region since October 2017. The original training and action research have been implemented in 3 tiers over a 4-year period, implementing effective pedagogical principles in classes based on sound evidence. This work continues in schools as they further consider and evolve pedagogy in preparation for the Curriculum for Wales.

The second Autumn Term twilight webinar with Shirley Clarke was held for all schools in the region 12/10/2021. This was a follow up to the webinar held on 28/09/2021 and the focus this time was 'Feedback' Over 1000 teachers from across the region attended. All teachers accessed direct messages from Shirley Clarke to regain momentum and review their practice based on the latest research. This has helped all practitioners and leaders of learning to further develop and embed good and consistent pedagogical practice in preparation for the CfW.

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

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

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

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

Individual SIAs are in discussion with individual schools and are planning and delivering bespoke support to schools and clusters, e.g., whole cluster training in aspects of the framework (also see Foundation Phase Quarter 3

Monitoring Report).

Initial CaBan CfW session has taken place including update on 12 pedagogical principles, delivered in July 2021 to support consistency in approaches including in pedagogy between ITE and practicing teachers. One member of CaBan lecturing staff attended Shirley Clarke training. CaBan lead schools are part of CfW networks including leading regionally will help to ensure consistent approach with ITE. CaBan lecturing staff are part of local networks. GwE staff delivered CfW update workshop, including pedagogy, in January 2022.

**Assessment:** Ensure consistency in schools' understanding of the key principles of the new assessment guidance - three purposes of assessment – day to day, identify and capture progress and understand group progress  
A draft whole school tracker for the new curriculum has been created and trialled in a very limited number of schools across the region for feedback. The tracker focusses on the second and third purpose of assessment. The tracker has been shared with a few SIAs enabling discussions with a few schools and/or clusters across the region in September. The tracker will be shared with all SIAs in October in order to promote discussion within schools and/or clusters. The regional assessment group has met twice. The elected Chair and school representatives from the six Local Authorities have shared initial thoughts and key principles of assessment.

The GwE Assessment Group have created, and gathered school resources showing approaches to the process of assessment for the new curriculum. The package of resources and support includes extensive guidance on understanding progression in the new curriculum, as well as model and examples of how to approach the creation of an assessment plan alongside the curriculum plan.

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

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

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

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

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

Regional presentation made to head teachers outlining funding and guidance. Funding has been provided to clusters for transition with guidance - £8000 per cluster. Clusters continue to develop their own approaches with support from SIAs consistent with regional approaches (examples available on LA Baseline Reports). Next step - continued focus for professional learning and resources later in term.

**CURRICULUM REALISATION (CURRICULUM FOR WALES)**

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

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

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

- Leading Change
- Leadership for the new curriculum
- Developing a Shared Vision

- Planning for Curriculum Change – to include curriculum design, progression and assessment
- Leading Pedagogy
- Time and Space for Professional Learning

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

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

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

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

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

##### **To deliver a professional learning offer for the 6 AoLEs**

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

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

The Curriculum for Wales Networks will work in partnership with Professor Graham Donaldson, GwE and the six North Wales LAs in developing effective AoLE practice which will help schools on the Reform Journey.

The publication of the Curriculum for Wales guidance in January 2020 signalled the next phase of curriculum reform

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

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

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

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

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

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

### Improving the teaching & learning in our schools

#### MODERN FOREIGN LANGUAGES (MFL)

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

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

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

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

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

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

##### **Starter pack**

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

- A Clear and Concise Road Map to Integrating International Languages
- Developing Confidence in Teaching International Languages
- Embedding Languages in the Curriculum
- Embedding Oracy with Additional Languages in a primary classroom

- Integrating French into different areas of learning
- Embedding Multilingualism.
- IL in Health and Well Being: how do you feel.

### **Power language subscriptions**

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

A Power Language webinar was arranged for 22nd November 2021. The training session was organised by Power Language to respond to GwE request but was open to all Consortia. The focus was on pedagogy and embedding languages in the curriculum. The webinar was well-attended and it well-received. A recording has been made available to all schools and will be posted on the GwE support Centre.

Network meeting drop-in sessions:

The GF GwE Primary Team are now offering a half-termly drop-in session that are informal and discuss issues raised by teachers. The first session was on the 11th November. Practitioners welcomed the meeting and felt it was really useful. Most were from schools where languages were not yet integrated and were wondering where and how to start. Next meeting: 3/2/22. Sharing good practice from conference and webinars is ongoing and done via emails, GwE Support Centre and the GF Newsletters.

Secondary sector

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

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

### **School to school support**

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

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

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

Other needs/questions or suggestions:

- How to deliver and ensure progress with very limited timetable (1 lesson/week)
- Effects of the pandemic
- What elements of the CfW are already in place in primary

- Impact of changes in GCSE on KS3 planning
- Linking MFL to other subjects especially in year 7 when learners have not got the basics yet
- How to cross paths within the LLC AoLE successfully
- Setting up Teams group to support smaller department

#### **Network meetings:**

Subject network meetings are planned half-termly and the first one took place on 14th October. It was very well attended despite pressures on teacher workload and many apologies sent due to clashes with other commitments. Schools had an opportunity to meet and share their developments for CfW and identify further support or next steps moving forwards. Following the meeting, teachers had the opportunity to complete a survey regarding their views and impact of these meetings as well as voicing their needs in terms of support. Here is a brief summary of the findings. 41 teachers responded.

- A very positive response.
- 100% said that meetings have a clear purpose and are needed.
- 100% said that they would like meetings to continue alongside other support provided by GwE (in the regional and local network)
- Most happy with the format and frequency of meetings and suggested flexibility for different purposes.
- Opportunity to share good practice is very popular.
- Areas of support needed: CfW/ KS4/ PL with Guest speakers/ KS5

A more detailed analysis of the results is available.

#### **International Languages/MFL preparing for the CfW: Programme of PL sessions**

The programme has now been finalised and communicated. The 7 sessions have been organised and arranged with experts Rachel Hawkes and Gillian Campbell-Thow. Each session has a specific focus which should help practitioners in developing IL for the CfW. All sessions are recorded and shared.

#### **KS4 tutorials:**

We are aiming to create a range of tutorials to support KS4 revisions for all schools in the region where GCSE is offered in French, Spanish and German. We aim to create 30-minute sessions which can be used by pupils or teachers alike, asynchronously or as a class tool. Ideally, these resources should be available to schools by the start of March 2022.

Discussions have taken place with e-sgol following their recruitment advert for the Spring live sessions and a possible collaboration. GF GwE are happy to share all resources made (including KS5 tutorials created last year).

#### **Network meetings for MFL NQTs:**

Secondary school MFL NQTs are now meeting regularly to share ideas, get support and develop their practice. The first meeting was on 18th November and was very well attended: 5 NQTs (1 apology) + 1 first year teacher. The meeting was very productive and positive, teachers shared their experiences, challenges and successes. Spanish lesson plan/ PPT, tips and good practice to deal with challenging behaviour were also shared and distributed. Meetings are now planned half-termly and will focus on a specific aspect identified by the teachers. Next meeting: 13th January- Focus: developing the use of TL by students in class. Links to all presentations are now free to access by all.

#### **The Anthea Bell Prize competition for Young Translators: Welsh strand.**

18 schools are currently registered and following the programme. Next steps: In the summer term, contact schools and get feedback on the scheme, its place within CfW, ideas to develop it further and impact on students' progress and attitudes. GwE will work with schools to develop Spanish and German resources into Welsh.

#### **HLTA - TALP**

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

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

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

Training is provided in the form of a National Professional Development Framework - 4 Modules to be completed at a time that is



convenient for both the assistant and school.

A total of 74 assistants registered on training between April and December 2021, 41 of whom have completed the training so far. A total of 74 out of a target of a 100 for 2021-22. Details regarding the training will be shared in the weekly Bulletin and in the Google Classroom.

### **Teaching assistants at work**

The training programme for experienced teaching assistants came to a halt from March 2020 until the end of summer 2021 due to the pandemic. Following national discussions, it was decided that we would adjust the original programme to ensure it was appropriate for digital platforms. The original Day 1 face to face session was adapted (as a National group) to offer 4 online modules. The programme restarted regionally (pilot) on-line in November 2021. Sessions 1 and 2 (Welsh and English medium) were held in November and December, 2021. Sessions 3 and 4 are due to be held in the spring term, 2022. A total of 32 assistants registered for training, which is lower than the target. A total of 26 assistants started the programme. The COVID situation in the region's schools rendered it very difficult for schools to release staff. Facilitators were trained in order to deliver the programme on a digital platform. Unfortunately, it was very difficult for some of the facilitators to be released from school too - in order to facilitate the programme. Dates were organised with 3 schools in order to deliver the above programme within the school - 1 primary school, 1 secondary school and 1 special school during the spring term 2022 (with the aim of training 75 assistants). This will involve training 2 new facilitators. Other clusters will be rescheduled, when the time is right for schools, most probably in the 2022-23 financial year.

### **Aspiring HLTA**

Welsh-medium Aspiring HLTA Programmes are held nationally on-line with the other Consortia - due to reduced numbers. English-medium Aspiring HLTA programmes are held on-line, jointly in Partnership. The content of the programme is reviewed on a regular basis by the National group, ensuring that key messages and a CfW update are included.

### **Aspiring HLTA Cohort 2**

Aspiring HLTA programme Cohort 2 training was delivered to 52 teaching assistants and 50 of those completed the complete training programme, in the form of 8 digital sessions. There was no need to limit numbers when delivering the Aspiring HLTA programme in digital format.

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

### **Aspiring HLTA Cohort 3**

Cohort 3 of the Aspiring HLTA programme started in September 2021. Fifty applications were received, 47 of which were accepted. Two candidates were offered a place in Cohort 4. Two candidates asked to be transferred to Cohort 4 due to personal reasons. One candidate chose not to accept their placement. A technical session was held prior to the programme to ensure that assistants were comfortable using TEAMS etc. The programme is due to finish in March 2022, and HLTA status assessments Cohort 2 will take place between 23 May and 17 June, 2022. Modules 1a, 1b, 2a and 2b took place between September and December, 2021, with the remainder to follow in the spring term, 2022.

### **Aspiring HLTA Cohort 4**

Thirty-one applications out of a total of 32 were accepted and one candidate was offered a place in Cohort 5. The quality of applications was generally higher and their reflections as to why HLTA status was the next step for them were of better depth and quality. The programme will start in January and will run until June 2022. With HLTA status assessment to follow in the autumn term 2022.

## **HLTA Status – Cohort 2**

Following attending 8 Aspiring HLTA digital sessions, 67% of Aspiring HLTA Cohort 2 teaching assistants applied for a HLTA status assessment. 33% weren't able to complete the assessment because either they couldn't get enough classroom teaching experience due to Covid's effect on schools, due to illness or because they failed to achieve a level 2 Literacy/Numeracy qualification in time. These will be assessed along with Cohort 3 teaching assistants in the summer term 2022. A pre-assessment refresher session will be held in February 2022.

Candidates were given the opportunity to meet with the coordinator on an individual basis, or in a group, in order to discuss their Personal Learning Reflections, before these were submitted for HLTA status assessment.

A session was held to support the assistants in submitting their assessments via TEAMS, and to explain how the assessments would be undertaken on-line via TEAMS. Cohort 2 assessments took place between 18 October and 12 November, 2021. The national decision was that an additional week of assessment would need to be allowed, in order to overcome problems arising due to staff absences in schools.

Two new assessors, who specialized in special schools, were recruited and trained which means we have 23 assessors across the region for Cohort 2. A national refresher training was held for all assessors on 5 October, 2021. A pre-assessment meeting was also held for GwE assessors on 11 October, 2021 in order to respond to any questions/concerns.

Arrangements were made to assess 31 (1 from Cohort 1) - however one candidate withdrew during the assessment period.

Regional Moderation took place on 26 November, 2021 followed by National Moderation on 1 December, 2021. A total of 29 assistants were deemed to have met the requirements, and one deemed not to have yet met the requirements. There was no appeal. This candidate can apply for a re-assessment in 12 months.

Google Classroom - by December 2021, there were 1884 members. Resources and information are updated on a regular basis.

Curriculum for Wales training for assistants - the National Curriculum group requested for the National Learning Pathway group to create bespoke training for assistants. Training will be organised by the end of the spring term - for national facilitation, with an accompanying recording and playlist.

## **Welsh Language**

### **Cluster Work**

Many meetings have been held with the Local Authorities. Consequently, principles have been agreed for the year's work programme. This has led to consistency as regards initial work across the north. In consultation with the Authorities a new dashboard spreadsheet has been created, to collate all the information on planning, costs and reporting on progress. In addition to the regional group, each Authority has met on a regular basis with the link SIA, and these meetings have been an opportunity to investigate variances, needs and discuss local solutions.

Quarter 3 - GwE and the Authorities to continue to meet on a half termly basis. Guidance and support provided locally by link SIA on using the 'dashboard' to record planned expenditure and highlight the process of recording progress over the financial year. Positive feedback from discussions with Authority Officers on this year's procedure and the process is both convenient and focused. Funding has been allocated to the LAs. Local meetings for starting to report on progress so far have been timetabled in some Authorities.

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

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

Quarter 3 - Regional meetings with the Starter Iaith Coordinators have taken place. Opportunity to discuss how the regional project, 'Ein Llais Ni' (Our Voice) can serve to promote and involve the work of the SI when planning for activities that promote a rich climate for oracy across the school. Useful suggestions from the SI Coordinators to be included in planning for the year, including contributing to the 'Ein Llais Ni' podcast, sharing information about SI activities locally etc. Agreement for organising and conducting a regional event in order to make effective use of the Welsh Government-funded Welsh-language Children's Laureate for a day.

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

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

### **Develop the language skills of the workforce**

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

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

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

To summarise:

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

Regional and national discussions have taken place regarding the offer for schools. The Authorities have a strong desire to be able to offer the course in a year's time to schools for the next educational year. Monthly meetings have been set-up with Canolfan Bedwyr and Canolfan Dysgu Cymraeg (Bangor University) to promote courses that are already up-and-running and to collaborate on developing specific courses for Authorities or education practitioners e.g. course for teaching assistants. The need to be targeting the secondary sector is being discussed further as there is a gap in that provision.

Support for GwE staff - 8 have been undertaking the learning Welsh training, completing Unit 5 of the Intermediate course, and are practising for the examination. 4 have committed to the 'Cynllun Siarad' through the National Centre, which are opportunities to chat in Welsh with GwE partners for an hour a week, for approximately 10 sessions. An application has just been submitted, 'Cymraeg Gwaith', for access to further training via the scheme. Everybody will continue on the Intermediate course. GwE staff have been offered a week-long course at Nant Gwrtheyrn, spring 2022.

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

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

A successful application was made to Welsh Government early in 2021 for funding to support us to undertake an action research project to raise standards in Welsh oracy. This scheme is intended to provide the opportunity to re-ignite and embed listening and speaking skills in curriculum planning for Curriculum for Wales, considering international oracy learning and teaching strategies. There is robust collaboration between the University and the Project Team in planning for the research. The project will provide an opportunity for schools to collaborate as an action research team in collaboration with Bangor University and GwE.

A clear path has been developed for the project, providing a very strong foundation for developing the action

research. Feedback from schools highlights a real need for this type of support, especially so when considering the impacts of Covid on pupils' oral skills and confidence.

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

Meticulous planning has been undertaken in partnership with Bangor University (Professor Enlli Thomas and Gareth Caulfield from the Educational Research Department and Assistant Vice-Chancellor (for Welsh language) of the School of Educational Sciences. A hundred schools are involved in the project - 60 network schools, ongoing research; 40 school/cluster-based research. Seven schools are invited to the conference only (Welsh departments in English-medium schools).

A meeting with Authority Officers was held early on in the autumn term to discuss the content and direction of the work and to gauge opinions on the work over the year. A discussion paper highlighting the process has been shared beforehand. Further constructive meetings have been held with Authority Officers before informing schools. Consequently, this collaboration has strengthened the process and the working relationship with the teams in the authorities.

Information has been shared with the Management Board and Joint Committee and approval granted to implement the project.

Membership of the Steering Board has been agreed, first meeting held and Remit agreed. A presentation has been made to all SIAs raising awareness of the project.

A project launch conference was planned and held and included a rich content to address research and practical strategies. The schools involved in the pilot work in the summer term prepared presentations of what worked for them to share at the conference. All conference resources and presentations are available via the website on Teams for teachers involved in the project.

WG has agreed to an amendment to the original plan in order to fund more schools to partake in the project. No appointment to the Project Manager post - a member of GwE's Business Team is standing in. GwE's Senior Leadership Team has agreed to extra funding to include most schools that had expressed interest. The programme for the year for both models (network and school/cluster research) is in place, dates determined and supported highlighted.

Two 'on-demand' sessions and one network meeting have taken place - opportunity to air and discuss ideas or challenges as well as to get under the skin of the aspects presented at the conference; opportunity also for teachers to start sharing their intentions and their specific focus. Two newsletters with updates have been sent to schools to ensure that the project intentions and information are clear to all.

### **Leadership Development**

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

Initial meetings of CfW networks - Language, Literacy and Communication AoLE - have taken place and primary and secondary chairs nominated across North Wales.

The role of teachers in leading the 'Ein Llais Ni' project is regularly highlighted and they are responsible for ensuring change across the school in due course following successful classroom application.

### **Developing Partnerships**

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

workload.

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

The ongoing monthly meetings with the authorities have resulted in a common understanding and agreement of the implementation of cluster plans. A timetable has been set for meetings over the coming year. This will ensure a regular flow of information and an agreed understanding of regional and local undertakings. Welsh language link SIA continues to attend local forums e.g. WESPs, Language Forums, meeting with officers to air local needs.

A very strong relationship with Bangor University in preparing and planning for 'Ein Llais Ni'. This has effectively resulted in planning a varied and focused research-based conference.

Monthly meetings between the regions are an opportunity to air any developments and common specific needs. These are fed back to WG. A decision has been made to pause the national networks for the time being in order to set a clear strategic direction for the work and ensure fair representation across the regions to enable members to undertake the work effectively.

Monthly meetings with WG - Welsh and Siarter Iaith sharing updates and serving as an opportunity to discuss any specific needs e.g. access to questionnaires and 'gwe iaith' (language web), successful practice etc.

#### A LEVEL

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

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

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

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

#### E-sgol

**Continue to support the 6 e-sgol pilot schools and expand their curriculum in year 12:** timetable and new subjects arranged with the 6 schools as well as outside provider Mudiad Meithrin providing Cam wrth Gam course.

**Set up and work with the Regional Strategic board and Regional Operational board to implement actions, which will arise after meeting with LA directors for each for the six authorities to draw out common themes:** meetings have taken place across all 6 authorities. Strategic board has met again – looking at members of the Regional Operational board. This will be further developed this term. Meeting before October half term 2021 to develop working with the regional operational board as well as further possible pilot projects.

#### RESEARCH AND EVALUATION

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

The Research and Evaluation aspect of Business Plan 4 (Strong and Inclusive Schools) consists of funding for three main projects below (highlighted in yellow). Updates for the remaining GwE-CIEREI collaborative research projects with schools are noted at the end of this summary.

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

The RILL research team commenced Phase 2 work at the start of May 2021. They have now completed the adaptations to the original asynchronous/synchronous version of RILL developed in 2020, and these now include an adapted version for in-class use and also for parents and carers.

Invitations for schools to attend training in the summer and autumn terms 2021 were circulated in June 2021 and RW and VL attended regional heads' forum meetings to explain the programme. RILL was received very positively in these meetings, especially the new, bespoke Welsh version.

### **RILL update:**

Following advertisements in June 2021, the 54 schools have signed up for training in September 2021, the majority being Welsh medium schools:

Thirty one of the 54 schools have been trained in RILL so far, and this includes 55 teachers. The remaining 25 schools invited to attend session by the end of the spring term 2022. In addition to a full day training, we currently offer weekly drop-in sessions to support teachers. We have also developed a Hwb network where teachers can access information and training materials (e.g., tutorials and how to videos), ask questions, and reflect on their experience with the research team/other teachers. We currently have approval from the University to conduct in-person training in schools, but the ongoing COVID-19 disruption has prevented this. Instead, the research team are continuing with small group online training and follow-up support. The research team are also currently helping schools undertake baseline tests to capture impact data for RILL. Follow-up testing will be carried out in the summer term. During the spring term, we will provide continued support to those who received training in the autumn term and training will be offered to additional staff members within these schools. In addition to the RILL training, we will offer a live webinar on the effective teaching of language and literacy to schools across North Wales which will later be made available online.

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

RW, SC and MED and CIEREI research staff commenced planning when funding was confirmed in June 2021. To date, the following SAFMEDS resources have been created and shared with schools:

- Monthly 'drop-in' sessions have been accessible to all regional schools
- Bespoke training delivered to regional schools and PRU
- Promote SAFMEDS through the Bulletin and GwE Support Centre
- Creation of bilingual resources ready to launch in due course:
- SAFMEDS online tutorial
- SAFMEDS bespoke online website
- SAFMEDS revised training for hand-held cards
- Introduction to Precision Teaching training
- Additional Phase SAFMEDS hand-held cards to extend breadth of coverage from the Numeracy Framework
- Commissioned creation of new Learning materials – these can be used as targeted and universal provision, targeting regular retrieval practice and fluency development

### **SAFMEDS update:**

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

Viewing figures for online materials as follows:

- English: 1023 views on the reignite learning webinar and 391 views on the SAFMEDS training video.
- Welsh: 474 for the webinar and 70 for the SAFMEDS training.

Bangor University have agreed to match fund this project to appoint a PhD student to deliver this project over the next three years. This is aimed at building capacity for GwE to support schools. We recently undertook interviews and have awarded the PhD studentship to a former Conwy primary school teacher.

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

- English medium webinar: 78 views in one week
- Welsh medium webinar: 30 views in one week
- Pupils completing around 677 maths activities a day

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

Forty-two schools who signed up have had access to online training videos, and intervention resources to download for use in their schools. Ten schools have subsequently attended a follow-up Q&A session online. All schools will now be invited to attend four remote implementation support sessions in November 2021, January, March and May 2022, and will be able to contact the research team for any support in the meantime. The first of these support sessions took place in January 2022. Further development of the Welsh medium materials is also underway, bringing them in line with the more recent developments of the English medium resources. Schools are also being invited to get involved in measuring progress in Oral Reading Fluency using the DIBELS screening test as well as trailing the use of these fluency materials by parents at home. The number of teachers that have accessed the Google classroom is as follows:

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

Additional schools will be invited to participate in the project in the summer term, by which time there will be a complete bank of recorded training and support webinars available.

### **Three new GwE-sponsored KESS MRes studentships for 2021-22**

1. Defining the Role of Pupil Voice in the new Curriculum
2. Adapting the Connect Health and Wellbeing Curriculum to the Health and Well-being Area of Learning and Experience, Welsh Curriculum
3. Translating the Connect Health and Well-being Curriculum into Welsh

Successful appointments have been made for KESS projects 1 and 2 above and students are commencing this half term to continue the project until the end of 2022, but the third project has been unable to attract any applicants so far. We are advertising one final time, otherwise the £6.5k funding will need to be returned to GwE. RW has set up meetings with project leads for 1 to ensure that these link into regional work, e.g. CfW networks working on pupil voice. Project 2 has been integrated into our new regional well-being study as described under the Warwick subheading below and work is ongoing. We are awaiting invoices for projects 1 and 2.

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

This PhD studentship is in its third and final year (2020-21) and the student is writing up papers for publication focused on the use of retrieval practice and practice testing strategies. She has now submitted a proposal to continue this work with a range of secondary schools serving more disadvantaged communities. In October 2021 we were successful in obtaining £7k grant funding from North and Mid Wales Reaching Wider Partnership to trial these iStER materials in mathematics in four secondary schools in areas of high deprivation.

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

This PhD studentship is in its second year (2020-21) and the student is currently continuing her evaluation of the impact of whole-school positive behaviour support strategies in two schools serving more deprived communities. In October 2021 we were successful in obtaining £2.5k grant funding from North and Mid Wales Reaching Wider Partnership to complete the third year of this PhD and disseminate findings more widely.

Warwick Collaborative Well-being Project

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

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

The third and final aspect of this project commenced in autumn term 2021. This will be an evaluation of a promising whole-school well-being programme called Connect. This work will be undertaken alongside two new KESS-sponsored masters' students in Bangor University, and will involve an evaluation of Connect alongside a translation of a Welsh language version. We have now recruited 33 schools for an English language and Welsh language strand of Connect evaluation. Training is taking place in Jan/Feb 2022, and schools have nominated pupils for baseline testing before they receive Connect from February to June 2022.

### **UK KiVa Study**

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

### **Evidence-Informed Profession Project (EIPP)**

RW has been working with Welsh Government on the initial phase of the National Strategy for Educational Research and Enquiry (NSERE) in 2021, and this was launched in July 2021. RW has been working with Welsh Government to identify clusters of schools in North Wales to form part of the 2021-22 pilot phase of this NSERE initiative to create more evidence-informed schools. We now have 11 clusters (41 schools) involved in this project from all six LAs. The launch meeting took place in December 2022, and the research team are now distributing the baseline survey to schools before we commence the school input sessions from February to June 2022.

### **National Professional Enquiry Project (NPEP)**

We currently have 42 schools participating in the NPEP project, comprising 11 lead and 31 partner schools across all LAs. GwE continue to work with Bangor and Glyndwr university staff to support these schools via half termly meetings and input on research and evaluation methods.

### **Strategic role in developing a model for collaborative research with schools.**

All of the projects described above are aimed at building an evidence-informed approach to school improvement in North Wales. This consolidates the work that GwE and CIEREI have been undertaking since 2016 and RW continues to oversee a dual role both as coordinator of the school research and professional learning aspect of this collaborative work, and also academic supervision and support for the master's and PhD students that are engaged in this work. There is also an increasing focus on engaging with Welsh Government in 2021-22 to disseminate these outputs. To this end we have two research papers accepted for publication this year:

Owen, K., Watkins, R. C. and Hughes, J. C. (under review). From Evidence-Informed to Evidence-Based: An Evidence Building Framework for Education. *Review of Education*

Pegram, J., Watkins, R. C., Hoerger, M. and Hughes, J. C. (in press). Assessing the Range and Evidence-Base of Interventions in a Typical School Cluster. *Review of Education*



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

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

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

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

Specialist subject Networks are in the initial stage of development.

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

NQT placements continue in spring term – this is having a strong positive impact upon induction.

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

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

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

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

Actions as planned. Update sessions have taken place. GwE staff have delivered further sessions to CaBan staff on CfW and facilitated seminars on equality and diversity, CfW and dyslexia.

CaBan Partnership are developing cross phase ALN pathways for undergrad, through existing PGCE and as new school-based PGCE in consultation with EWC and WG. Lead project team and extended team are established for consultation. next steps – working parties to be established to develop accreditation documentation, this will be submitted for validation and accreditation in March 22.

OU are commencing a pilot for Special Schools in September 2022, one regional school is part of this pilot.

**Cymraeg**

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

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

Shared Research-based project, 'Ein Llais Ni' - weekly meetings being held between the GwE and Bangor University Research team. The expression of interest to join the collaborative project has been good with 103 primary and

secondary schools from all LA's applying. Almost all schools are attending the conference and 60 will be involved closely in the research aspect of the project. The research team will be working closely with a specific number of schools evaluating the effect of the strategies.

Project is well underway, sharing conference has taken place, schools involved in project are fully engaged across the region.

## DIGITAL

### Digital Resilience

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

### Developing Digital Leadership

During quarter 2, the digital facilitators programme was relaunched. The response so far has been excellent with all clusters nominating a digital facilitator to be part of the programme. We have so far held 2 training days for the digital facilitators. All facilitators have been tasked with auditing their cluster to identify common training and support requirements. During the second day of training we shared a resource with the digital facilitators that will guide their cluster through the process of forming a vision for digital learning and converting their vision into a strategic plan, taking account of the priorities identified by the audit. Each school will be funded to engage with this programme. Although this programme is still in its early stages, 12 clusters have already formed and met as a working group to engage with the work, with 78 schools involved so far. We expect this figure to grow during quarter 4 as more clusters start to engage with the programme.

### Hwb

The data regarding the use of Hwb in the region continues to be high. The average number of schools that engaged with Hwb during quarter 3 was 98.3%. The average for each month was as follows:

- October – 98.3%
- November – 98.5%
- December – 98.1%

### Professional Learning Opportunities

To support schools with their use of Hwb, a series of online courses were created that focus on effective use of the available services; Google for Education, J2E, Flipgrid, Adobe Spark. These courses have been designed on many levels to ensure that new and experienced users can take advantage of development opportunities. This training is offered as a course which is available on demand to ensure that teachers and teaching assistants can enrol in the course at a time that's convenient for them. So far, the content has been viewed 7059 times – which is an increase of 1417 views since quarter 2.

### Support for the new curriculum

Programming equipment kits were distributed in schools across the region to allow them to experiment with requirements within Science and Technology AoLEs. The overall aim is to ensure that these schools are able to provide / share their experiences with other schools and present their experiences to local and regional Curriculum for Wales networks. 2 practitioners were commissioned to prepare resources suitable for displaying and meeting requirements within the computing strand in the Curriculum for Wales. 10 resources have been created so far to support schools.

## MATHS AND NUMERACY

### Schools causing concern

**Primary:** Bespoke support for schools in Estyn Category (Special Measures) has focused on supporting whole school monitoring procedures and preparing Schools appropriately for return Estyn visits. Bespoke support and workshops have continued for regional schools deemed 'at risk' or in ESTYN monitoring category. This has resulted in improved planning for the teaching and learning of Mathematics and a greater understanding of how numeracy supports learning across the curriculum. Two supported schools successfully moving out of Estyn category.

**Secondary:** Support is available for any school identified by the SIA in the School Support Plan. Priority is given to ESTYN category schools or schools with newly appointed Heads of Department. Thus far, all schools noting that they are eager have received support.

### **Regional support**

**Primary and Secondary: Familiarising with the Mathematics & Numeracy AoLE.** Online workshop for primary and secondary Maths teachers in the region. Dr Gareth Evans, Head of Mathematics at Ysgol Y Creuddyn led the session. The focus of the session was to summarise the changes in the mathematics and numeracy area of learning and experience, before suggesting tasks and techniques for developing the mathematical proficiencies that are a key part of the new curriculum.

**Primary: Numeracy Leader Networks** - these have not taken place as originally planned-use of Regional and Local Mathematics and Numeracy Networks to cascade information.

**Primary: Personalised Assessments** - Continued support provided for individual schools to make effective use of assessment data from the WG Personalised Assessments, to inform planning and interventions.

### **Primary: Curriculum for Wales**

Regional Mathematics and Numeracy CfW Networks will impact directly on Local network activities across the whole region.

### **Update**

A meeting was held for numeracy coordinators in order to familiarise with numeracy in the CfW and Personal Assessments.

Sessions were recorded and shared with Heads of Department in order to share key messages such as CfW networks, WJEC updates, professional learning opportunities with GwE and guidance from FMSPW (October and November).

Pedagogy sessions have been led by Chris Henry (Connah's Quay High School) and Dr Sally Bamber (University of Chester). Session 1: Developing Algebraic Thinking through Number (held in Quarter 3). Further sessions to follow in Quarter 4.

### **Maths.Cymru**

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

## **ENGLISH AND LITERACY**

### **Schools causing concern**

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

Individual school support focussing on teaching and learning and leadership provided to those who have requested such support.

Primary Q3 support for schools causing concerns has continued with 2 schools successfully moving out of Estyn category. Much of the bespoke support has involved supporting lesson and curriculum planning to improve standards but also align with CfW. Reading, phonics and oracy have been the subject of the majority of requests for support by individual schools.

### **Network Meetings**

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

A twilight network meeting was held (and recorded) for all HOE focussing on CfW and the current requirements for WJEC exams.

Primary Q3 literacy leader network have not taken place as the regional CfW networks have absorbed that capacity and leaders have become members of these networks instead.

## **Curriculum for Wales**

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

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

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

Plans have been created to support the cross regional work on Reading and Oracy with WG – audit of whole GwE service provision to date supporting reading and oracy has been completed and sent to WG to feed into the cross-regional audit. Provisional plans are drawn up to compliment and support the GwE professional offer for the next 3 years, for the LLC AoLE.

## **THE WELSH LANGUAGE AND LITERACY**

### **Network meetings**

During this term, twilight meetings were organised via Teams for Heads of Welsh (via direct invitation and by open invitation), as well as school alliance network meetings (Heads of Welsh and Literacy Coordinators). The 'on-demand' (focused) open sessions via Teams are ongoing and meetings will be recorded and uploaded on the below Teams.

### **Develop 'GwE – Y Gymraeg - Uwchradd – Secondary' Teams:**

Information is shared and networking takes place on digital platforms and these digital networks are now developing with teachers engaging and contributing. During Quarter 3, a Teams was established for English medium schools as well as 'GwE' - Y Gymraeg - Uwchradd - CS (GwE – Welsh language – Secondary, English-medium) and this engagement and content will need to be evaluated in order to develop this network and keep it up-to-date, manageable and pertinent. The engagement 'stream' of these digital platforms is important and keeps the principle of the 'newsletter' 'alive' and current within Teams and teachers will be able to contribute. It has now become apparent that a Google Classroom also needs to be established to engage with teachers who only work on a Google digital platform from day to day.

### **Curriculum for Wales Regional Networks**

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

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

The innovative regional project (a joint project with Bangor University) is now up and running - see 'Y Gymraeg' (Welsh language) above. As a result of the 'Strategaethau Byw' tier of the 'Ein Llais Ni' project, links were made during Quarter 3 with partners and establishments that could provide unique opportunities and experiences for the project's schools. In turn, the strengthened relationship with these partnerships resulted in opportunities and experiences for regional development.

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

During Quarter 3, work continued to develop 'Y Stordy' website in order to create a manageable and convenient base for 'Y Gymraeg a Llythrennedd' (Welsh and Literacy) resources within GwE's Support Centre. The aim is for this platform to run alongside the 'live' platforms of Teams and Google Classroom in due course, with the former being a permanent base and the latter being a developmental platform.

### **The National Working Groups**

Only one of the national working parties, i.e. KS5 working party is now operational, however during Quarter 3 a cross-regional discussion was initiated regarding the future of the National Working Parties and how they could be developed. There was a strong representation from the region's schools on these working parties. The working groups' work is currently kept on 'Y Pair' (a resource network on Hwb) however during Quarter 3 the working

groups' resources were also incorporated within WJEC's official resource site.

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

Following the success of the working group that was established last year, the idea of establishing a similar national working group was shared with the officers that are responsible for the Welsh Language within the other consortia. This resulted in a cross-regional launch conference, 'Athrawon Cymraeg y Dyfodol' ('Future Welsh Teachers'), held during Quarter 3 and support meetings for Welsh NQTs in the region will take place during Quarter 4.

## **SCIENCE**

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

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

During quarter 3, development of workshops/resources to support the embedding of disciplinary literacy into Science. This has included support around reading and oracy.

### **Bespoke school support**

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

During quarter 3, schools causing concern and those in Estyn category have received individual support based on their priorities. This has included both in person school visits and virtual meetings online. Individual school support focussing on teaching and learning and leadership has also been provided to those who have requested such support via the SIA/support plans.

### **Supporting teachers and learners**

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

### **Curriculum for Wales**

The team has developed resources, models etc. to support the development of the new curriculum AoLE Science and technology. These are being trialled and further developed within the regional and local networks to further develop an understanding of progression and to support practitioners in planning for progression.

## **FOUNDATION PHASE**

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

Nearly all 32 schools receiving bespoke support are addressing actions identified by FP SIAs impacting positively on provision and outcomes. Most schools have effectively implemented actions to improve the quality of provision and pupil outcomes reducing in-school variance in some schools and greater consistency in the teaching and learning across the region. Support has also ensured a deeper understanding of the FP principles and pedagogy that aligns with the pedagogy within Enabling Learning guidance and CfW framework.

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

25 schools are participating in a woodwork action research project. Focus is on planning rich learning experiences to support learners towards realising the 4 purposes. They will also incorporate many of the 12 pedagogical principles, integral skills, cross-curricular skills and develops skills across all Areas of Learning and Experience. Teachers have attended the initial training and will be expected to attend drop-in sessions and undertake a case study highlighting the impact of the provision on pupils' progress and attitudes to learning.

### **Foundation Phase Network Meeting**

250 attended the live Autumn Term Network meeting. Recording also available on GwEs Support Centre)

Focus on discussing Welsh Government national modules which support Curriculum for Wales:

- Outdoor Learning
- Observation
- Child Development
- Play and Play-based Learning
- Transitions
- Authentic and Purposeful Learning

and sharing a good practice case study on 'Block Provision'

Bespoke training has been delivered for clusters targeting those aspects identified as needing to be prioritized e.g. 'Role of the Adult' and Science Investigations within Science and Technology AoLE. Focus has been on developing these skills within a developmentally appropriate pedagogy.

Training sessions have:

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

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

### **OBJECTIVE 3 - LEADERSHIP**

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

#### **LEADERSHIP**

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

All modules of each Leadership Programme to date (with exception to the Experienced Headteacher Programme) have been successfully completed to the timetable set out in the original plan. We are on track to be completing the MLDP and SLDP by the end of the calendar year, AHDP (NPQH) to hold the Assessment Centre in February 2022 and the **Page 46** ~~Lead and Inspiring Headteachers Programme~~ by the end of this

academic year.

Again during 2nd quarter, informal comments gathered from individuals delivering and running these programmes indicate that leaders participating in the programmes are showing a general increased confidence and understanding of effective leadership when discussing their leadership roles back in schools.

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

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

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

#### GOVERNORS

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

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

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

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

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

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

#### ALLIANCES / NETWORKS / CLUSTERS

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

Almost all schools have engaged effectively with local 'alliances' or 'clusters' where they have collaborated with peers to identify, develop and share blended learning resources. The number of school-to-school resources available via the GwE Support Centre now totals over 200 and the number of 'visits' since launch is over 75,000 with thousands of resources downloaded.

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

All secondary and primary schools are actively involved in CfW Cluster collaboration. During the Spring/Summer term they have engaged in CfW workshops [*Leading change, Developing shared vision and Curriculum change sessions 1, 2, 3*]. Support is now being targeted to ensure that all schools have a curriculum design in place so that

they meet new statutory requirements for September 2022 [or 2023 for some secondaries who might take up that option]. Support is also targeted for planning across all 6 AoLEs. SIA contact during the spring term has focus on supporting schools to respond appropriately to the guidance shared via workshops.

The work of the AoLE Networks at regional and local levels has been aligned to the workshops to ensure synergy and cohesion for schools. During the Spring Terms team members will have further opportunities to:

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

The nature and intensity of support from traditional subject specific network/forums has also been aligned to ensure it augments with the AoLE work.

#### **OBJECTIVE 4 - STRONG & INCLUSIVE SCHOOLS**

**Committed to excellence, equity & well-being**

##### **PDG LAC**

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

The focus this quarter has been on ensuring all clusters are on track in regards to completing the LAC PDG grant dashboard and mitigating any barriers. Nearly all of the cluster bids have been completed. Direct support has been given to all clusters across the 6 LAs areas working in collaboration with core leads and LA officers.

We have continued to support schools who have been referred by SIA/Core Lead in regards to Health and Wellbeing/Supporting Vulnerable Learners/LAC/PDG as required. This has been a combination of face to face and Teams meetings.

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

Our PLO has continued to be popular and very much in demand with 12 bespoke sessions and approx. 500 in attendance.

All candidates on the GwE cohort 7 Diploma in Trauma Informed Schools completed the course and GwE cohort 8 and 9 is fully subscribed.

The Trauma Informed Schools, Showcasing Best Practice with Mike Gershon across the region has been completed via filming of 16 films in settings. This will be launched in March 2022 across the region/Wales.

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

The focus has been on working with Wellbeing Leads in each of the LA and Healthy Schools in regards to the whole school approach and the mapping of wellbeing across the region. The draft regional Health and Wellbeing report has been completed.

The regional LACE/GwE network have also meet and in addition 6 additional individual meetings with each LA to discuss local needs/concerns.

##### **WORKFORCE WELL-BEING (GwE and schools)**

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



Our main priority during this time of unprecedented change and disruption has been the safety and well-being of our children and our workforce, doing all we can to support the physical and mental well-being of our children, young people and workforce throughout this period. There has been a focus on a variety of aspects within the wellbeing agenda e.g. resilience, adapting to a changing environment, personal reflection, action learning etc:

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

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

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

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

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

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

**WHOLE SCHOOL WELLBEING (AoLE)**

**Promoting 'Ethically Informed Citizens of Wales'**

**Develop a Whole School Approach to wellbeing.**

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

**TEDxGwE Initiative**

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

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

GwE will hold a TEDxGwE event on 1st November 2021 for children and young people across north Wales. GwE will be the lead but we are currently developing a north Wales partnership and links with, Natural Resources Wales, Wrexham Glyndwr University, Theatre Clwyd, Do Well Ltd, Tales to Inspire and RENEW Wales.

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

We want to work with children and young people, using their voices to spark a region wide conversation to drive

actions by bringing people together to understand the challenge and explore the most effective co created and evidence-based solutions, ensuring we all rise to the challenge. The goal of global TEDx events is to answer five key interconnected questions that help inform a plan for a cleaner future:

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

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

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

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

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

### **STRATEGY TO SUPPORT PARENTS / CARERS**

**Lead, manage and co-ordinate the field of supporting parents and carers with their child's learning.**  
**Ensure effective implementation of the role out of "Help your child to Learn" to schools and parent's and carers across Wales.**  
**Ensure appropriate cohesiveness and capacity to provide high quality regional resources in this area.**

The regional group has been established with representation from GwE and each LA to lead, manage and co-ordinate the field of supporting parents and carers with their child's learning. The main developments for quarter 3 are as follows:

- The Resource developer has worked alongside GwE, sharing information with schools and has agreed to extend the 2-year licensing period for a further 6 months.
- The Research developer has created Help Your Teen to Learn (HYTTL) for year 9 upwards, and translation is complete.
- The Resource developer will work alongside GwE, sharing information with Secondary Headteacher forums early in the Spring Term 2022. This has been delayed from December 2021, due to issues effecting schools regarding Covid.
- HYTTL will be launched in January 2022, if the situation regarding Covid permits.
- Training package for TAs to use with parents (HYCTL) is being developed on two levels - a stand-alone session to introduce parents to the HYCTL website etc, and a series of sessions to use with a small group of specific parents.
- The Regional Group met on November 11th 2021 - the Research developer gave an overview of the new website – Help your teen to learn. It was agreed to re-launch HYCTL in January 2022, as hopefully the situation in schools will have eased.
- The Regional Group agreed that further discussions with schools are needed, on the best way forward in using these resources with parents. Flints provided the names of 2 schools who are interested in

taking part in a pilot scheme with the training package for TAs.

## RE-IGNITE LEARNING

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

The Research and Evaluation aspect of Business Plan 4 (Strong and Inclusive Schools) consists of funding for three main projects below (funding highlighted in yellow).

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

The RILL research team commenced Phase 2 work at the start of May 2021. They have now completed the adaptations to the original asynchronous/synchronous version of RILL developed in 2020, and these now include an adapted version for in-class use and also for parents and carers.

Invitations for schools to attend training in the summer and autumn terms 2021 were circulated in June 2021 and RW and VL attended regional heads' forum meetings to explain the programme. RILL was received very positively in these meetings, especially the new, bespoke Welsh version.

Following advertisements in June 2021, the 54 schools have signed up for training in September 2021, the majority being Welsh medium schools:

Twenty nine of the 54 schools have been trained in RILL so far, and this includes 43 teachers. The remaining 25 schools invited to attend session by the end of the autumn and spring terms 2021-22. In addition to a full day training, we currently offer weekly drop-in sessions to support teachers. We have also developed a Hwb network where teachers can access information and training materials (e.g., tutorials and how to videos), ask questions, and reflect on their experience with the research team/other teachers. We currently have approval from the University to conduct in-person training in schools, but the ongoing COVID-19 disruption has prevented this. Instead, the research team are continuing with small group online training and follow-up support. We now have 11 schools due to be trained during the remainder of the spring term 2022, then all schools will be delivering RILL in class. The research team are also currently helping schools undertake baseline tests to capture impact data for RILL. Follow-up testing will be carried out in the summer term.

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

RW, SC and MED and CIEREI research staff commenced planning when funding was confirmed in June 2021. To date, the following SAFMEDS resources have been created and shared with schools:

- Monthly 'drop-in' sessions have been accessible to all regional schools
- Bespoke training delivered to regional schools and PRU
- Promote SAFMEDS through the Bulletin and GwE Support Centre
- Creation of bilingual resources ready to launch in due course:
- SAFMEDS online tutorial
- SAFMEDS bespoke online website
- SAFMEDS revised training for hand-held cards
- Introduction to Precision Teaching training
- Additional Phase SAFMEDS hand-held cards to extend breadth of coverage from the Numeracy Framework
- Commissioned creation of new Learning materials – these can be used as targeted and universal provision, targeting regular retrieval practice and fluency development

### **SAFMEDS update:**

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

Viewing figures for online materials as follows:

- English: 1023 views on the reignite learning webinar and 391 views on the SAFMEDS training video.
- Welsh: 474 for the webinar and 70 for the SAFMEDS training.

Bangor University have agreed to match fund this project to appoint a PhD student to deliver this project over the next three years. This is aimed at building capacity for GwE to support schools. We envisage that this invoice will be paid by February 2022. We recently undertook interviews and have awarded the PhD studentship to a former Conwy primary school teacher.

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

- English medium webinar: 78 views in one week
- Welsh medium webinar: 30 views in one week
- Pupils completing around 677 maths activities a day

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

Forty-two schools who signed up have had access to online training videos, and intervention resources to download for use in their schools. Ten schools have subsequently attended a follow-up Q&A session online. All schools will now be invited to attend four remote implementation support sessions in November 2021, January, March and May 2022, and will be able to contact the research team for any support in the meantime. The first of these support sessions took place in January 2022. Further development of the Welsh medium materials is also underway, bringing them in line with the more recent developments of the English medium resources. Schools are also being invited to get involved in measuring progress in Oral Reading Fluency using the DIBELS screening test as well as trailing the use of these fluency materials by parents at home. The number of teachers that have accessed the Google classroom is as follows:

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

Additional schools will be invited to participate in the project in the summer term, by which time there will a complete bank of recorded training and support webinars available.

### **Secondary maths**

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

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

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

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

### **Secondary literacy**

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

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

## OBJECTIVE 5 - SUPPORTING A SELF-IMPROVING SYSTEM

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

### PEER ENGAGEMENT

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

**To build leadership capacity across the system.**

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

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

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

Continuous training and support have been provided to all GwE Supporting Improvement Advisers (SIAs) on peer review, facilitation, mentoring and coaching. There are 22 SIAs who have been trained as peer reviewers and improvement facilitators as part of the *School Partnership Programme*. Six SIAs have been fully trained as programme presenters and are able to deliver the *School Partnership Programme* training to schools and clusters.

A further 13 Supporting Improvement Advisers were fully trained on October 4th 2021 as programme presenters and are now able to deliver the School Partnership Programme training to schools and clusters. Further opportunities are planned for the GwE trained staff to shadow experienced EDT presenters in the Spring and summer term.

All GwE staff received update School Partnership Programme training on September 17th 2021 in order that they can support schools involved in the programme.

Twelve clusters (72 schools) have received the *School Partnership Programme* training and have either commenced or are planning to participate in peer review during the summer term/early autumn term 2021. 97 head teachers/senior leaders have been trained as peer reviewers across the region. 92 senior/middle leaders and talented teachers have been trained as '*improvement facilitators*'. This has provided good professional learning for leaders and teachers, and will contribute to enhancing leadership capacity across the region. All participating primary schools and clusters have received update training during the beginning of the summer term 2021. Update training for participating secondary schools/clusters is planned for the autumn 2021. All special schools in the region participated in full training during the summer term 2021. Further opportunities for all schools in the first and second to train new staff as peer reviewers or improvement facilitators will be provided in the January 2022. This will allow schools to increase their capacity to undertake their peer collaboration work effectively.

A schedule is in place to offer *School Partnership Programme* training to a new cohort of schools and clusters. It is planned to train approximately 15 clusters each term during the academic years 2021-22 and 2022-23 so that all 407 regional schools and PRUs will be participating in the peer review programme by the end of the next academic year. The programme will be aligned to the development of the new curriculum to support schools and clusters to evaluate their progress in implementing the reform journey.

In September 2021, schools and clusters were asked to express interest in participating in *School Partnership Programme* training during the Autumn Term 2021. In total across the region there were 33 clusters that expressed an interest comprising 193 regional schools. All clusters will now be scheduled to receive the *School Partnership Programme* training during the Spring / Summer Term. Six clusters or partnerships have indicated an eagerness to receive training during the spring term whilst twenty further clusters or partnerships are eager to receive training during the summer term.

A framework of enquiry questions linked to the Curriculum for Wales have been created and will be available to schools involved in the Schools Partnership programme. In addition, plans are in place to support the schools to

include the use of the Quality Enhancement Framework and the National Resource for Evaluation and Improvement as part of their Peer Review activities.

## COACHING AND MENTORING

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

Ten GwE staff members have received 8 training sessions for the ILM Level 7 qualification 'Certificate for Executive and Senior Level Coaches and Mentors' and over half the team have submitted their first two assignments for accreditation. We have established regular meetings for this Core Team to disseminate information and to support each other's work and personal development. Apart from this informal support, no peer work for supervision has been undertaken thus far.

The national 'train the trainer' programme is ongoing until March 2022 therefore there has been no need to plan internal training for GwE. Two members of the core mentoring team are continuing to deliver these national sessions through the medium of Welsh with RDG running the English-medium sessions. Training this term is being rolled out to all other GwE staff who did not receive the training last year, ALN Coordinators, leaders in schools as well as NQT Mentors.

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

Welsh and English-medium refresher sessions were provided for the 2020-21 cohort and a session specifically for GwE staff will be run this term.

## SCHOOLS CAUSING CONCERN

### **National SCC Pilot Programme**

The region has worked with WG and Estyn to establish a multi-agency panel for the 4 schools which are in Special Measures. Panel meetings have taken place in all 4 schools and Estyn monitoring visits in three of the schools. Estyn findings in one school identified strong progress against recommendations and as a result the school was taken out of statutory category. Steady progress was also identified in the other two. Each school has an agreed bespoke 'holistic' support plan through a multi-agency agreement. In two of the schools, GwE have collaborated with Estyn to identify key milestones for the improvement journey and to define what improvement should look like at each milestone.

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

In response to the national approach to schools in Special Measures, regional processes for supporting, monitoring and challenging schools which are causing concern have been reviewed by a *Task and Finish* working party consisting of GwE Advisers and senior officers from each of the 6 LAs. To date, there have been 6 meetings and actions have included:

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

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

All SCC have engaged, to varying degrees, with the CfW workshops and have been involved in follow-up discussions with their link SIA. Planning for CfW has been included as part of their revised PIAP/SDP from September. Both Wrexham schools in special measures have undertaken peer engagement training as part of the LA wide SPP model. One of these schools has since been taken out of follow-up category. All SCC have been involved in local 'alliances' where they have collaborated with peers to identify, develop and share blended learning resources and supported alliance partners with processes re: preparation for the awarding of grades in 2021. Further targeted support is currently being undertaken to ensure all SCC have agreed their curriculum design and to ensure quality planning at each AoLE level.

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

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

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

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

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

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

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

A presentation was delivered in the international ICSEI conference in March 2021 with colleagues from New Zealand, British Columbia, England, Germany and Australasia - symposium entitled: Harness schools as learning organisations to realise system change during and beyond Covid-19. Follow-up sessions will contribute and share practice across GwE in an academic paper looking at SLOs and the 4 transversal themes.

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

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

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

## QUALITY ENHANCEMENT FRAMEWORK

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

**Creating greater synthesis across the priorities for the Four Purposes.**

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

Planned actions for completion from the Autumn term onwards:

- All schools to undertake an initial evaluation using the framework by April 2022 - Rollout of the Framework to all schools across the region was planned for the second half term of the Autumn term 2021 through SIA presentation to cluster or individual schools. The effects of Covid on the region’s schools have hampered this to a certain extent.
- Collate the information from across the region and identify authority specific and regional priorities - Utilising the shared One drive in Office 365 to host the Framework will allow the data unit to analyse the findings by Authority as well as region wide.
- Core Leads to facilitate matching service for schools in their authority - data team to provide Core Leads with authority specific overview so that they can facilitate the matching Service as appropriate.
- Schools using the SPP Alliances and Cluster arrangements to respond to priority areas - work being undertaken in collaboration with EDT to ensure that the SPP framework supports responding to CfW challenges for schools. Use of the framework will be incorporated therefore into SPP peer review and improvement facilitator practice.

During the Autumn term live access to the Framework was successfully shared with all Schools across the region through the one drive in Office 365. An explanatory video to explain the reasoning and rationale behind the Framework has been produced and shared with all SIA to assist with sharing the framework with their schools. Initial discussions have been held with EDT to ensure that effective use of the Framework is introduced during forthcoming Schools Partnership Programme Peer Reviewer training. The Professional learning offer for the CfW during the Spring and Summer term will provide an opportunity to incorporate use of the Framework by schools to identify priorities linked to the Four Purposes.

## OBJECTIVE 6 – BUSINESS

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

### **Performance Management and Accountability**

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

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

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

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

### **Value for Money**

The consortium has effective financial management processes in place. Communication and consultation on



financial arrangements is effective, and GwE staff, the host local authority and Joint Committee all review the core funding and grant expenditure on a regular basis.

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

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

### **Risk Register**

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

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

### **Information sharing systems**

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

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

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

Lead individuals have collaborated effectively with the digital team to further develop the potential of the GwE Support Centre. Currently, the total number of page views is 65,000 with downloads at 12,500.

With the arrival of the Curriculum for Wales and the need to be identifying and measuring learner progress, we are undertaking research with the intention of developing a tool that would help schools track a range of information to assess and measure progress. The intention is to make this available to schools this year.

We are already sharing information with schools by populating Office 365 and sharing folders. We are looking to extend this provision and also look into the possibility to allow access for members of staff and local authorities.

## **2. APPENDIX**

Regional Data.



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# GwE Business Plan 2021-2022 Regional and LA data Quarter 3



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## 2021-2022 BUSINESS PLAN

### REGIONAL PRIORITIES & PROVISION 2021-2022

#### Regional and Local Authority Data

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																												
<p><b>Regional data:</b></p> <p><b>GwE and Shirley Clarke project</b> Total schools across the region who have participated in Tiers 1,2, and 3</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 70%;"></th> <th style="width: 15%;">Schools</th> <th style="width: 15%;">Teachers</th> </tr> </thead> <tbody> <tr> <td>Tier 1</td> <td style="text-align: center;">27</td> <td style="text-align: center;">54</td> </tr> <tr> <td>Tier 2</td> <td style="text-align: center;">193</td> <td style="text-align: center;">386</td> </tr> <tr> <td>Tier 3</td> <td style="text-align: center;">140</td> <td style="text-align: center;">261</td> </tr> <tr> <td><b>Total</b></td> <td style="text-align: center;"><b>260</b></td> <td style="text-align: center;"><b>701</b></td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>89% of the region's schools</li> <li>96% Primary</li> <li>80% Secondary</li> <li>70% Special</li> </ul> <p>Over 1000 teachers from across the region attended the Shirley Clarke twilight session 12/10/2022. Unable to get a definite number as whole schools were attending under one registration to ensure that all could attend in Zoom</p>		Schools	Teachers	Tier 1	27	54	Tier 2	193	386	Tier 3	140	261	<b>Total</b>	<b>260</b>	<b>701</b>	<p><b>Local Authority data:</b></p> <p><b>Shirley Clarke twilight session 12/10/2022. Percentage of registrations by LA</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 70%;">Gwynedd:</td> <td style="text-align: center;">34%</td> </tr> <tr> <td>Ynys Môn:</td> <td style="text-align: center;">19%</td> </tr> <tr> <td>Conwy:</td> <td style="text-align: center;">21%</td> </tr> <tr> <td>Denbighshire:</td> <td style="text-align: center;">2%</td> </tr> <tr> <td>Flintshire:</td> <td style="text-align: center;">15%</td> </tr> <tr> <td>Wrexham:</td> <td style="text-align: center;">9%</td> </tr> </tbody> </table>	Gwynedd:	34%	Ynys Môn:	19%	Conwy:	21%	Denbighshire:	2%	Flintshire:	15%	Wrexham:	9%
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<p><b>Regional data:</b></p> <p><b>Curriculum for Wales Workshops:</b></p> <ul style="list-style-type: none"> <li>% who've attended 1 session or more - 80.3%</li> <li>54 sessions</li> <li>108 hours of Professional Learning</li> <li>1155 attended the sessions = 2310 hours of Professional Learning for school leaders</li> </ul>	<p><b>Local Authority data:</b></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th colspan="2" style="text-align: center; padding: 5px;">% who've attended 1 session or more</th> </tr> </thead> <tbody> <tr> <td style="width: 70%;">Gwynedd:</td> <td style="text-align: center;">88.5%</td> </tr> <tr> <td>Ynys Môn:</td> <td style="text-align: center;">91.3%</td> </tr> <tr> <td>Conwy:</td> <td style="text-align: center;">91.7%</td> </tr> <tr> <td>Denbighshire:</td> <td style="text-align: center;">63.0%</td> </tr> <tr> <td>Flintshire:</td> <td style="text-align: center;">67.5%</td> </tr> <tr> <td>Wrexham:</td> <td style="text-align: center;">79.4%</td> </tr> </tbody> </table>	% who've attended 1 session or more		Gwynedd:	88.5%	Ynys Môn:	91.3%	Conwy:	91.7%	Denbighshire:	63.0%	Flintshire:	67.5%	Wrexham:	79.4%													
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**AoLE TEAMS**

**Regional data (13/10/2021)**

Numbers who have declared an interest in contributing to the ongoing support programme for schools in relation to the Reform Journey:

Description	Number
Assessment	94
Curriculum Design	124
Science and Technology	60
Health and Well-being	60
Languages, Literacy and Communication	87
Mathematics and Numeracy	60
Expressive Arts	61
Humanities	53

**Local Authority data:**

Numbers who have declared an interest in contributing to the ongoing support programme for schools in relation to the Reform Journey:

LA	Number
Conwy	93
GwE	23
Gwynedd	91
Anglesey	90
Denbighshire	69
Flintshire	110
Wrexham	123

LA	Description	Number
Conwy	Assessment	18
Conwy	Curriculum Design	26
Conwy	Science and Technology	10
Conwy	Health and Well-being	9
Conwy	Languages, Literacy and Communication	10
Conwy	Mathematics and Numeracy	7
Conwy	Expressive Arts	9
Conwy	Humanities	4
GwE	Assessment	2
GwE	Curriculum Design	4
GwE	Science and Technology	3
GwE	Health and Well-being	3
GwE	Languages, Literacy and Communication	5
GwE	Mathematics and Numeracy	2
GwE	Expressive Arts	2
GwE	Humanities	2
Gwynedd	Assessment	11
Gwynedd	Curriculum Design	18
Gwynedd	Science and Technology	9
Gwynedd	Health and Well-being	6
Gwynedd	Languages, Literacy and Communication	17
Gwynedd	Mathematics and Numeracy	11
Gwynedd	Expressive Arts	9
Gwynedd	Humanities	10
Anglesey	Assessment	11
Anglesey	Curriculum Design	14
Anglesey	Science and Technology	9

	Anglesey	Health and Well-being	13
	Anglesey	Languages, Literacy and Communication	12
	Anglesey	Mathematics and Numeracy	10
	Anglesey	Expressive Arts	13
	Anglesey	Humanities	8
	Denbighshire	Assessment	7
	Denbighshire	Curriculum Design	12
	Denbighshire	Science and Technology	9
	Denbighshire	Health and Well-being	8
	Denbighshire	Languages, Literacy and Communication	14
	Denbighshire	Mathematics and Numeracy	6
	Denbighshire	Expressive Arts	6
	Denbighshire	Humanities	7
	Flintshire	Assessment	25
	Flintshire	Curriculum Design	28
	Flintshire	Science and Technology	8
	Flintshire	Health and Well-being	9
	Flintshire	Languages, Literacy and Communication	12
	Flintshire	Mathematics and Numeracy	9
	Flintshire	Expressive Arts	8
	Flintshire	Humanities	11
	Wrexham	Assessment	20
	Wrexham	Curriculum Design	22
	Wrexham	Science and Technology	12
	Wrexham	Health and Well-being	12
	Wrexham	Languages, Literacy and Communication	17
	Wrexham	Mathematics and Numeracy	15
	Wrexham	Expressive Arts	14
	Wrexham	Humanities	11

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

**Improving the teaching & learning in our schools**

**MODERN FOREIGN LANGUAGES**

**Regional data:**

**Power Language resources new subscriptions  
2021-2022: 35 primary schools**

**Incl special school Tyr Morfa,**

**11 German**

**Open University 2021-2022: 9 primary teachers**

**Number of schools/ Primary Network meeting  
drop in session 7 schools (9 teachers)**

**11 November 21**

**Number of schools registered-23 Webinar  
Primary**

**Power Language**

**22/11/21**

**Local Authority data:**

**Power Language/ number of new schools: 35 2021-2022**

Gwynedd:	2
Ynys Môn:	8
Conwy:	3
Denbighshire:	3
Flintshire:	14
Wrexham:	6

**Open University 2021-2022: number of teachers**

Gwynedd:	1
Ynys Môn:	0
Conwy:	2
Denbighshire:	2
Flintshire:	2
Wrexham:	2

**Number of schools/ Primary Network meeting drop in  
session7 schools (9 teachers)**

**11 November 21**

Gwynedd:	1
Ynys Môn:	
Conwy:	
Denbighshire:	3
Flintshire:	2
Wrexham:	1

**Number of schools registered 23- Webinar Primary  
Power Language**

**22/11/21**

Gwynedd:	1
Ynys Môn:	2
Conwy:	
Denbighshire:	5
Flintshire:	10
Wrexham:	4

**Continuous Support to secondary schools: 6**

**Number of schools/ Network meeting 14<sup>th</sup> Oct**

**33 schools (13 apologies)/ 46 teachers**

**Number of NQT meeting 18<sup>th</sup> Nov 21**

**(7 NQT+ 1 first year)**

**Number of schools- Number of teachers attending 34: CfW Session 13<sup>th</sup> Dec**

**Apologies sent: 11 teachers**

**Working parties- KS4 Tutorials-expression of interest 16<sup>th</sup> Dec 21**

**Continuous Support to secondary schools (Oct-Nov-Dec) 6**

Gwynedd:	4
Ynys Môn:	
Conwy:	
Denbighshire:	1
Flintshire:	1
Wrexham:	

**Network meeting 14<sup>th</sup> Oct**

**33 schools (13 apologies)/ 46 teachers**

Gwynedd:	7
Ynys Môn:	3
Conwy:	4
Denbighshire:	5
Flintshire:	8
Wrexham:	6

**Number of teachers: 6 (5 NQTs + 1 first year) meeting 18<sup>th</sup> Nov 21**

Gwynedd:	
Ynys Môn:	
Conwy:	
Denbighshire:	2
Flintshire:	3
Wrexham:	1

**Number of schools- CfW Session 13<sup>th</sup> Dec**

Gwynedd:	9
Ynys Môn:	0
Conwy:	2
Denbighshire:	4
Flintshire:	4
Wrexham:	8

**Working parties- KS4 Tutorials-expression of interest 16<sup>th</sup> Dec 21**

Gwynedd:	2
Ynys Môn:	0
Conwy:	2
Denbighshire:	2
Flintshire:	2
Wrexham:	1

**HLTA - TALP****Regional data:****Newly appointed teaching assistants**

	2021-22
Regional	74

**Teaching assistants at work**

Regional	26
----------	----

**Aspiring HLTA Cylch 3**

Regional	39
----------	----

**Aspiring HLTA Cylch 4**

Regional	36
----------	----

**HLTA Status Assessments Cylch 2**

Regional	30
----------	----

**HLTA Assessors**

Regional	24
----------	----

**Google classroom for teaching assistants**

Regional numbers	1884 by autumn term 2021
------------------	--------------------------

**Local Authority data:****Newly appointed teaching assistants**

	2021-22
Gwynedd:	8
Ynys Môn:	13
Conwy:	5
Denbighshire:	11
Flintshire:	21
Wrexham:	16
	74

**Teaching assistants at work**

	2021-22
Gwynedd:	0
Ynys Môn:	0
Conwy:	5
Denbighshire:	1
Flintshire:	15
Wrexham:	5
	26

**Aspiring HLTA Cylch 3**

Gwynedd:	5
Ynys Môn:	2
Conwy:	7
Denbighshire:	2
Flintshire:	16
Wrexham:	11
	43

**Aspiring HLTA Cylch 4**

Gwynedd:	7
Ynys Môn:	1
Conwy:	10
Denbighshire:	3
Flintshire:	7
Wrexham:	8
	36

**HLTA Status Assessments Cylch 2**

Gwynedd:	3
Ynys Môn:	3
Conwy:	7
Denbighshire:	2
Flintshire:	11
Wrexham:	4
	30

**HLTA Assessors**

Gwynedd:	2
Ynys Môn:	1(independent)
Conwy:	6 (1 GwE)



Denbighshire:	4 (1 independent)
Flintshire:	10
Wrexham:	2
	24

### Y Gymraeg (PL)

#### Regional data:

Ein Llais Ni – 100 schools involved in the project

Autumn term provision for schools involved in the project:

Conference: 111

On demand: 1: 41

Network: 67

Sabbaticals Scheme - Regional: 12

'Cymraeg mewn Gwaith' course - intermediate for GwE: 8

#### Local Authority data:

##### 'Ein Llais Ni' schools

Gwynedd:	54
Ynys Môn:	21
Conwy:	6
Denbighshire:	5
Flintshire:	6
Wrexham:	8

	Conference 20/10	On demand 9/11	Netwo rk 23/11	On demand 7/12
Gwynedd:	56	15	21	21
Ynys Môn:	23	9	15	2
Conwy:	8	6	8	0
Denbighshire:	7	2	5	0
Flintshire:	5	3	8	0
Wrexham:	12	6	10	0

##### Sabbaticals Scheme:

Gwynedd:	0
Ynys Môn:	0
Conwy:	3
Denbighshire:	6
Flintshire:	2
Wrexham:	1

### A LEVEL

#### Regional data:

Networking and sharing of practice across Heads of 6: 20

#### Local Authority data:

Networking and sharing of practice across Heads of 6 - Networks across joint authorities:

Gwynedd:	6
Ynys Môn:	
Conwy:	9
Denbighshire:	
Flintshire:	5
Wrexham:	

**DIGITAL**

**Regional data:**

**Regional Hwb engagement average for Quarter 3 – 98.3%**

**Local Authority data:**

Gwynedd:	Hwb engagement Q3 – 96.7%
Ynys Môn:	Hwb engagement Q3 – 98%
Conwy:	Hwb engagement Q3 – 98%
Denbighshire:	Hwb engagement Q3 – 100%
Flintshire:	Hwb engagement Q3 – 97.3%
Wrexham:	Hwb engagement Q3 – 100%

**MATHS AND NUMERACY**

**Regional data:**

**PRIMARY Q3**  
**Special Measures - 1 schools**  
**ESTYN monitoring – 2 schools**  
**Bespoke support for schools causing concern– 2**

**Curriculum for Wales support - Online regional workshops**

**Local Authority data:**

**PRIMARY - updated for Q3**

Schools causing concern:	Q3
Gwynedd:	0
Ynys Môn:	0
Conwy:	2
Denbighshire:	2
Flintshire:	0
Wrexham:	1
<b>Total</b>	<b>5</b>

**Online Workshop: Familiarising with the Mathematics & Numeracy AoLE  
Primary (Welsh-medium)**

	Number of Schools	Number of teachers
Gwynedd	10	17
Mon	8	9
Conwy	2	2
Denbighshire	1	9
Flintshire	1	1
Wrexham	1	1
<b>Total</b>	<b>23</b>	<b>39</b>

**Online Workshop: Familiarising with the Mathematics & Numeracy AoLE.  
Primary (English-medium)**

	Number of Schools	Number of teachers
Gwynedd	0	0
Mon	1	1
Conwy	3	3
Denbighshire	8	14
Flintshire	12	15
Wrexham	17	23
<b>Total</b>	<b>41</b>	<b>56</b>

**Q3 Pedagogical development to support the C4W**

**Online Workshop: Familiarising with the Mathematics & Numeracy AoLE. Cyfrwng Cymraeg/Welsh medium  
15/11/21**

	Primary		Secondary	
	No. Schools	No. People	No. Schools	No. People
Gwynedd	10	17	8	9
Môn	8	9	2	3
Conwy	2	2	1	1
Sir Ddinbych	1	9	2	2
Sir y Fflint	1	1	1	1
Wrecsam	1	1	1	4
	23	39	15	20

**Online Workshop: Familiarising with the Mathematics & Numeracy AoLE. Cyfrwng Saesneg/English medium  
22/11/21**

	Primary		Secondary	
	No. Schools	No. People	No. Schools	No. People
Gwynedd	0	0	0	0
Môn	1	1	1	2
Conwy	3	3	4	4
Sir Ddinbych	8	14	5	6
Sir y Fflint	12	15	5	5
Wrecsam	17	23	5	7
	41	56	20	24

**Secondary – 11 schools of the 54 received individual support**

**Quarter 3**

20 schools of the 54 have received individual support during this period

Gwynedd	4
Ynys Môn	0
Conwy	0
Denbighshire	2
Flintshire	2
Wrexham	3

**Quarter 3**

Gwynedd	4
Ynys Môn	1
Conwy	2
Denbighshire	4
Flintshire	5
Wrexham	4

**Heads of Maths video viewing figures**

Updating Heads of Maths on CfW network developments, professional learning opportunities and key messages from WJEC

**October video**

Welsh-medium	88
English-medium	108

**November video**

Welsh-medium	37
English-medium	42

**Numeracy Coordinators Network Meeting (30/11/21)**

Gwynedd	4
Anglesey	1
Conwy	4
Denbighshire	5
Flintshire	7
Wrexham	6

\*Recording also shared with all Heads of Maths & Numeracy Coordinators

**Online workshops**

**Thursday 9/12/21 4pm – 5pm** Workshop 1: Developing algebraic thinking through number

Workshop 1

15 Secondary attendees, current viewing figures: 106

**ENGLISH AND LITERACY****Regional data:**

Literacy support for school either in Estyn category/Special Measures, causing concern or needing guidance.

Secondary = 20 schools have received individual support

All secondary schools attended Heads of English forum

**Local Authority data:**

	Primary	Secondary
Gwynedd		4
Ynys Môn		
Conwy	1	
Denbighshire	1	
Flintshire	6	2
Wrexham		8

**WELSH AND LITERACY****Regional data:**

Members of 'GwE - Y Gymraeg - Uwchradd' Teams

Members of 'GwE - Y Gymraeg - Uwchradd CS' (English-medium) Teams

**Local Authority data:**

Members of 'GwE - Y Gymraeg - Uwchradd' Teams	
Gwynedd	14
Ynys Môn	5
Conwy	3
Denbighshire	3
Flintshire	1
Wrexham	1

(during the spring term the above members will receive an invitation to join a Google Classroom, due to concern about engaging on a specific digital platform).

Members of 'GwE - Y Gymraeg – Uwchradd – CS' (English-medium) Teams – since its inception, engagement data for this

‘Ein Llais Ni’ (GwE) – see above data for ‘Y Gymraeg’  
 All secondary schools involved in the ‘Ein Llais Ni’ (GwE) project will receive training and offers leading to **additional** engagement, for example, whole school INSET, unique events pertaining to the ‘Strategaethau Byw’ tier of the project.

Network meeting for Heads of Welsh (December ‘21)

School Alliance Heads of Welsh and Literacy Co-ordinators’ meetings (2 alliance meetings, Mon and Carneddau Alliance)

Teams is vague for a number of reasons, for example invitations not received as yet.

<b>Secondary</b> regional schools members of the ‘Ein Llais Ni’ project	
Gwynedd	5
Ynys Môn	2
Conwy	1
Denbighshire	2
Flintshire	1
Wrexham	1

(6 members of Welsh departments in English-medium secondary schools in the region are now trialling the project resources).

Number of Heads of Welsh in each LA who attended this meeting:	
Gwynedd	12
Ynys Môn	2
Conwy	1
Denbighshire	0
Flintshire	1
Wrexham	1

(Apologies received from Heads of Welsh across the region)

Number of Heads of Welsh and Literacy Co-ordinators in each LA who attended this meeting:	
Gwynedd	2
Ynys Môn	4
Conwy	1
Denbighshire	0
Flintshire	0
Wrexham	0

(Apologies received from Heads of Welsh across the region)

**SCIENCE**

**Regional data:**

**No Science specific networks have taken place in this time, due to the development of the regional and local Science and Technology AoLE networks.**

**Local Authority data:**

**No. of secondary schools that have received bespoke school support: (updated for Q3)**

Gwynedd:	5
Ynys Môn:	2
Conwy:	3
Denbighshire:	3
Flintshire:	4
Wrexham:	3

**FOUNDATION PHASE**

**Regional data:**

**Local Authority data:**

Specific support at the request of the SIA for individual schools or high risk/Estyn follow-up schools

Gwynedd:	4
Ynys Môn:	3
Conwy:	6
Denbighshire:	8
Flintshire:	6
Wrexham:	5
Foundation Phase Autumn Term Network Meeting (live session)	
Regional	250

**OBJECTIVE 3 - LEADERSHIP**  
**Supporting inspirational leaders working collaboratively to raise standards. Includes future leadership & professional networks**

**LEADERSHIP**

<p><b>Regional data:</b></p> <ol style="list-style-type: none"> <li><b>Middle Leadership Development Programme: 98</b></li> <li><b>Senior Leaders Development Programme: 61</b></li> <li><b>Aspiring Headteacher Development Programme (preparing for NPQH): 72</b></li> <li><b>New and Acting Headteacher Development Programme: 37</b></li> <li><b>Experienced Headteacher Development Programme: 17</b></li> </ol> <p style="text-align: right;"><b>TOTAL: 285</b></p>	<p><b>Local Authority data:</b></p> <table border="1"> <thead> <tr> <th></th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>T</th> </tr> </thead> <tbody> <tr> <td>Gwynedd:</td> <td>9</td> <td>10</td> <td>12</td> <td>7</td> <td>1</td> <td><b>39</b></td> </tr> <tr> <td>Ynys Môn:</td> <td>19</td> <td>4</td> <td>6</td> <td>4</td> <td>1</td> <td><b>34</b></td> </tr> <tr> <td>Conwy:</td> <td>15</td> <td>6</td> <td>14</td> <td>7</td> <td>4</td> <td><b>46</b></td> </tr> <tr> <td>Denbighshire:</td> <td>17</td> <td>13</td> <td>9</td> <td>9</td> <td>2</td> <td><b>50</b></td> </tr> <tr> <td>Flintshire:</td> <td>14</td> <td>15</td> <td>16</td> <td>7</td> <td>4</td> <td><b>56</b></td> </tr> <tr> <td>Wrexham:</td> <td>24</td> <td>12</td> <td>14</td> <td>3</td> <td>5</td> <td><b>58</b></td> </tr> <tr> <td>GwE:</td> <td>0</td> <td>1</td> <td>1</td> <td>0</td> <td>0</td> <td><b>2</b></td> </tr> </tbody> </table>		1	2	3	4	5	T	Gwynedd:	9	10	12	7	1	<b>39</b>	Ynys Môn:	19	4	6	4	1	<b>34</b>	Conwy:	15	6	14	7	4	<b>46</b>	Denbighshire:	17	13	9	9	2	<b>50</b>	Flintshire:	14	15	16	7	4	<b>56</b>	Wrexham:	24	12	14	3	5	<b>58</b>	GwE:	0	1	1	0	0	<b>2</b>
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**GOVERNORS**

<p><b>Regional data:</b></p> <p>A representative of GwE has attended four meetings during quarters 2 and 3:</p> <p>ADEW / GSO meeting 18/06/21 (national)  GwE region GSO meeting 23/06/21 (regional)</p> <p>ADEW / GSO meeting 14/10/21 (national)  GwE region GSO meeting 21/10/21 (regional)</p> <p>The next meetings are</p> <p>ADEW / GSO meeting 14/02/22 (national)  GwE region GSO meeting 21/02/22 (regional)</p>	<p><b>Local Authority data:</b></p> <table border="1"> <tr> <td>Gwynedd:</td> <td>70 governors in total during 2 x sessions on Zoom 23/6/21 a 29/6/21 Next meetings on 15<sup>th</sup> and 17<sup>th</sup> February 2022 (Data)</td> </tr> <tr> <td>Ynys Môn:</td> <td>20 governors in total on Zoom session – September 2021 20 governors in total during 1 x sessions on Zoom 3/2/21</td> </tr> <tr> <td>Conwy:</td> <td></td> </tr> <tr> <td>Denbighshire:</td> <td>Conference in July 2019 – before Covid</td> </tr> <tr> <td>Flintshire:</td> <td>Conference in October 2019 – before Covid</td> </tr> </table>	Gwynedd:	70 governors in total during 2 x sessions on Zoom 23/6/21 a 29/6/21 Next meetings on 15 <sup>th</sup> and 17 <sup>th</sup> February 2022 (Data)	Ynys Môn:	20 governors in total on Zoom session – September 2021 20 governors in total during 1 x sessions on Zoom 3/2/21	Conwy:		Denbighshire:	Conference in July 2019 – before Covid	Flintshire:	Conference in October 2019 – before Covid
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	Wrexham:	20 governors in total during 2 x sessions on Zoom 2/3/21 a 25/3/21
<b>ALLIANCES / NETWORKS / CLUSTERS</b>		
<p><b>Regional data:</b></p> <ul style="list-style-type: none"> <li>• Number of secondary schools participating in alliance collaboration: 53</li> <li>• Number of primary schools participating in cluster collaboration: 331</li> <li>• Number of secondary schools participating in CfW cluster collaboration: 54</li> <li>• Number of primary schools participating in CfW cluster collaboration: 331</li> </ul>	<p><b>Local Authority data:</b></p> <ul style="list-style-type: none"> <li>• Number of secondary schools participating in alliance collaboration: Gwynedd = 14, Mon = 5; Conwy = 7; Denbighshire = 7, Wrexham = 9; Flintshire = 11</li> <li>• Number of primary schools participating in cluster collaboration: Gwynedd = 78, Mon = 40; Conwy = 52; Denbighshire = 47, Wrexham = 53; Flintshire = 61</li> <li>• Number of secondary schools participating in CfW cluster collaboration: Gwynedd = 14, Mon = 5; Conwy = 7; Denbighshire = 8, Wrexham = 9; Flintshire = 11</li> <li>• Number of primary schools participating in CfW cluster collaboration: Gwynedd = 78, Mon = 40; Conwy = 52; Denbighshire = 47, Wrexham = 53; Flintshire = 61</li> </ul>	

**OBJECTIVE 4 - STRONG & INCLUSIVE SCHOOLS**  
Committed to excellence, equity & well-being

**PDG LAC**

<p><b>Regional data:</b></p> <p><i>Individual School Visits/Support x 17 (some are 1-day visits)</i> <i>Head Teachers forums/Clusters x 15</i></p> <p><i>LA LACE officers x 6 – 1 regional meeting, additional meeting with Anglesey/Flintshire and Wrexham</i></p> <p><i>LA Officers (ALN/Ed Psych/Wellbeing/Healthy School/Early Years x 6</i></p> <p><i>Early Years Non-Maintained x 1 Regional Meeting, 6 LA officers.</i></p> <p><b>PL:</b> <i>We had 12 bespoke PL offer to schools, ranging from full days to half day sessions – all via Zoom/Teams.</i></p> <p><i>Breakdown of schools:</i></p> <table border="1" style="width: 100%;"> <tr> <td>Gwynedd:</td> <td>60</td> </tr> <tr> <td>Ynys Môn:</td> <td>50</td> </tr> <tr> <td>Conwy:</td> <td>55</td> </tr> </table>	Gwynedd:	60	Ynys Môn:	50	Conwy:	55	<p><b>Local Authority data:</b></p> <p><b>Of the regional data</b></p> <table border="1" style="width: 100%;"> <tr> <td>Gwynedd:</td> <td>13 meeting</td> </tr> <tr> <td>Ynys Môn:</td> <td>9 meetings</td> </tr> <tr> <td>Conwy:</td> <td>7 meetings</td> </tr> <tr> <td>Denbighshire:</td> <td>5 meetings</td> </tr> <tr> <td>Flintshire:</td> <td>11 meetings</td> </tr> <tr> <td>Wrexham:</td> <td>11 meetings</td> </tr> </table>		Gwynedd:	13 meeting	Ynys Môn:	9 meetings	Conwy:	7 meetings	Denbighshire:	5 meetings	Flintshire:	11 meetings	Wrexham:	11 meetings
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Denbighshire:	60
Flintshire:	120
Wrexham:	110

We targeted the Flintshire and Wrexham schools in relation the LAC PDG expenditure and to develop a trauma informed practice

## RE-IGNITE LEARNING

### Regional data:

**Remote Instruction of Language and Literacy (RILL) – PHASE 2:** 54 schools have signed up for training from September 2021 and into spring term 2022 as follows:

Gwynedd:	15
Ynys Môn:	12
Conwy:	8
Denbighshire:	11
Flintshire:	3
Wrexham:	5

**Precision Teaching and SAFMEDS:** Seven regional training sessions have been delivered in the autumn term 2021, and now all GwE schools can access the live SAFMEDS pupil website, webinars and online resources.

Gwynedd:	1
Ynys Môn:	3
Conwy:	1
Denbighshire:	1
Flintshire:	1
Wrexham:	1

- English: 1023 views on the reignite learning webinar and 391 views on the SAFMEDS training video.
- Cymraeg: 474 for the webinar and 70 for the SAFMEDS training.
- Pupils completing around 677 maths activities in the first launch week.

**Improving fluency in Oral Reading (iFOR):** 42 schools have signed up for training from September 2021 and into spring term 2022 as follows:

Gwynedd:	5
Ynys Môn:	5
Conwy:	13
Denbighshire:	6
Flintshire:	8

**Local Authority data:** See tables opposite.

The following additional projects are not funded by this grant stream:

### Warwick Collaborative Well-being Project

In January 2022 we recruited the following primary schools to take part in both language strands of our Connect well-being study:

Gwynedd:	4
Ynys Môn:	1
Conwy:	8
Denbighshire:	6
Flintshire:	10
Wrexham:	4

### UK National Institute for Health Research KiVa Anti-Bullying Study

From 2020 we have been working with the following primary schools to evaluate the impact of KiVa:

Gwynedd:	4
Ynys Môn:	3
Conwy:	9
Denbighshire:	6
Flintshire:	6
Wrexham:	1

### Evidence-Informed Profession Project (EIPP)

In the autumn term 2022 we recruited the following primary schools:

Gwynedd:	10
Ynys Môn:	9
Conwy:	12
Denbighshire:	8
Flintshire:	4
Wrexham:	9



Wrexham:	5	<p><b>National Professional Enquiry Project (NPEP)</b></p> <p>We are currently supporting the following primary and secondary schools:</p>
<p>The number of teachers that have accessed the Google classroom is as follows:</p> <ul style="list-style-type: none"> <li>- 62 have accessed the English resources</li> <li>- 41 have accessed the Welsh resources.</li> </ul>		
Gwynedd:	20	
Ynys Môn:	-	
Conwy:	13	
Denbighshire:	7	
Flintshire:	-	
Wrexham:	-	

**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 their practice**

**PEER ENGAGEMENT**

<p><b>Regional data:</b></p> <p><b>Number of schools/clusters participating: 72/12</b></p> <p><b>Peer reviewers trained: 97</b></p> <p><b>Improvement facilitators trained: 92</b></p> <p><b>Autumn Term 2021</b></p> <p><b>Number of schools/clusters identified for next cohort training: 157 / 26</b></p>	<p><b>Local Authority data:</b></p> <p><b>Number of schools participating:</b></p> <table border="1"> <tr><td>Gwynedd</td><td>11</td></tr> <tr><td>Ynys Môn</td><td>10</td></tr> <tr><td>Conwy</td><td>13</td></tr> <tr><td>Denbighshire</td><td>8</td></tr> <tr><td>Flintshire</td><td>17</td></tr> <tr><td>Wrexham</td><td>13</td></tr> </table> <p><b>Peer reviewers trained:</b></p> <table border="1"> <tr><td>Gwynedd</td><td>18</td></tr> <tr><td>Ynys Môn</td><td>13</td></tr> <tr><td>Conwy</td><td>15</td></tr> <tr><td>Denbighshire</td><td>12</td></tr> <tr><td>Flintshire</td><td>23</td></tr> <tr><td>Wrexham</td><td>16</td></tr> </table> <p><b>Improvement facilitators trained:</b></p> <table border="1"> <tr><td>Gwynedd</td><td>14</td></tr> <tr><td>Ynys Môn</td><td>11</td></tr> <tr><td>Conwy</td><td>17</td></tr> <tr><td>Denbighshire</td><td>13</td></tr> <tr><td>Flintshire</td><td>16</td></tr> <tr><td>Wrexham</td><td>21</td></tr> </table> <p><b>Autumn Term 2021:</b></p> <p><b>Number of schools that have expressed interest:</b></p> <table border="1"> <tr><td>Gwynedd</td><td>32</td></tr> <tr><td>Ynys Môn</td><td>20</td></tr> <tr><td>Conwy</td><td>42</td></tr> <tr><td>Denbighshire</td><td>19</td></tr> <tr><td>Flintshire</td><td>22</td></tr> <tr><td>Wrexham</td><td>34</td></tr> </table>	Gwynedd	11	Ynys Môn	10	Conwy	13	Denbighshire	8	Flintshire	17	Wrexham	13	Gwynedd	18	Ynys Môn	13	Conwy	15	Denbighshire	12	Flintshire	23	Wrexham	16	Gwynedd	14	Ynys Môn	11	Conwy	17	Denbighshire	13	Flintshire	16	Wrexham	21	Gwynedd	32	Ynys Môn	20	Conwy	42	Denbighshire	19	Flintshire	22	Wrexham	34
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Wrexham	34																																																

<b>SCHOOLS CAUSING CONCERN</b>	
<p><b>Regional data:</b></p> <ul style="list-style-type: none"> <li>• <b>Number of secondary regional SCC: 11</b></li>   <li>• <b>Number of primary regional SCC: 2</b></li>   <li>• <b>Number of secondary schools participating in the national SCC pilot [Special Measures]: 4</b></li>   <li>• <b>Number of secondary regional SCC involved in SPP programme: 5</b></li>   <li>• <b>Number of primary regional SCC involved in SPP programme: 0</b></li>   <li>• <b>Number of secondary regional SCC involved in alliance collaboration: 11</b></li>   <li>• <b>Number of primary regional SCC involved in cluster collaboration: 2</b></li>   <li>• <b>Number of secondary regional SCC involved in CfW workshops and follow up discussions: 11</b></li>   <li>• <b>Number of primary regional SCC involved in CfW workshops and follow up discussions: 2</b></li>   <li>• <b>Number of officers and advisers participating in the regional Task and Finish Group: 16</b></li> </ul>	<p><b>Local Authority data:</b></p> <ul style="list-style-type: none"> <li>• <b>Number of secondary SCC in each LA: Gwynedd = 3; Mon = 0; Denbighshire = 2; Conwy = 2; Flintshire = 1; Wrexham = 3.</b></li>   <li>• <b>Number of primary SCC in each LA: Gwynedd = 0; Mon = 0; Denbighshire = 0; Conwy = 1; Flintshire = 1; Wrexham = 0.</b></li>   <li>• <b>Number of secondary schools participating in the national SCC pilot [Special Measures]: Gwynedd = 1, Denbighshire = 1, Wrexham = 2</b></li>   <li>• <b>Number of secondary SCC in each LA involved in SPP programme: Gwynedd = 0; Mon = 0; Denbighshire = 0; Conwy = 1; Flintshire = 1; Wrexham = 3.</b></li>   <li>• <b>Number of primary SCC in each LA involved in SPP programme: Gwynedd = 0; Mon = 0; Denbighshire = 0; Conwy = 0; Flintshire = 0; Wrexham = 0.</b></li>   <li>• <b>Number of secondary SCC in each LA involved in alliance collaboration: Gwynedd = 3; Mon = 0; Denbighshire = 2; Conwy = 2; Flintshire = 1; Wrexham = 3.</b></li>   <li>• <b>Number of primary SCC in each LA involved in cluster collaboration: Gwynedd = 0; Mon = 0; Denbighshire = 0; Conwy = 1; Flintshire = 1; Wrexham = 0.</b></li>   <li>• <b>Number of secondary regional SCC involved in CfW workshops and follow up discussions: Gwynedd = 3; Mon = 0; Denbighshire = 2; Conwy = 2; Flintshire = 1; Wrexham = 3.</b></li>   <li>• <b>Number of primary regional SCC involved in CfW workshops and follow up discussions: Gwynedd = 0; Mon = 0; Denbighshire = 0; Conwy = 1; Flintshire = 1; Wrexham = 0</b></li>   <li>• <b>Number of officers participating in the regional Task and Finish Group: Gwynedd = 1; Mon = 1; Denbighshire = 1; Conwy = 1; Flintshire = 1; Wrexham = 1.</b></li> </ul>



## REPORT TO THE JOINT COMMITTEE

16/02/2022

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**Report by:** GwE Assistant Director

**Subject:** Progress Report on the Reform Journey Autumn Term 2021

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### 1.0 Purpose of the Report

1.1 To present information to members of the Joint-Committee with regards to where schools and PRUs are currently at as they address the renew and reform agenda and is based on evidence gathered by GwE Supporting Improvement Advisers as part of their work in supporting schools during the autumn term 2021.

### 2.0 Background

2.1 The COVID-19 pandemic has shown us that even in the most challenging of circumstances positive change is possible. In North Wales, GwE, the Local Authorities, Schools and PRUs have seized opportunities to explore innovative ways of working. Schools have delivered meaningful teaching and learning experiences through a creative blended learning approach. These experiences need to be built upon to avoid a 'snap back,' keeping the positive learning that has been developed during this time and preparing for the future. The four transversal themes of the learning organisation of time, trust, thinking together and technology have developed as strong foundations of a collaborative way of working as we move forward with the renew and reform agenda. However, the response to COVID-19 has of course had a significant impact on schools and is likely to have disrupted some of their plans for preparation and implementing the new curriculum.

### 3.0 Considerations

3.1 For each school and PRU, Supporting Improvement Adviser reported on:

#### Primary and special sectors

- How does the school capture and measure progress in areas such as literacy, numeracy, basic skills, well-being, learners who are vulnerable to learning?
- What is the information that comes out of this summative or qualitative data?

#### Secondary sector including relevant special schools and PRUs

- How have secondary schools used 2021 Centre Determined Grades for GCSE and A level to undertake self-evaluation to support continuous improvement?

### **Curriculum for Wales (CfW)**

- What are your school priorities for CfW during the Autumn term?
- What are your cluster priorities for CfW during the Autumn term?
- How are you engaging further with the resources from the CfW professional learning offer?
  - Leading change
  - Developing a shared vision
  - Curriculum reform
- What will be the role and contribution of your SIA and extended GwE team members in supporting this work?
- What are your initial approaches to developing curriculum design within your school and across your cluster?

### **ALN Reform and Progress Towards Implementation**

- How will the regional and local networks support your school/cluster?
- What are your priorities for ALN Transformation as a school/cluster for the Autumn term?

### **Professional Learning**

- Have you identified further areas/aspects for professional learning?

### **Accountability**

- What should accountability look like?
- How will you measure progress and the impact of your work?
- What will reporting look like?

3.2 The report provides an overview of discussions with schools, a summary of the GwE professional learning offer and support to schools, as well as identifying areas for further development and support.

3.3 The evaluation process has identified the following high level regional priorities:

1. Ensure that all schools will be ready to roll out the curriculum and are addressing mandatory/statutory requirements for planned delivery in 2022 or 2023 (secondary sector option).

The rollout will be supported by:

- Providing regional and local networks with clear guidance on curriculum design, planning, assessment and progression through modelling and exemplifying curriculum practice;
  - Promoting learner transition by ensuring effective direct engagement between secondary and primary schools;
  - Working in tandem with leaders to ensure that all settings have a clear plan to effectively respond to the guidance delivered in the Curriculum for Wales Professional Learning Programme;
  - Ensuring all settings adopt and publish a summary for key stakeholders of their curriculum and assessment arrangements as outlined by the 'Journey to Rollout' guidance.
2. Implement processes addressing schools causing concern and work with Local Authorities to ensure schools have the appropriate level of support and challenge for their improvement.
  3. Further strengthen and embed peer review especially within secondary alliances to strengthen self-evaluation and the improvement planning.
  4. Support the Local Authorities in the delivery of ALN Transformation by providing Professional Learning to improve teaching and learning.

#### **4.0 Recommendation**

4.1 The Joint Committee is asked to accept and approve the content of the report together with the high-level priorities outlined above.

#### **5.0 Financial Implications**

5.1 There are no financial implications arising from this report. GwE will operate within current financial resources.

#### **6.0 Equalities Impact**

6.1 There are no new equalities implications arising from this report.

#### **7.0 Personnel Implications**

7.1 There are no new personnel implications arising from this report.

#### **8.0 Consultation undertaken**

8.1 Consultation with GwE Management Board.

#### **9.0 Appendices**

9.1 Appendix 1 – Progress Report on the Reform Journey Autumn Term 2021

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### **OPINION OF STATUTORY OFFICERS**

#### **Monitoring Officer:**

Nothing to add from a propriety perspective.

#### **Statutory Finance Officer:**

“I note that part 5 of the covering report confirms that there are no financial implications arising from the report, and that GwE will operate within their current financial resources. Therefore, I have nothing to add to the report from the perspective of financial propriety.”



GWE

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Learning  
Succeeding

# Progress Report on the Reform Journey

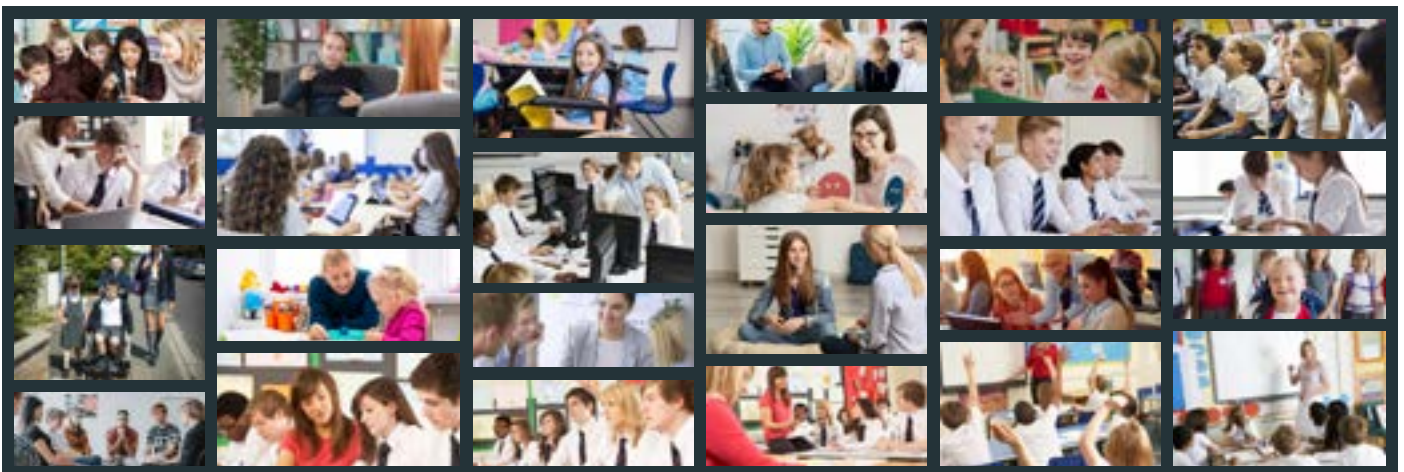
## AUTUMN TERM 2021





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## PURPOSE OF THE REPORT

The COVID-19 pandemic has shown us that even in the most challenging of circumstances positive change is possible. In North Wales, GwE, the Local Authorities, Schools and PRUs have seized opportunities to explore innovative ways of working. Schools have delivered meaningful teaching and learning experiences through a creative blended learning approach. These experiences need to be built upon to avoid a 'snap back,' keeping the positive learning that has been developed during this time and preparing for the future. The four transversal themes of the learning organisation of time, trust, thinking together and technology have developed as strong foundations of a collaborative way of working as we move forward with the renew and reform agenda.

The response to COVID-19 has of course had a significant impact on schools and is likely to have disrupted some of their plans for preparation and implementing the new curriculum. This report provides an outline of where schools and PRUs are currently at as they address the renew and reform agenda and is based on evidence gathered by GwE Supporting Improvement Advisers as part of their work in supporting schools during the autumn term 2021.

For each school and PRU, Supporting Improvement Adviser reported on:

### Pupil Progress

#### Primary and special sectors

- *How does the school capture and measure progress in areas such as literacy, numeracy, basic skills, well-being, learners who are vulnerable to learning?*
- *What is the information that comes out of this summative or qualitative data?*

#### Secondary sector including relevant special schools and PRUs

- *How have secondary schools used 2021 Centre Determined Grades for GCSE and A level to undertake self-evaluation to support continuous improvement?*

#### Curriculum for Wales (CfW)

- *What are your school priorities for CfW during the Autumn term?*
- *What are your cluster priorities for CfW during the Autumn term?*
- *How are you engaging further with the resources from the CfW professional learning offer?*
  - *Leading change*
  - *Developing a shared vision*
  - *Curriculum reform*
- *What will be the role and contribution of your SIA and extended GwE team members in supporting this work?*
- *What are your initial approaches to developing curriculum design within your school and across your cluster?*

#### ALN Reform and Progress Towards Implementation

- *How will the regional and local networks support your school/cluster?*
- *What are your priorities for ALN Transformation as a school/cluster for the Autumn term?*

#### Professional Learning

- *Have you identified further areas/aspects for professional learning?*





## Accountability

- *What should accountability look like?*
- *How will you measure progress and the impact of your work?*
- *What will reporting look like?*

The report also summarises the **GwE Professional Learning Offer and support provided to schools**.

The **areas for further development and support** and the **high-level regional priorities** are summarised below:

## AREAS THAT NEEDED FURTHER DEVELOPMENT AND SUPPORT

School across all sectors have identified the following areas where they would like further support for development:

- Curriculum for Wales implementation - especially curriculum design and planning the Areas of Learning and Experience;
- Approaches to assessments and the concept of progression in preparation for the new curriculum;
- Implementing the 12 pedagogical principles to improve teaching and learning, differentiation and formative assessment;
- Using quality enhancement processes including the use of qualitative and quantitative data as evidence to support improvement;
- Further strengthen primary cluster collaboration and continue establishing and facilitating secondary alliances to agree on the principles and functions of their collaborative work;
- Further establishing and developing peer review through the School Partnership Programme
- Improving Welsh Language skills and especially oracy;
- Strengthening transition arrangements and provision between primary and secondary/ special and developing a 3-16 continuum;
- Developing parental engagement to support the learning;
- Supporting secondary school to prepare for the 2022 summer examination and their contingency arrangements should there be further disruptions.

## REGIONAL PRIORITIES IDENTIFIED

The evaluation process has identified the following high-level regional priorities:

1. Ensure that all school will be ready to roll out the curriculum and are addressing mandatory/statutory requirements for planned delivery in 2022 or 2023 (secondary sector option).

The rollout will be supported by:

- Providing regional and local networks with clear guidance on curriculum design, planning, assessment and progression through modelling and exemplifying curriculum practice;
- Promoting learner transition by ensuring effective direct engagement between secondary and primary schools;
- Working in tandem with leaders to ensure that all settings have a clear plan to effectively respond to the guidance delivered in the Curriculum for Wales Professional Learning Programme;
- Ensuring all settings adopt and publish a summary for key stakeholders of their curriculum and assessment arrangements as outlined by the 'Journey to Rollout' guidance.

2. Implement processes addressing schools causing concern and work with Local Authorities to ensure



schools have the appropriate level of support and challenge for their improvement.

3. Further strengthen and embed peer review especially within secondary alliances to strengthen self-evaluation and the improvement planning.
4. Support the Local Authorities in the delivery of ALN Transformation by providing Professional Learning to improve teaching and learning.



## MAIN FINDINGS

### PRIMARY AND SPECIAL SECTORS INCLUDING RELEVANT PRUs

#### MEASURING LEARNER PROGRESS

- *How does the school capture and measure progress in areas such as literacy, numeracy, basic skills, well-being, learners who are vulnerable to learning?*
- *What is the information that comes out of this summative or qualitative data?*

Nearly all primary and special schools have prioritised pupil wellbeing engaging with several schemes/ activities such as 'Trauma Informed Schools', 'PASS', 'Nurture Groups', 'Talkabout', 'Mind Mechanics', 'Lego Therapy' and 'Seasons for Growth'. This has enabled them to better support and track their pupils' wellbeing. There are many examples of good practise across the region where an effective approach to monitoring well-being has been developed. These include schools who have carried out a baseline assessment for learners' well-being to identify those vulnerable to learning on return to school. Some schools have been supported by Universities to carry research on how best to identify wellbeing needs. This has allowed them to identify Individuals and groups of learners for the most appropriate intervention such as 'ELSA'. Teachers and school staff have been trained in a variety of specialist interventions, e.g., mental health practitioners, 'Seasons for Growth' and 'Mindfulness' while school-based counselling, 'NICOS' and Educational Psychologist input is also being used effectively within many schools. There is no doubt that pupil wellbeing remains a high priority for most schools as they continue to address the impact of COVID on their pupils.

Over the last year, almost all schools have continued with their internal assessment systems to track progress. These tracking and assessment systems include:

- Tracking of performance following individual interventions;
- Using standardised scores from national tests;
- Using reading and spelling tests such as 'Salford reading tests' and 'Youngs spelling tests';
- Undertaking 'CAT 4 tests';
- Undertaking 'White Rose' maths assessments to inform planning;
- Undertaking baseline assessments with both nursery and reception;
- Using 'Incerts' to track levels from baseline onwards;
- Individual teachers' using tracking notes effectively;
- Teachers keeping 'Read Write Inc' records;
- Leaders using 'Building Blocks', 'Maestro' and 'Taith 360';
- Schools beginning to trial the GwE tracker for tracking Curriculum for Wales Areas of Learning and Experience progress'
- Using wellbeing questionnaires such as 'PASS' and 'Boxhall';
- Using pupil portfolios for standardising and moderation.

Many schools stated that the support and close rapport with families ensured that most pupils returned to education ready for learning after the lockdown. However, they also acknowledged challenges with the school's youngest pupils and the most vulnerable individuals.

There is therefore a significant variation reported by schools regarding pupil progress. Many primary schools report that good progress is being made overall whilst others identify limited progress by cohorts of pupils. Many schools have focused targeted schemes to support groups of pupils as deemed necessary. For example, there is a consensus that lockdown has impacted more at the lower end of the school. Most schools have identified the need to prioritise support in foundation phase to develop pupils' speaking and listening skills. Key Stage 2 pupils have tended to 'catch-up' sooner after returning from lockdown.



However, most schools have identified the need to maintain a focus on improving pupils' fine motor skills, including presentation of their work, social interaction, writing stamina and perseverance. Most schools, including Welsh medium schools, acknowledge the need to improve pupils' Welsh oracy skills.

Nearly all schools are continuing to deliver effective intervention strategies for pupils, e.g. through daily precision teaching sessions, 'SAFMEDS' sessions to develop Welsh and English reading/spelling skills, 'Tric a Chlic' sessions to develop literacy skills in the Foundation Phase. Nearly all schools report that this focused targeting has had a positive impact on standards.

Most schools are continuing to monitor the progress made by learners from different groups such as vulnerable learners, entitlement to Free School Meals (eFSM), ALN pupils, Black Asian and Minority Ethnic Communities. Most schools provide appropriate and purposeful support for these pupils and are seeing the impact of this work through their assessment processes and are reporting that vulnerable pupils can then deal much better in mainstream class and with various social challenges.

### CURRICULUM FOR WALES (CfW)

#### • *What are your school priorities for Curriculum for Wales during the Autumn term?*

All primary schools have School Development Plan priorities linked to the Curriculum for Wales in 2021-22, and these are linked to head teachers' performance management. These priorities are in line with the national professional learning journey and journey to roll-out, and include aspects of developing vision, familiarisation with content and planning and trialling.

Throughout the autumn term, examples of areas implemented by our regional primary and special schools include:

- Focussing upon the Four Purposes of the new curriculum, e.g., pupils describing what they mean to them, staff auditing where current provision addresses these. All primary schools now have access to GwE's 'Quality Assessment Framework' which supports primary schools in this audit, a minority of primary schools have already begun to use this tool effectively.
- Trialling with planning, e.g., referring to Areas of Learning and Experience in the planning and highlighting coverage;
- Developing parents' information sheets/ communications to inform them about the Curriculum for Wales;
- Teaching subjects and relabelling books around the Areas of Learning and Experience;
- Trialling with the progression statements in planning;
- Staff are attending relevant professional learning;
- Leaders are considering ways to track and assess the Curriculum for Wales;
- Regular updates to governors and governor monitoring of progress in the Curriculum for Wales;
- Developing appropriate whole school themes and topics;
- Including more pupil voice in planning;
- Auditing against the GwE Pedagogical Principles tracker;
- Revisiting feedback and formative assessment work;
- Continuing to develop outdoor learning – embedding wellbeing through exciting and engaging outdoor experiences;
- Continuing to focus upon wellbeing including learners, their families and staff wellbeing;
- Implementing physical fitness initiatives;
- Continuing to develop digital skills.

Nearly all schools have made initial preparations for the implementation of the new curriculum, i.e., the Four Purposes and 12 Pedagogical Principles have received appropriate consideration and are now



becoming a natural part of their teaching and learning provision.

Across the region, there are numerous examples of innovative practice with various approaches to planning themes, tasks and activities to meet the requirements of the new curriculum. Many schools are also collaborating well and are sharing successful practice.

Most schools are planning a suitable Professional Learning provision to develop effective teaching and learning considering Curriculum for Wales principles and requirements. Schools have arranged a variety of professional learning opportunities to enrich teaching, learning and pedagogy to further support Curriculum for Wales development.

Nearly all schools have planned their grant expenditure to support their work in meeting September 2022 statutory requirements. In general, this expenditure has been earmarked to improve staffing ratios, to target pupils, purchase additional resources and to release staff to attend training.

- **What are your cluster priorities for Curriculum for Wales during the Autumn term?**

Most clusters across the region work well together and genuinely collaborate. This collaboration strengthened during lockdown when the clusters met regularly on-line.

Clusters across the region have agreed on a variety of priorities. These include:

- Ensuring all staff in all schools within the cluster have a good understanding of Curriculum for Wales and the principles that underpin it;
- Further developing the pedagogical aspects and how that transfers itself into classroom practice;
- Developing high level curriculum design;
- Exploring pedagogy and enquiry-based learning model for the Gymraeg aspect Language Learning and Communication Area of Learning and Experience;
- Building on Outdoor Learning Experiences training and putting the principles and methodology into practice.

Nearly all school leaders have collaborated to co-create priorities and to set a direction for the Curriculum for Wales developments. The work is progressing well and is beginning to show impact e.g. a cluster planning format is in place, common cluster visioning sessions, cluster newsletters etc.

Primary/Secondary collaboration is also developing well in some areas; however, this currently varies in effectiveness from cluster to cluster. Further work remains to be done by leaders in some clusters to create and agree a vision and specific direction for the cluster. In general, the clusters are only just beginning to plan for a shared, 3-16 curriculum which includes strengthening transition. This is a next step for many clusters. Many have planned next term to:

- Share ideas and models for curriculum design including links to the local Curriculum for Wales networks;
- Share planning of similar age groups between schools;
- Share topics/themes to support 3-16 transition work, including work on integral and cross curriculum skills;
- Begin to develop a shared approach to assessment;
- Begin to develop modern languages 3-16;

Twelve primary clusters and all special schools have engaged in peer review training to support their improvement journey. During the autumn term 33 additional clusters, comprising 193 regional schools and 6 PRUs, have applied to participate in peer review through the Schools Partnership Programme.



- **How are you engaging further with the resources from the Curriculum for Wales professional learning offer?**
  - **Leading change**
  - **Developing a shared vision**
  - **Curriculum reform**

In most primary and special schools, leaders have made effective use of these resources to develop staff skills in planning for the curriculum for Wales. In other schools, SIAs have re-familiarised leaders with the resources and they plan to use them in the spring term. Where the resources have been used effectively, leaders have planned practical and engaging ways to utilise the regional Curriculum for Wales resources, such as think pieces, PowerPoints, and webinars, through regular weekly staff meetings, often supported by the Supporting Improvement Advisers.

Most Head teachers attended all the Curriculum for Wales workshops and engaged very well with the process, providing thoughtful insights. Many are implementing the approach from this professional learning with their schools, e.g., writing to stakeholders to develop a truly local curriculum vision; and holding stakeholder groups to participate in developing a shared vision. Governors are very much part of this process and in general very well informed and beginning to lead curriculum change in their schools.

- **What will be the role and contribution of your Supporting Improvement Adviser (SIA) and extended GwE team members in supporting this work?**

Across the region, school leaders have requested the following from their SIAs:

- Staff meeting support on the GwE resources and support centre;
- Self-evaluation and improvement planning support;
- Support for monitoring curriculum developments;
- Support and advice on assessment and progression and how to plan for these;
- Bespoke support where appropriate for staff;
- Support to develop the cluster's Curriculum for Wales plan;
- Support for 3-16 planning and transition;
- Facilitating School Partnership Programme projects;
- Sharing examples and models of how to design the curriculum;
- Disseminating information and resources from the regional networks and raise awareness of the programme;
- Continued pastoral care.

- **What are your initial approaches to developing curriculum design**
  - **within your school?**
  - **across your cluster?**

Most schools across the region have plans in place to develop curriculum design through the academic year through their School Development Plans. These are linked to the regional and national reform journey stages. Staff will continue to redesign their curriculum in line with these as the year progresses. However, curriculum design remains a key area for support and guidance.

Schools noted that teachers have trialled planning approaches to support the Curriculum for Wales and are continuing to do so through:

- Planning on new formats including references to Areas of Learning and Experience and the Four Purposes;



- Whole school topics have been planned including the local curriculum;
- Topics and themes include pupil voice planning – especially at the start of topics;
- Immersion activities to engage learners in their new topics and themes;
- Planning taking consideration of the cross-curricular and integral skills and cross cutting themes;
- Developing the learning environment to support work in the Curriculum for Wales, which includes significantly developing outdoor learning, relevant to the locality;
- Continuing to build upon digital learning.

Most clusters are planning to develop a shared approach to planning for 3-16 progression during the spring term.

Many schools have already developed systems for collaborating within teams and jointly experimenting with and sharing successful practices in planning for the arrival of the new curriculum. Work undertaken to evaluate the use of the 12 Pedagogical Principles is also effective groundwork for this work.

- **How will the regional and local networks support your school/cluster?**

There are 228 primary and special schools with 533 practitioners involved in the Regional and Local Networks. The networks have established a system for sharing the work at a regional and local authority level. Through these and through collaborating with cluster colleagues in other Areas of learning and Experience areas, schools are already improving their knowledge of specific areas of the Curriculum for Wales and are already beginning to share ideas and planning. Throughout the term they have been involved in the development of shared resources and approaches and have developed learning through working with other colleagues in other Areas of learning and Experience areas within the authority and across the region.

## ADDITIONAL LEARNING NEEDS

- **What are your priorities for ALN Transformation as a school/cluster for the Autumn term?**

Cluster area priorities to develop ALN have been compiled in every cluster, and schools are currently refining and taking ownership of these priorities.

Most schools appear to be responding successfully to the act and statutory requirements overall across the region and regularly updating members of staff on developments.

The ALN Coordinator (ALNCO) role in schools is developing. Most schools have used G6 milestones to review the school's progress and to see whether there are further aspects that need attention, with the remainder in the process of completing this work before the end of the autumn term.

Key ALN staff have received 'Eclipse' training and are ready to develop the system across the school. Examples of School priorities for this term include:

- Policies will be updated to reflect ALN reform once these become available from the Local Authority;
- Trialling with Individual Development Plans (IDPs) is taking place – new learners will have an IDP;
- All children will have a one-page profile by the end of term
- ALNCo, governors and teachers to undertake relevant professional learning, including whole school Pupil Centred Training (PCP) training and 'Eliesha'.
- Schools will update families on their rights to appeal and tribunal;
- Continue to implement universal and targeted provision working in clusters;



- Develop practice of children planning and co-constructing their own IDP style review meetings.

## PROFESSIONAL LEARNING

- *Have you identified further areas/aspects for professional learning?*

All schools are committed to professional learning for developing staff on the journey towards Curriculum for Wales and are following a national and regional timescale. Regional and local networks will be a key driver for this work.

Overall, schools' Professional Learning plans have been purposefully aligned with their Performance Management processes. This ensures that they provide developmental opportunities that respond to the requirements of the school's priorities in an effective and structured manner.

There are numerous examples of Professional Learning opportunities in schools across the region to develop and upskill staff. Some specific examples involve upskilling the workforce to support pupil wellbeing through the 'Trauma Informed Schools' diploma, 'Seasons for Growth', 'ELSA' and 'MAPA'. Most schools are continuing to address the development of Assessment for Learning aspects too by attending Shirley Clarke training. Over a hundred schools are committed to developing the Welsh language oracy skills via the 'Ein Llais Ni' project. Leadership development remains a priority through the GwE's Leadership Programmes.

Most leaders, teachers and staff participate well in professional learning and, in most schools, information is shared with colleagues following training opportunities. Professional learning is clearly identified in nearly all schools through the School Development Plan. Many leaders have requested support to plan and develop their own and staff skills through:

- SIA input in staff meetings, especially for Curriculum for Wales developments;
- Continued staff development through national and regional programmes, e.g., Teaching Assistants, Newly Qualified Teachers (NQTs), Leadership, etc;
- Cluster and joint collaborative working;
- Regional and local networks;
- Input for developing 3-16 planning across the cluster.

## ACCOUNTABILITY

- *What should accountability look like?*
- *How will you measure progress and the impact of your work?*
- *What will reporting look like?*

Nearly all primary head teachers produce regular, detailed reports for governors, these are created through whole school self-evaluation. Accountability procedures include a variety of stakeholders including children and parents. Many schools have a draft monitoring timetable in place, linked to School Development Plans' priorities, which include a range of monitoring strategies such as:

- Pupil and staff learning walks;
- Book looks;
- Interviews and questionnaires;
- Lesson observations in line with performance management;
- Peer observations and triads.

Clusters' working with the School's Partnership Programme will further develop cluster monitoring,





contributing towards developing joint accountability across the cluster. ALN provision is monitored through self-evaluation against the 'G6' milestones and through the ALN cluster group.

Leaders' capacity to develop monitoring and accountability has been hindered by the pandemic during the term, and many have not yet fully implemented book scrutiny and performance management processes across their schools.

Curriculum for Wales is a key priority for all schools this year and will be monitored through self-evaluation and monitoring systems. In addition, the cluster aspects of these priorities will be monitored in regular cluster meetings with the link SIA involved in discussions.

Most school leaders ensure that their teachers are accountable for adapting, fine tuning and experimenting with their teaching while considering Curriculum for Wales principles and requirements through regular staff meetings and lesson monitoring procedures. In doing so, leaders ensure consistency of pace in responding to the reform journey across their schools whilst encouraging individuals to experiment and trial new teaching and learning strategies.

A large number of schools ensure opportunities for staff to share their work through focused professional dialogue, e.g., in staff meetings. This helps when ensuring consistency and identifying best practice.

All schools report to governors and stakeholders on the reform journey, including the impact of any actions or trialling over the coming year.



## SECONDARY SECTOR INCLUDING RELEVANT SPECIAL SCHOOLS AND PRUs

### 2021 CENTRE DETERMINED GRADES FOR GCSE AND A LEVEL

*In his written statement (dated 21 June 2021) the Education Minister confirmed 'that the suspension of Key Stage 4 and legacy sixth form performance measures will be extended to the 2021/22 academic year. Qualification awards data will not be used to report on attainment outcomes at a school, local authority or regional consortium level and must not be used to hold schools to account for their learners' outcomes.' He also confirmed that 'all schools and post-16 providers will continue to be required to undertake effective self-evaluation to support continuous improvement. Our evaluation, improvement and accountability arrangements require consideration of a broad range of information, relevant to a school's own context, when undertaking self-evaluation and identifying improvement priorities. This will involve schools, with support from local authorities and regional consortia, using the learner level information they have to reflect on and improve their existing arrangements.'*

All schools and settings ensured internal procedures met the requirements for the awarding of qualifications set out by Qualifications Wales and WJEC in 2021 for the Centre-Determined Grade process. Assessment plans were submitted and – following amendments in some cases – all accepted by the awarding body. All schools and settings engaged in pre-preparatory sessions run by the region with Qualifications Wales and WJEC.

Many schools reported that Headteachers and staff benefited from working in collaboration within their secondary Alliance to respond to national expectations and develop school level policies and processes. This ensured consistency and shared understanding.

All schools ensured that guidance from awarding bodies was shared quickly and clearly with teaching staff and that clarification was sought when needed. Schools – for the most part- made full use of the recommended WJEC assessments and mark schemes to provide the base of evidence for the Centre Determined Grades. All schools ensured there were appropriate access arrangements in place for learners with ALN and special consideration was considered where applicable. All schools used internal moderation procedures exercises to support the moderation and standardisation of assessments. Several schools built on their work through local alliances and used cross-school moderation to support internal standardisation. This was particularly the case where subjects were taught by one teacher or where subject teams were small; it was less necessary in larger teams within larger schools.

During the process schools were generally strong at communicating and sharing policies and expectations with parents (via written communication and virtual briefing sessions). This was a particular strength of the schools' processes and provided transparency to parents on current performance against targets and expected outcomes.

Effective remote learning assisted the transition back to school for most learners in exam years in April 2021. There were some issues with the engagement of specific groups of learners. Learners from low-income families had been identified as a 'concern' group in relation to engagement and progress. The performance of groups of learners and especially those in receipt of FSM remains a priority area for a number of schools.

A\*-A grades increased significantly. Many schools reported this was due to the diligence of the learners and from making effective use of national resources available to them to prepare for the assessments. In addition, many learners had generally benefitted from having less materials and content to revise, shorter time scales between revision and assessment thus fostering a greater degree of retention of learning, fewer



assessments and assessments that had been presented beforehand to pupils via WJEC website.

Most schools analysed in-school variance using Information Technology platforms and developed an overall review of individual students' grades against their previous year profiles. Many schools looked closely at their target-setting and data collection points to ensure consistency in practice. Target-setting was often based around 'FFT' projections / 'CATS scores' and internal assessments. 'ALPS' was also used to support data collection and evaluation at Sixth Form level. In many schools, actions are being undertaken to address issues that have arisen in specific departments where the base for establishing grades was not as strong or where inconsistencies were identified. Most are working to ensure that departments will be ready to present a strong evidence base of assessments if required to undertake similar processes this year.

Several schools have identified the low levels of literacy among groups of learners and are taking steps to support and further improve this. The Welsh language skills of learners, especially those from non-Welsh speaking homes and in Welsh medium education has clearly been affected by the lockdown periods.

## CURRICULUM FOR WALES (CfW)

### • *What are your school priorities for Curriculum for Wales during the Autumn term?*

At the beginning of the Autumn Term, nearly all 54 secondary/all-through schools indicated their intention to embed Curriculum for Wales from September 2022. However, many secondary schools are finding it increasingly difficult to adhere to the timelines they have set themselves due to the pandemic. Many have struggled during this term due to staff absence and a lack of supply cover. Arrangements for the summer examination series may also further hamper their ability to engage with the new curriculum from September 2022. If the pandemic continues to blight the work of schools post-Christmas, we would envisage an increasing percentage of secondary schools reviewing their position and possibly deferring until 2023. Schools need to confirm arrangements with Welsh Government by April 8th 2022. Ensuring the effective prioritisation of Curriculum for Wales planning has been a challenge for most schools which are in an Estyn statutory follow-up category. Effectively supporting these schools will continue to be prioritised.

In nearly all schools, the Curriculum for Wales is a whole school priority and actions for the autumn term align with the national expectations as set out in the amended document 'Curriculum for Wales: the journey to 2022'. All schools have identified the need for staff in the autumn term to further develop their knowledge and understanding of Curriculum for Wales framework and ensure that teachers are planning for progression within / across AOEs and cross-curriculum skills. Much of the focus this term is on developing their curriculum design, unpacking the statements of what matters and developing a shared understanding of progression within and across the progression steps. Possible processes exemplified in the regional and local Curriculum for Wales networks have been shared with staff in most schools to support their planning.

Amongst the priorities for Curriculum for Wales identified by secondary schools are:

- planning for progression in cross curricular skills and cross-cutting themes;
- high level curriculum design;
- planning and implementing the AOEs;
- assessment and progression;
- further developing the 12 pedagogical principles and digital learning;
- community engagement, particularly around outdoor learning
- pupil voice activities feeding into development planning;
- developing a coherent vision to underpin the new curriculum and share this with stakeholders;



- building on cluster work with partner primary schools and working towards a seamless transition in learning.
- ***What are your cluster priorities for Curriculum for Wales during the Autumn term?***

This term nearly all secondary schools have worked in collaboration with their primary clusters to plan for Curriculum for Wales. Most clusters have revisited their vision and shared their experiences with the GwE regional and local networks. In others, secondary teachers are working closely with cluster primaries to develop a common understanding around pedagogy or working effectively together focusing on how to articulate a curriculum that is seamless and where progression is understood and underpinned in their learning plans.

Primary/Secondary collaboration is developing well in many clusters; however, this is not consistent across the region and further targeted support will be required to ensure effective engagement at all levels. Further work remains to be done by secondary leaders in some clusters to better engage in creating and agreeing a joint vision and specific direction for the cluster.

Amongst the cluster priorities for Curriculum for Wales identified by secondary schools are:

- Developing effective transition plans;
  - Plan transition activities that fit in with Areas of Learning and Experience design;
  - Focusing on Progression Steps 2 to 4 and a 3-16 continuum;
  - Looking at data and information transfer around learners – what needs to be passed on and understood;
  - Where engagement is as yet under-developed, take steps to move this forward;
  - Sharing and developing a common element to vision, values and behaviours;
  - Looking at assessment methods that can be used as part of teaching and learning; how progression can be evaluated;
  - Joint training day to share plans and progress;
  - Developing work around shared areas within the context of Curriculum for Wales. For example, joint work around trauma-informed schools; pedagogical approaches around Modern Foreign Languages; common approaches to literacy, numeracy and digital skills;
  - Planning for a curriculum focussed joint-cluster training day;
  - Developing a cluster enquiry-based research approach supported by the School Partnership Programme.
- ***How are you engaging further with the resources from the Curriculum for Wales professional learning offer?***
    - ***Leading change***
    - ***Developing a shared vision***
    - ***Curriculum reform***

These sessions were run during a very busy period for secondary schools who were preparing to award Centre Determined Grades. Thus, the level of engagement varied across the region. Most schools attended at least one of these sessions and many accessed recordings of the training at a later date. Many schools shared the resources with SLT members; some found this challenging and re-engaged during the autumn term with support from their SIAs and the recorded sessions. Some resources, e.g., those around the vision or curriculum design, have been effectively used in schools. In one school, for example, each member of the senior staff led a workshop with the whole teaching body; in another, findings were shared and discussed around senior leadership teams to inform decisions. Many schools are continuing to make use of elements of this support, such as for example using the route planner app, and using the visioning ideas



about evaluating current provision against the vision.

- ***What will be the role and contribution of your Supporting Improvement Adviser (SIA) and extended GwE team members in supporting this work?***
- Supporting Improvement Advisers (SIAs) have encouraged designated staff to be part of the Curriculum for Wales regional/local networks and have supported and facilitated the work.
- SIAs have supported school based bespoke Curriculum for Wales developments with guidance and input to training and meetings as per school's needs and capacity.
- Core Lead / SIAs support developments and curriculum design in the secondary schools and the clusters.
- Subject SIAs have supported Heads of Core Subjects with Areas of Learning and Experience (AOLE) planning. As a result, middle leaders have improved their knowledge and understanding of the Curriculum for Wales framework and considerations for planning;
- SIA teams continue to deliver staff professional learning, contributing to professional development days and to support the work of Areas of Learning and Experience teams in designing and delivering the new curriculum.
- SIAs are supporting senior leaders and Governors in updating whole school plans for implementing the new curriculum from 2022.
- SIAs are raising awareness of the available resources that have been and are being developed and shared through the GwE Support Centre.
- ***What are your initial approaches to developing curriculum design***
  - *within your school?*
  - *across your cluster?*

Schools are taking a variety of approaches to 'designing' the new curriculum. For example, some schools are looking closely at the development of a clear vision; some have looked at curriculum planning tools and asked departments to plan new schemes with authentic contexts and skills as key elements; others are tackling the curriculum through revised approaches to pedagogy. Some have made changes to staffing structures or made additional appointments to support key initiatives. Some have focussed strongly on developing local and authentic contexts to support learning. During the past few years, many schools have developed and embedded effective pedagogical approaches and progression of skills. Learning in new technologies and digital pedagogies can also be built on and developed to support learning within the new curriculum.

Some schools are building on the work of the consortium workshops delivered in the summer and looking at curriculum design closely, trialling more work in multi-disciplinary areas, across Science and Technology or integrated outcomes in Expressive Arts. One school has appointed a teacher for wellbeing and are developing a bespoke curriculum for the school in that area. Others are looking at curriculum allocations through a critical lens and asking what is fit for purpose for learners moving forward. Some schools now have specific Curriculum for Wales meetings to replace historical departmental meetings. There is an increasing focus in schools on cross-departmental working. Some schools have moved to restructure their staffing based on the AOLE's.

Some schools are also looking at other curriculum elements, e.g., cross curricular skills, integral skills, cross-cutting themes and mapping links across the curriculum.

Many schools are taking advantage of the GwE offer to make use of consortium expertise in supporting this. Ideas are being shared across schools through regional and local networks. However, curriculum design



remains a key area for support and guidance.

- *How will the regional and local networks support your school/cluster?*

All schools are engaged with consortium-led training and development activities. Currently there are 44 secondary schools (88%) and 197 secondary teachers involved in the networks. All four of the 3-16 all-through schools are involved with 22 practitioners participating.

## ADDITIONAL LEARNING NEEDS

- *What are your priorities for ALN Transformation as a school/cluster for the Autumn term?*

Most schools reported that they are progressing well towards implementation. In most, there is a good awareness of the reforms and the changes they will bring across staff and governors.

Priorities for ALN Wales Transformation in secondary schools include:

- Developing the role of the ALN Coordinator (ALNCo) as a strategic lead;
- Revising and finalising relevant policies;
- Establishing and confirming rights of appeal procedures and sharing with parents;
- Further developing expertise and training capacity amongst teaching and support staff;
- Developing universal and targeted provision which enables learners to make progress regardless of their starting point;
- Improving differentiation and the universal provision;
- Continuing to develop Person Centred Practice (PCP);
- Undertaking a systematic evaluation of the quality of leaders' and practitioners' knowledge and use of PCP to identify how well it is used to inform teaching and learning;
- Ensuring smooth transition from primary to secondary and that robust transitional plans are in **place**;
- Developing strategies to provide additional learning provision in Welsh (in some Local Authorities).

## PROFESSIONAL LEARNING

- *Have you identified further areas/aspects for professional learning?*

Professional learning needs identified in secondary schools include:

- Curriculum for Wales: deepening understanding; 'unpicking' curriculum design; promoting good teaching and learning; building and understanding assessment and progression;
- Understanding how to develop the skills underpinning the new curriculum, e.g. numeracy, literacy and digital competency;
- Implementing ALN reforms, including further Person Centred Planning (PCP)/ provision mapping work and looking at transition across a cluster;
- ALN reform – regular updates for staff and governors and targeted PL for ALN Coordinators and relevant staff;
- Effective differentiation strategies;
- Further developing current and future leaders through national leadership programmes, e.g., Preparing for NPQH, Senior leaders, Middle leaders, post-16 leaders;
- Supporting effective teaching and learning (pedagogical principles);
- Developing coaching and mentoring for middle leaders;
- Provide training & support for new Core Subject leads;
- Governors – whole school evaluation and improvement planning;
- Support for self-evaluation, monitoring process and improvement planning;



- Support for developing and restoring Welsh Language skills;
- Specialised support to develop wellbeing and attitudes to learning.

## ACCOUNTABILITY

- *What should accountability look like?*
- *How will you measure progress and the impact of your work?*
- *What will reporting look like?*

Most schools are concerned about the lack of clarity that remains around the use of national performance measure for accountability and the uncertainty around the design and content of the new suite of qualifications linked to the new curriculum. Support and guidance with understanding the assessment requirements and capturing pupil progress for the new curriculum is a priority for most schools.

Some schools, especially those with a higher eFSM number are uncomfortable with the 'vacuum' created by the removal of benchmarking data and are concerned that the school's performance could be exposed misinterpretation if contextual factors are not duly taken into consideration.

Overall, secondary schools are comfortable with moving to a more intelligent model of accountability, with a focus on 'improving' rather than 'proving'. The schools' use of robust processes to track the progress of individuals and groups of pupils is key as is identifying and addressing in-school variation.

Schools are well aware of the need to re-establish quality enhancement processes and are aware of the current challenges in doing this. Many schools have maintained a degree of quality enhancement activities in remote learning during periods of lockdown. Some schools have invited GwE link SIAs and subject SIAs to support senior and middle leaders with quality enhancement activities, e.g., lesson observations, review documentation, book scrutiny, attend and support internal pastoral and subject review meetings. Most schools are by now moving back to a more robust system of Quality Assurance processes and have a clearer picture of the quality of provision and outcomes.

Nearly all schools are in discussions with partners to establish Alliances and all are eager to engage or re-engage with peer review through the School Partnership Programme. The role of and contribution of robust peer challenge and verification is accepted as crucial in moving forward.

Listening to learner voice have generally been strengthened during the pandemic and it remain an important and impactful element of internal measures for nearly all schools.

The Governing Body in nearly all schools have been updated on developments relating to various areas of school improvement including teaching and learning, Curriculum for Wales and its impact on the quality of provision and standards.



## SUMMARY OF GWE PROFESSIONAL LEARNING OFFER AND SUPPORT TO SCHOOLS

The delivery of effective professional learning programmes has supported schools across all sectors with developing their initial curriculum plans. Leaders and teachers across the vast majority of schools are experimenting with approaches to developing a broad range of knowledge, skills and experiences of their pupils. Planning at individual school and cluster levels are supporting a clearer understanding of the 'what matters' statements and how the 12 pedagogical principles should underpin approaches to teaching.

Regional and local networks and forums are effectively supporting practitioners' understanding of what works in curriculum design. Over 700 regional staff and school practitioners are working closely together to address this at whole school and AOLE level. GwE are working in collaboration with partners in Higher Education Institutes in supporting schools to develop the role of enquiry in preparation for the Curriculum for Wales. This work is an important aspect of the wider work on developing effective teaching and learning, which in turn builds on the work of developing assessment for learning. For this purpose, GwE have worked with schools across the region over the last three years to develop and share effective practice in formative assessment using evidence-based learning. There are 360 schools across the region participating in this work.

During the last three years, the regional consortia has invested heavily in delivering an ambitious professional learning for all practitioners. The core principle of the offer has been on developing institutional capacity as a 'learning organisation' and allowing leaders to more effectively reflect on the challenges of leading change. Prior to lockdown, in many schools across the GwE region, teachers began trialling with the Curriculum for Wales, initially familiarising themselves with its content. In many primary schools, teachers have begun to experiment with new ways of planning, teaching and learning. During the pandemic, teachers across most schools have supported learners to develop a variety of skills linked to the 4 purposes. For example, an emphasis on skills and wellbeing was strongly continued throughout the lockdown period and learners, parents and school staff's digital skills were revolutionised. Leaders across the region have already made use of resources available via the GwE Resource Centre to develop staff skills in planning for the Curriculum for Wales. Where these resources have been used effectively, leaders have planned practical and engaging ways to utilise them, e.g., Think Pieces, PowerPoints and webinars stimulating discussions in weekly staff meetings and often supported by the link Supporting Improvement Advisor. Across the region, many teachers attended GwE Curriculum for Wales workshops with several schools now implementing the shared ideas and approaches. These professional learning opportunities have also been attended by colleagues from other regions and by north Wales local authority officers.

Below is a brief outline of the GwE Professional Offer to schools and clusters:

- principles of Curriculum for Wales are embedded in all training and the four curriculum purposes are always at the forefront of presenters' minds, as they set about planning relevant, up-to-date and engaging training.
- we have integrated all aspects of the wider reform into our PL offer, including Schools as Learning Organisations, Y Gymraeg (towards a million Welsh speakers by 2050) and the Additional Learning Needs Transformational Bill.
- resources and areas of professional learning includes the 12 Pedagogical Principles within the broader context of teaching and learning, assessment, regional Areas of Learning and Experience networks and curriculum design and planning at school level.
- cross regional offer aims to support all school practitioners, but focused initially on Senior Leaders with the following themes: Leading Change; Leadership for the new curriculum; Developing a Shared Vision; Planning for Curriculum Change – to include curriculum design, progression and assessment; Leading Pedagogy; Time and Space for Professional Learning. These sessions are cluster-based and enable smaller groups of primary schools and their local secondary school to discuss the new curriculum across





the 3-16 learning continuum. Across the region, 832 Senior Leaders attended the Leading Change sessions. During June and July 2021, GwE ran a series of sessions over a three-week period for senior leaders, focused on the themes of developing a shared vision and planning for curriculum change, to include curriculum design. These sessions were hosted digitally on a cluster basis and allowed for breakout opportunities for schools to discuss this work within their local networks. Over 1150 senior leaders attended the sessions across the region.

- as part of the preparations, all Supporting Improvement Advisers have facilitated sessions where schools within a cluster have the opportunity to work collaboratively to strategically plan for the implementation of the curriculum. Activities to support preparations for the new curriculum at school and cluster level have been identified within School Development Plans. Many of the clusters have also developed a Cluster Development Plan for implementing the reform journey.
- in addition to the Professional Learning offer defined above, additional bespoke support from GwE is being made available to schools as they prepare for Curriculum for Wales. This support can be accessed at both cluster and individual school level and tailored according to need.
- supporting resources include a series of 'Think-Pieces' which have been developed by the GwE team as part of the weekly reform sessions with Professor Graham Donaldson. These papers, which cover key aspects of the curriculum reform journey including leadership, vision, pedagogy, assessment and curriculum design, have been shared and refined through consultation with wider partners in Local Authorities, Estyn and Bangor University. All senior leaders were invited to attend a webinar in May 2021 to explain and share this work on the 'Think Pieces'.
- a key aspect of the support offer is the Curriculum for Wales networks established at both a regional and local level. School based practitioners and wider partners from across the region are working collaboratively with a network of peers supporting development of the six Areas of Learning and Experience, assessment and curriculum design. Practitioners communicate and cascade learning and successful practice across the schools within each local authority and contribute to developing planning and design models to support schools in trialling, evaluating and preparing the workforce for first teaching. A regional strategic group, made up of cross-sector representatives from the eight LA groups provides direction and an overview of the work. Networks have access to Professional Learning and work in partnership with Professor Graham Donaldson, GwE and the six North Wales LAs. During the Autumn Term 2021, there have been four regional and over 80 local network meetings involving 272 schools and well over 700 practitioners. All resources produced are shared with all schools through the GwE Support Centre and information cascaded to each secondary/primary cluster group.
- GwE are also working in collaboration with partners in Higher Education Institutes in supporting schools to develop the role of enquiry in preparation for the Curriculum for Wales. This work is an important aspect of the wider work on developing effective teaching and learning, which in turn builds on the work of developing assessment for learning. For this purpose, GwE have worked with schools across the region over the last three years to develop and share effective practice in formative assessment using evidence-based learning. There are 360 schools across the region participating in this work.
- schools have access to a series of milestones within the GwE information management system that allows them to reflect on their progress on the reform journey. These milestones have been warmly welcomed by schools
- the GwE Support Centre continues to be a point of referral for all settings and we are currently working to further enhance and enrich the resource bank. By the end of the Autumn Term 2021 there have been over 75,000 'hits' on the site.
- GwE has also worked with practitioners and wider partners to develop a framework of qualitative indicators which will allow schools to reflect and evaluate how they are implementing the four purposes of the new curriculum.





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## REPORT TO THE JOINT COMMITTEE

16 FEBRUARY 2022

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**Report by:** Arwyn Thomas, GwE Managing Director

**Subject:** Review structure of Business Team

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### 1.0 Purpose of the Report

1.1 To present information to Joint Committee members regarding the intention to restructure the GwE Business Team.

### 2.0 Background

2.1 Departure of Business Manager

2.2 General changes to ways of working and especially due to the Covid pandemic.

### 3.0 Matters for consideration

3.1 Standard business management needs to be ensured in the areas of finance, information/data, human resources, communication, health and safety, assets.

3.2 Business support needs to reflect the significant changes to ways of working, to include expertise in the areas of communication and project management.

### 4.0 Recommendations

4.1 The Joint Committee is asked to note the content of the report and permit the service to move forward with the changes to ensure appropriate capacity.

### 5.0 Financial implications

5.1 There are no financial implications arising from this report. Any additional costs in terms of individual posts will come from vacancy costs within the business service.

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## **6.0 Equalities Impact**

**6.1** There are no new equalities implications arising from this report.

## **7.0 Personnel Implications**

**7.1** GwE will follow Host Authority procedures in the restructuring of the service.

## **8.0 Consultation undertaken**

**8.1** Consultation with GwE Management Board and Business Team staff.

## **9.0 Schedule**

**9.1** Operational during the first quarter of the next financial year.

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## **OPINION OF STATUTORY OFFICERS**

### **Monitoring Officer:**

Approval of GwE's staff structure is a matter that comes within the Joint Committee's terms of reference.

### **Statutory Finance Officer:**

"I note the intention to review the structure of the Business Team. I have no objection to this, and any financial obligations arising from the review will receive my attention in accordance with the usual arrangements. I will work with GwE's Managing Director to implement the amendments, in accordance with Host Authority processes."



## REPORT TO THE JOINT COMMITTEE

16/02/2022

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**Report by:** GwE Managing Director

**Subject:** Delivering the Journey to roll-out – support for schools

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### 1.0 Purpose of the Report

To present information to members of the Joint-Committee regarding the support available to schools over the next two terms to enable them to implement and deliver the new curriculum.

### 2.0 Background

For primary schools, rollout of the new curriculum will commence in September 2022. Secondary schools can opt in to roll out the curriculum to Year 7 in September 2022, but this will not be mandatory until 2023, where roll out to Years 7 and 8 together will be expected. By September 1<sup>st</sup>, 2022 all primary schools and all secondary schools who have opted to implement the new curriculum will need to have designed and adopted their curriculum and published a broad and high-level summary of it. As of September 1<sup>st</sup>, 2022, all primary schools and all secondary schools who have opted to commence with roll out, must ensure the curriculum is implemented.

To ensure schools are ready for first teaching in September, all schools should:

- have completed a high-level curriculum design to meet statutory requirements
- developed a shared understanding of what is important in progression of skills and knowledge
- developed whole school shared understanding of progression & assessment
- have examples of planning for trialling to include assessing learners
- have identified increasing opportunities for professional dialogue across the 3-16 continuum

To enable schools to meet expectations, the GwE offer over the next two terms will include supporting all schools in developing:

- i. whole school curriculum design and high-level curriculum statement
- ii. effective AOLE planning
- iii. whole school assessment policy and practice

In preparation for the professional learning offer, GwE staff have developed guidance and exemplar models for whole-school curriculum design, curriculum planning and assessment to aid leaders and teachers as they prepare for roll-out. The resources, models and exemplars have been fully endorsed by Professor Graham Donaldson.

Guidance and resources will be utilised by both the Regional and Local Curriculum Networks as they continue to promote and instigate partnership working across the system. This will allow all schools access to a rich library of resources and support as they design and plan their own unique local curriculum. Underpinning the work of the networks will be continued input from GwE staff, thus ensuring that this is a truly collaborative venture.

The initial series of workshops will take place during February and March to support schools through the process of curriculum design. The workshops will focus on creating a high-level curriculum statement where the rationale is based on local context. A visual resource will guide school leaders through the process of:

- recognising the unique factors of the school
- developing a shared vision through identifying the school's principles and behaviours
- outlining what Teaching and Learning looks like in the school
- considering the key aspects of the design

The workshops will guide school leaders through different models of design and provide a variety of curriculum statement examples. These models will be further built upon by the regional and local curriculum design networks, providing all schools with a wide variety of examples to consider when approaching their high-level curriculum design and statements.

Once a school's rationale and statement is in place, a school will be able to start planning the new curriculum.

Once the curriculum design workshops have been delivered, practitioners from across the region will be able to access professional learning on effective AOLE planning. These sessions will prepare leaders and teachers for first teaching of the new curriculum in September. The offer will continue throughout 2022/23 building on learning from first teaching.

The workshops will provide an overview of planning principles followed by working through various models of planning. Workshops will look at:

- Inquiry-based statements or questions as a basis to the planning.
- Planning considerations for the teacher
- Activity ideas
- Progression steps and assessment considerations
- Different planning models i.e. disciplinary, multidisciplinary, interdisciplinary, integrated models

Various examples of planning models have been created for all sectors and for all six AOLEs. These models will be shared with schools and will be utilised by the regional and local networks as a basis in ensuring additional models are created. This will add further capacity to the system.

The third area of support that will be provided over the next two terms is for whole school assessment policy and practice. Learner progress is a key aspect that runs through both the design and planning of the new curriculum. A series of workshops will take place providing schools with an overview of the national guidance and exploring the principles of assessment and learner progress. As part of these sessions, schools will have access to models and examples of assessment, including a progress tracker designed and created by GwE staff. The Regional and Local Assessment Network will again build upon this work and provide schools with many reference points to explore while considering assessment policies and practices.

A matrix of GwE support will be provided to all schools, detailing the professional learning offer available to support them in ensuring the new curriculum is realized in their schools. Schools will be able to choose which areas of support are appropriate to them and have access to a wide variety of resources, models and examples.

The matrix details whether the delivery will be on a regional, LA, cluster or school level as well detailing if it will be provided as a workshop or as a digital resource.

GwE will continue to facilitate Curriculum for Wales networks at both regional and local levels. The networks are now becoming established with many examples of effective collaborative work. Professor Graham Donaldson is provided direction and advice to the regional group. Through the networks, practitioners are accessing:

- networking opportunities with school colleagues locally and regionally
- a deepening of understanding of the curriculum design process
- co-construction opportunities and the sharing of examples of local curriculum planning
- development and sharing of examples of assessment within Curriculum for Wales

All materials and recordings of regional meetings are available for all schools to access on the GwE support centre along with resources and examples of design and planning work.

In addition to this, link Supporting Improvement Officers will be available to offer bespoke support at school and cluster/alliance level.

### **3.0 Considerations**

3.1 GwE will be sensitive and flexible in the delivery of their Professional Learning offer to schools in considering the challenges that face individual schools due to the COVID pandemic.

### **4.0 Recommendations**

4.1 The Joint Committee is asked to accept and approve the content of the report together with the planned activities as outlined above.

### **5.0 Financial Implications**

5.1 There are no financial implications arising from this report. GwE will operate within current financial resources.

### **6.0 Equalities Impact**

6.1 There are no new equalities implications arising from this report.

### **7.0 Personnel Implications**

7.1 There are no new personnel implications arising from this report.

### **8.0 Consultation undertaken**

8.1 Consultation with GwE Management Board and Joint Committee.

### **9.0 Appendices**

## **OPINION OF STATUTORY OFFICERS**

### **Monitoring Officer:**

Nothing to add from a propriety perspective.

### **Statutory Finance Officer:**

“I note that part 5 of the covering report confirms that there are no financial implications arising from the report, and that GwE will operate within their current financial resources. Therefore, I have nothing to add to the report from the perspective of financial propriety.”





## REPORT TO THE JOINT COMMITTEE

16/02/2022

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**Report by:** Arwyn Thomas GwE Managing Director

**Subject:** Letter to Education Minister (12.01.22) regarding the 2021-22 qualification series and response (31.01.22)

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### **1.0 Purpose of the Report**

- 1.1. To provide a formal record to the Joint-Committee with regards to the letter sent on behalf of the Joint Committee to the Education Minister on 12.01.22 concerning this year's qualification series.

### **2.0 Background**

- 2.1. The letter to the Minister shared a summary of the communication between GwE Joint Committee and Kirsty Williams the then Minister of education expressing concerns regarding the fairness of arrangements made by Qualifications Wales from 2018 to 2021.

### **3.0 Considerations**

- 3.1. The letter summarises the Joint Committee's serious concerns about the wellbeing and fairness for this year's learners and stresses the importance of avoiding what has happened in previous years. It is difficult to see how qualifications by examinations can be equitable and fair for our schools and their pupils due to the disruptions caused by COVID.

### **4.0 Recommendations**

- 4.1. The Joint Committee is asked to formally note the content of the letter and consider if any further communication is needed with the Education Minister at this stage following his response.

**5.0 Financial Implications**

- 5.1 There are no financial implications arising from this report.

**6.0 Equalities Impact**

- 6.1 There are no new equalities implications arising from this report.

**7.0 Personnel Implications**

- 7.1 There are no new personnel implications arising from this report.

**8.0 Consultation undertaken**

- 8.1 Consultation with GwE Management Board, Joint Committee and secondary Headteachers.

**9.0 Appendices**

- 9.1 Appendix 1 – Letter to Minister for Education and Welsh Language dated 12.01.22  
Appendix 2 – Minister’s response dated 31.01.22

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**OPINION OF STATUTORY OFFICERS**

**Monitoring Officer:**

Nothing to add from a propriety perspective.

**Statutory Finance Officer:**

“Nothing to add from the perspective of financial propriety”

Bryn Eirias, Ffordd Abergele, Bae  
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GwE Gogledd Cymru

12/01/2022

Annwyl Weinidog

A chithau'n Weinidog y Gymraeg ac Addysg newydd, teimlwyd y byddai'n berthnasol rhannu crynodeb â chi o'r ohebiaeth a fu rhwng Cydbwyllgor GwE, sydd yn cynnwys y chwe deilydd portffolio addysg ar draws Gogledd Cymru, a Kirsty Williams, y Gweinidog Addysg ar y pryd, yn mynegi ein pryderon am degwch y trefniadau a wnaed gan Cymwysterau Cymru o 2018 hyd 2021. Drwy rannu'r crynodeb hwn, gallai fod yn ddefnyddiol fel sylfaen ychwanegol wrth benderfynu ar y gyfres arholiadau eleni.

Daeth ein rhwystredigaeth gwreiddiol gyda Cymwysterau Cymru i'r amlwg gyntaf yn 2018 pan oedd dysgwyr a safodd yr arholiad TGAU Saesneg Iaith yn yr Haf dan anfantais o'u cymharu â dysgwyr a safodd yr arholiad yn gynnar ym mis Tachwedd 2017, gyda throthwy llwyddo gradd C yn cael ei godi'n sylweddol erbyn dyfarniad yr Haf. Daeth ysgolion yng Ngogledd Cymru i'r casgliad ar y pryd mai unig resymeg yr ymddygiad hwn oedd yr angen i ddiogelu'r brand TGAU, gan fod dyraniad graddau C wedi cyrraedd yr uchafswm am y flwyddyn academaidd neilltuol honno er sicrhau deilliannau cymaradwy â blynyddoedd blaenorol. O ganlyniad, methodd lawer o ddysgwyr yng Ngogledd Cymru, yn enwedig y rhai llai abl a bregus, â dilyn eu dewis o yrfa neu lwybr dysgu. Cyfaddefodd Cymwysterau Cymru ar y pryd 'nad yw'r gwahaniaethau a'r newidiadau sylweddol yn strategaethau mynediad canolfannau dros y blynyddoedd diwethaf yn rhoi chwarae teg i fyfyrwyr.'

Fe'n syfrdanwyd ymhellach yn Haf 2020 wrth i'r algorithmau gan Cymwysterau Cymru achosi

Dear Minister

*As the new Minister for Education and the Welsh Language we felt it might be pertinent to share with you a summary of communication between the GwE Joint Committee which includes the six education portfolio holders across North Wales and Kirsty Williams the then Minister of Education expressing our concerns regarding the fairness of arrangements made by Qualifications Wales from 2018 to 2021. By sharing this summary, it might prove useful to you in further informing the decision-making process around this year's qualification series.*

*Our initial frustrations with Qualifications Wales first became apparent in 2018 when learners sitting the English Language GCSE examination in the summer, lost out compared to learners who had sat the examination early during November 2017, with the C grade pass threshold being raised significantly for the summer award. Schools in North Wales concluded at the time that the only logical rationale behind this outcome was the need to protect the GCSE brand as the allocation of C grades had reached its quota for that particular academic year group to ensure broadly comparable outcomes with previous years. As a result, many learners in North Wales especially the less able and vulnerable could not follow their chosen career or educational pathway. Qualifications Wales admitted at the time 'that the significant differences and changes in centre entry strategies over recent years do not promote a level playing field for students.'*

*We were further alarmed in the Summer of 2020 that the algorithms proposed by*

cymaint o anghyfartaledd ac annhegwch i gynifer o ddisgyblion a myfyrwyr yng Ngogledd Cymru. Pe na byddai'r Gweinidog Addysg wedi penderfynu i fynd yn ôl i Raddau Aseu Canolfannau, byddai llawer o ddysgwyr wedi colli cyfle i droedio llwybr gyrfa oherwydd bod y graddau anghywir wedi'u dyrannu iddynt drwy'r algorithm wedi'i fetio gan Cymwysterau Cymru. Cyn y 'diwrnodau canlyniadau' y flwyddyn honno, nid oedd yr ohebiaeth gan Cymwysterau Cymru i'r gymuned addysg yn ddigon tryloyw nac eglur. O'r herwydd, bu ysgolion ac athrawon yn neilltuo cryn dipyn o amser ac ymdrech yn 'rancio' eu disgyblion, a hynny'n ofer wrth iddo ddod yn amlwg bod yr wybodaeth y gofynnwyd amdani wedi'i diystyru mae'n debyg o blaid yr algorithm a ddewiswyd. Roeddem yn gwbl bendant y gellid yn hawdd fod wedi osgoi'r sefyllfa anffodus hon.

Ysgrifenasom lythyr hefyd at y Gweinidog Addysg ar y pryd yn mynegi ein pryderon dwysaf a'n rhwystredigaeth eithaf na wnaed y penderfyniad yn gynharach i symud at Raddau a Bennir gan Ganolfannau ar gyfer Cyfres Arholiadau Haf 2021. Byddai hyn wedi osgoi'r gorbryder mawr a ddaeth yn amlwg ymysg arweinwyr, athrawon a dysgwyr.

Fel y gwyddoch, oherwydd y tarfu sylweddol dros y ddwy flynedd ddiwethaf, mae llawer o ddysgwyr yn y blynyddoedd arholi presennol eisoes wedi colli cyfran sylweddol o'u hamser dysgu ac addysgu. Drwy adael i gyfres arholiadau Ionawr 2022 fynd yn ei blaen, rydym unwaith eto mewn perygl o waethygu'r anghydraddoldeb a'r annhegwch i ddysgwyr. Rydym yn arbennig o bryderus am yr effaith a gaiff hyn ar ddysgwyr mwy bregus a difreintiedig. Yn sgil ein profiadau dros y blynyddoedd diwethaf, erys lefel uchel o bryder yn y rhanbarth am allu Cymwysterau Cymru i sicrhau tegwch i ddysgwyr yn ystod y drefn arholi arfaethedig eleni.

*Qualifications Wales caused such inequity and unfairness to so many pupils and students in North Wales. Many learners would have lost out on career pathways because the wrong grades were apportioned to them through Qualifications Wales' vetted algorithm, had the decision not been taken by the Minister of Education to revert to Centre Assessed Grades. In the run up to that year's 'results days', communication with the education community by Qualifications Wales lacked transparency and clarity. As a result, a significant amount of time and effort was allocated by schools and teachers to rank their pupils and all to no avail as it became evident that the requested information was apparently disregarded in favour of the choice of algorithm. We were absolutely adamant that this unfortunate situation could have easily been avoided.*

*We also wrote to the then Minister of Education to express our deepest concerns and utmost frustration that a decision to move to award Centre Determined Grades for the Summer 2021 Examination Series was not made earlier. This would have avoided the high level of anxiety which became apparent amongst leaders, teachers and learners.*

*As you well know, due to the significant disruptions over the last two years, many learners in the current exam years have already missed out on a significant portion of their learning and teaching time. By allowing the January 2022 exam series to proceed, we are again at risk of exacerbating the issues of inequity and unfairness for learners. We are particularly concerned about the impact that this will have on the more vulnerable and disadvantaged learners. Given our experiences over the last few years, there remains a high level of concern in the region that Qualifications Wales can secure equity for learners during this year's proposed examination arrangements.*

Seilir tegwch unrhyw gyfundrefn gymwysterau ar sicrhau mynediad cyfartal at amser dysgu ac addysgu i bob dysgwr. Byddem ni'n falch o gael eglurhad ynghylch pa asesiadau risg sydd ar waith o ran sicrhau tegwch a chydraddoldeb mynediad i bob dysgwr, yn enwedig y rheiny sydd eisoes wedi colli cryn dipyn o amser dysgu ac addysgu o gymharu â'u cyfoedion ac a allai golli mwy o amser dros yr wythnosau nesaf. Rydym yn arbennig o awyddus i ddeall y camau lliniaru sydd ar waith i roi sylw i'r materion hyn. Rydym ni'n hynod o bryderus am sut allai anghydraddoldeb effeithio ar ddysgwyr, yn enwedig y rhai mwyaf bregus a llai abl y gwyddom sydd wedi dioddef fwyaf dros y ddwy flynedd ddiwethaf. Gwyddom hefyd nad yw'n hawdd gwneud iawn am unrhyw ddysgu a gollir, os ellir gwneud hynny o gwbl.

I grynhoi, rydym yn wirioneddol bryderus am les ein dysgwyr a'r tegwch iddynt. Rydym eisiau osgoi yr hyn a ddigwyddodd mewn blynyddoedd a fu ac yn ei chael hi'n anodd gweld sut all cymwysterau drwy arholiad fod yn gyfiawn ac yn deg i'n hysgolion a'n disgyblion oherwydd yr amrywiolyn Omricron ac amrywiolion eraill allai ymddangos. Edrychwn ymlaen at dderbyn eich ymateb i'n pryderon.

Yn gywir,

Cyngh. Phil Wynn (Cyngor Bwrdeistrefol Sirol Wrexham)  
 Cyngh. Julie Fallon (Cyngor Bwrdeistrefol Sirol Conwy)  
 Cyngh. Ian Roberts (Cyngor Sir y Fflint)  
 Cyngh. Cemlyn Williams (Cyngor Gwynedd)  
 Cyngh. Meirion Jones (Cyngor Sir Ynys Môn)  
 Cyngh. Huw Hilditch-Roberts (Cyngor Sir Ddinbych)

Copi i / Copy to:

- Owain Lloyd Cyfarwyddwr Addysg a'r Iaith Gymraeg, Llywodraeth Cymru / Director of Education and the Welsh Language, Welsh Government

*The fairness of any qualifications system is predicated on ensuring equal access to learning and teaching time for all learners. We would welcome clarification around what risk assessments have been put in place in terms of ensuring equity and equality of access to all learners especially those who have already lost significant teaching and learning time compared to their peers and may still lose more time in the coming weeks. We are particularly keen to understand the mitigation measures in place to address these issues. We are particularly concerned about potential impact of inequality for learners especially the most vulnerable and less able who we know have suffered most in the last two years. We also know that lost learning is not easily made up if at all.*

*To summarise, we are seriously concerned about the wellbeing and fairness for our learners. We want to avoid what has happened in previous years and find it difficult to see how qualifications by examination can be equitable and fair for our schools and pupils due to the present Omicron and possible future variants. We look forward to receiving your response to our concerns.*

*Yours sincerely,*

*Cllr. Phil Wynn (Wrexham County Borough Council)  
 Cllr. Julie Fallon (Conwy County Borough Council)  
 Cllr. Ian Roberts (Flintshire County Council)  
 Cllr. Cemlyn Williams (Gwynedd Council)  
 Cllr. Meirion Jones (Isle of Anglesey County Council)  
 Cllr. Huw Hilditch-Roberts (Denbighshire County Council)*

- Georgina Haarhoff Dirprwy Gyfarwyddwr Cwricwlwm, Llywodraeth Cymru / *Deputy Director Curriculum, Welsh Government*



Ein cyf/Our ref JMEWL/00102/22

Arwyn Thomas  
Rheolwr Gyfarwyddwr  
GwE

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31 Ionawr 2022

Annwyl Gyd-bwyllgor GwE,

Diolch am eich llythyr dyddiedig 12 Ionawr yn crynhoi eich gohebiaeth flaenorol ynghylch y mater hwn ac yn mynegi eich pryderon ynghylch tegwch a chydraddoldeb mewn perthynas ag arholiadau.

Rwy'n cydnabod bod dysgwyr, a'r sector addysg cyfan, yn parhau i wynebu heriau sylweddol a tharfu pellach ar addysgu a dysgu y tymor hwn.

Fel y gwyddoch, mae'r sefyllfa o ran iechyd y cyhoedd yn cael ei monitro'n glos. Rwy'n cael gwybodaeth reolaidd am ganlyniadau'r adolygiadau diweddaraf ar ddata presenoldeb. Rydw i hefyd wedi gofyn i fy swyddogion barhau i fonitro a dadansoddi'r data er mwyn cael gwell dealltwriaeth o effaith yr absenoldebau hyn, yn enwedig ar garfanau blynyddoedd arholiadau a sut y gellid lliniaru'r rhain. Mae'r data wythnosol mwyaf diweddar ar bresenoldeb yn dangos cynnydd yn y niferoedd sydd wedi bod yn bresennol a gostyngiad yn yr absenoldebau sy'n gysylltiedig â Covid. Mae'r rhain yn arwyddion calonogol a gobeithiaf y byddant yn parhau.

Rydw i o'r farn mai asesu drwy arholiadau yw'r dull tecaf i bob dysgwr yn gyffredinol ac roeddwn yn falch o weld y canlyniadau cadarnhaol diweddar o gyfres arholiadau mis Tachwedd. Gan eu bod wedi cael eu cynnal tua diwedd y flwyddyn, mae'r dysgwyr wedi elwa ar gyfnod hirach ar gyfer addysgu a dysgu. Fodd bynnag, rwy'n llwyr gydnabod yr holl darfu sydd wedi wynebu dysgwyr dros y 18 mis diwethaf ac rwy'n deall y pryder a'r gofid y mae rhai'n ei deimlo wrth feddwl am sefyll arholiadau ffurfiol am y tro cyntaf yr haf nesaf. Wrth gadarnhau'r penderfyniad i asesu dysgwyr drwy arholiadau yn 2022, ystyriwyd ystod

eang o ffactorau ac mae'r dystiolaeth o effaith defnyddio arholiadau neu raddau a bennwyd gan ganolfannau wedi'i hasesu a'i gwerthuso.

Fel y gwyddoch, addaswyd manylebau pynciau i leihau'r cynnwys i'w asesu er mwyn adlewyrchu'r tarfu ar addysgu a dysgu. Mae CBAC wedi parhau i fonitro'r tarfu ar ysgolion a cholegau, gan wneud diwygiadau pellach fel llacio amodau asesiadau nad ydynt yn arholiadau, a chyhoeddi ychydig cyn y Nadolig y byddai gwybodaeth yn cael ei darparu ymlaen llaw mewn amrywiaeth o bynciau ychwanegol. Gyda'i gilydd, bwriedir i'r camau hyn helpu i leihau swmp y cynnwys y mae angen i athrawon a darlithwyr ei addysgu cyn yr arholiadau a dylent helpu dysgwyr i ganolbwyntio wrth baratoi.

Er eu bod yn angenrheidiol, daeth y graddau a bennwyd gan ganolfannau y llynedd â'u hannhegwch eu hunain yn eu sgil ac nid ydynt yn cynnig ateb perffaith i'r tarfu sy'n digwydd ar hyn o bryd – oni bai bod sefyllfa iechyd y cyhoedd yn golygu bod rhaid inni weithredu trefniadau wrth gefn. Teimlaf mai'r ffordd ymlaen yw cefnogi'r dysgwyr hyn â'r cymorth ychwanegol sydd ei angen arnynt i symud ymlaen i'w pennod nesaf.

Mae rhan o'r cyllid ychwanegol ar gyfer blynyddoedd arholiadau a gyhoeddwyd ym mis Rhagfyr 2021 yn canolbwyntio ar gefnogi ein dysgwyr mwyaf difreintiedig i ennill eu cymwysterau. Dyrannwyd £7.5 miliwn i ysgolion i gefnogi dysgwyr i ddatblygu eu sgiliau, eu gwybodaeth a'u hyder, yn enwedig mewn cymwysterau craidd fel Mathemateg a Saesneg yn ogystal â chefnogi'r rhai sy'n teimlo'n bryderus am arholiadau. Caiff ei bwysoli tuag at ysgolion sydd â mwy o ddysgwyr sy'n gymwys i gael prydau ysgol am ddim er mwyn sicrhau y gall y disgyblion difreintiedig hynny gael gafael ar y cymorth sydd ei angen arnynt. Bydd gan ysgolion hyblygrwydd eang o ran sut y defnyddir hyn, er mwyn ystyried eu hamgylchiadau lleol ac anghenion eu dysgwyr. Y bwriad yw y bydd yn darparu addysgu a dysgu ychwanegol, gan gynnwys drwy diwtora, ynghyd â chymorth ac adnoddau i adolygu.

Bydd dros £7 miliwn hefyd yn mynd tuag at gefnogi dysgwyr sydd wedi bod yn absennol yn amlach yn ystod y pandemig. Ariennir swyddog presenoldeb ym mhob awdurdod lleol i ailymgysylltu â'r dysgwyr hyn a'u helpu i ddod o hyd i'r trywydd iawn ar gyfer eu dyfodol.

Bydd £9.5 miliwn arall yn ariannu cymorth i ddysgwyr mewn ysgolion, Addysg Bellach a Chweched Dosbarth i bontio i gam nesaf eu haddysg neu eu gyrfa. Bydd hyn yn sicrhau bod pob dysgwr blwyddyn 11, 12 a 13 a dysgwyr cyfatebol mewn colegau yn cael cyfle i ystyried yr holl opsiynau sydd ar gael iddynt. Mae cyllid yn cael ei ddarparu i roi mynediad at adnoddau a darparu cefnogaeth bersonol o ran ysgrifennu ceisiadau a chael cymorth dysgu wrth bontio i Addysg Bellach ac Addysg Uwch.

Fel y byddwch yn gwerthfawrogi, rhaid i'r dull gweithredu ar gyfer 2022 sicrhau cydbwysedd rhwng anghenion dysgwyr sy'n ennill cymwysterau yn 2022 a thegwch i ddysgwyr a oedd yn ennill cymwysterau cyn y pandemig ac a fydd yn ennill cymwysterau yn y dyfodol. Mae'n bwysig na ddylai dysgwyr o Gymru fod o dan anfantais o ran eu camau nesaf, yn enwedig o ran cael lle mewn prifysgol.

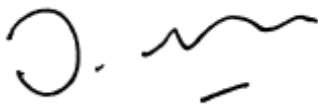


Deallaf y cynhelir cyfarfod pellach o'r Grŵp Rhanddeiliaid Dysgu a Dilyniant yn ystod yr wythnosau nesaf. Bydd hwn yn gyfle da i rannu unrhyw syniadau eraill ar gyfer sut y gallwn gefnogi'r dysgwyr hyn drwy'r arholiadau a rhoi'r hyder sydd ei angen i ddysgwyr, staff a rhieni deimlo eu bod yn cael eu cefnogi a'u paratoi wrth gychwyn ar y cyfnod asesu. Rydw i hefyd yn ymwybodol bod CLILC yn dymuno trefnu cyfarfod i ni, gan gynnwys Cymwysterau Cymru a CBAC, a fydd yn rhoi cyfle i drafod hyn ymhellach.

Ein cyfrifoldeb ar y cyd fel sector addysg yw cefnogi ein dysgwyr yn y ffordd orau bosibl a chaniatáu iddynt symud ymlaen i'r bennod nesaf yn eu bywydau, boed hynny'n golygu addysg, hyfforddiant neu fyd gwaith.

Rydw i'n sylweddoli ei fod yn parhau i fod yn gyfnod heriol i ysgolion a cholegau a byddaf yn sicrhau bod y sefyllfa o ran iechyd y cyhoedd ac amharu ar addysgu a dysgu yn cael ei hadolygu'n gyson. Gallaf eich sicrhau fy mod yn arbennig o ymwybodol o unrhyw faterion sy'n effeithio ar les dysgwyr.

Yn gywir,

A handwritten signature in black ink, consisting of a circular mark on the left and a series of wavy lines extending to the right.

**Jeremy Miles AS/MS**

Gweinidog y Gymraeg ac Addysg  
Minister for Education and Welsh Language

Ein cyf/Our ref JMEWL/00102/22

Arwyn Thomas  
Managing Director  
GWE

[ArwynThomas@gwegogledd.cymru](mailto:ArwynThomas@gwegogledd.cymru)

31 January 2022

Dear GwE Joint Committee,

Thank you for your letter of 12 January summarising your previous communications on this issue and raising your concern as to the equity and fairness of exams.

I recognise that learners, and the education sector as a whole, are currently still facing significant challenges and further disruption to teaching and learning this term.

As you will be aware, the public health situation is being monitored closely and I am being kept informed of the findings from the latest attendance data review. I have also asked my officials to continue to closely monitor and analyse the data to better understand the impact of these absences, particularly on the examination cohorts and how these might be mitigated. The latest weekly absence data shows a rise in attendance and a reduction in Covid related absences which are encouraging signs that I hope to see continue.

I believe assessment through exams is generally the fairest method for all learners and was pleased to see the recent positive results from the November exam series, being held towards the end of the year they also maximise the time available for teaching and learning. However, I fully recognise the disruption that learners have faced over the last 18 months and I understand the concern and anxiety some feel at the prospect of sitting formal exams for the first time next summer. In confirming the decision to assess learners via exams in 2022, a wide range of factors have been taken into account and the evidence of the impact of using exams or centre determined grades (CDGs) has been assessed and evaluated.

As you will be aware adaptations have been made to subject specifications to reduce assessment content to reflect disruption to teaching and learning. WJEC has continued to monitor the disruption in schools and colleges, making further amendments such as relaxing non-examination assessment conditions and just before Christmas announcing that advance information would be provided in a range of additional subjects. Together, these are intended to help reduce the amount of content that teachers and lecturers need to cover ahead of the exams and should help learners to focus in their preparations.

The centre determined grades of the previous year, although necessary, came with their own inequities and are not a panacea to the current disruption – unless the public health situation is such that we must enact contingency arrangements. I feel that the way forward is to support these learners with the additional support they need to progress to their next chapter.

Part of the additional funding for exam years announced in December 2021 is focused on supporting our most disadvantaged learners to achieve their qualifications. £7.5m has been allocated to schools to support learners to develop their skills, knowledge and confidence, particularly in core qualifications such as Maths and English as well as supporting those who feel anxious about exams. It will be weighted towards schools with a greater number of learners eligible for free school meals to ensure those disadvantage pupils are able to access the support they need. Schools will have broad flexibility in how this is used, to take account of their local circumstances and need of their learners, the intention is that it will provide for additional teaching and learning, including through tutoring, and revision support and resources.

Over £7m will also go towards supporting learners whose attendance has dropped during the pandemic. An attendance officer will be funded in each local authority to re-engage these learners and to help them find the right path for their future.

A further £9.5m will fund support for school, FE and Sixth Form learners with the transition to the next stage of their education or career. This will ensure that all year 11, 12 and 13 and equivalent college learners are given the opportunity to consider the full suite of options available to them, funding is being provided to access resources and provide personalised support in terms of applications and learning support as they transition to both FE and HE.

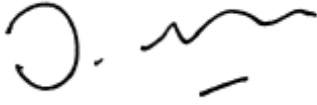
As you will appreciate, the approach for 2022, must strike a balance between the needs of learners sitting qualifications in 2022 and fairness to learners who sat qualifications before the pandemic and who will sit qualifications in the future. Importantly, learners from Wales must not be disadvantaged in terms of their next steps, particularly university admission.

I understand that a further meeting of the Learning and Progression Stakeholder Group will be held in the coming weeks. This will be a good opportunity to share any other ideas for how we can support these learners through the exam series and give them the confidence needed for learners, staff and parents to feel supported and prepared going into the assessment period. I am also aware that the WLGA is looking to arrange a meeting for us, including Qualifications Wales and WJEC that will provide an opportunity to discuss this further.

It is our collective responsibility as an education sector to support our learners in the best way possible and allowing them to continue onto the next chapter in their life be that education, training or work.

I recognise that it continues to be a challenging period for schools and colleges and will ensure that the public health situation and disruption to teaching and learning is kept under review. Please be assured that I am particularly aware of impacts on learner wellbeing.

Yours sincerely,

A handwritten signature in black ink, consisting of a stylized 'J' followed by a series of wavy lines and a short horizontal stroke at the end.

**Jeremy Miles AS/MS**

Gweinidog y Gymraeg ac Addysg

Minister for Education and Welsh Language



## REPORT TO THE JOINT COMMITTEE

16/02/2022

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**Report by:** GwE Managing Director

**Subject:** Pupil information sharing agreement between the Local Authorities and GwE.

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### 1.0 Purpose of the Report

1.1 To present information to members of the Joint-Committee regarding the pupil information sharing agreement that exists between the Local Authorities and GwE.

### 2.0 Background

2.1 An agreement to share pupil information and pupil performance data between the Authorities and GwE has existed since GwE was established.

2.2 The current agreement was approved by Authority officials in the Autumn of 2021 with the next review due in 2023.

2.3 GwE requires the data to produce analysis detailing the performance of pupils and the pupil characteristics of our schools, authorities and the region to ensure that data is used effectively to pose and answer question to improve standards. And to ensure consistency of analysis across the six authorities.

2.4 As part of the agreement GwE does not release any personal data about the region's pupils, GwE only processes the information to produce summarised analysis. Any requests for personal pupil data will be referred to the authorities.

### **3.0 Considerations**

3.1 Although the agreement has been approved several times in the past the content is constantly reviewed and will be re-submitted to the authorities for approval should changes be required.

### **4.0 Recommendations**

4.1 The Joint Committee is asked to note the content of the report.

### **5.0 Financial Implications**

5.1 There are no financial implications arising from this report. GwE will operate within current financial resources.

### **6.0 Equalities Impact**

6.1 There are no new equalities implications arising from this report.

### **7.0 Personnel Implications**

7.1 There are no new personnel implications arising from this report.

### **8.0 Consultation undertaken**

8.1 Consultation with GwE Management Board and the data protection officers of each Local Authority.

### **9.0 Appendices**

9.1 Appendix 1 - Welsh Accord on the Sharing of Personal Information (WASPI)

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## **OPINION OF STATUTORY OFFICERS**

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### **Monitoring Officer:**

I note that the agreement has received input from the authorities' data protection officers and accepted and approved by the authorities' officers in the Autumn Term 2021.

### **Statutory Finance Officer:**

"Nothing to add from the perspective of financial propriety."

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## Wales Accord on the Sharing of Personal Information

# Data Disclosure Agreement for

The School Effectiveness and Improvement Service for North Wales (GwE) and the North Wales  
Authorities and their Schools

**Version** [Version 1.1]

Review Date [01/10/2023]

Issue date [01/10/2018]

Internally assured on [23/10/2018]

Data Disclosure Agreements are intended for use when personal data is to be **disclosed** (i.e. passed one way) from one Data Controller to another for a specific purpose. DDAs are not intended for use in instances where the disclosure is from a Data Controller to a Data Processor and do not replace the requirement for appropriate contracts.

Information Sharing Protocols (ISPs) should be developed to document practices involving **the regular, reciprocal sharing** (i.e. information flows back and forth between organisations) of personal information between Data Controllers. Separate guidance and templates are available on the [WASPI website](#) to assist with the ISP development process.

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## **1 Introduction**

- 1.1 This Data Disclosure Agreement relates to the disclosure of personal pupil information contained within the School Statutory returns, Local Authority and Schools Management information systems and other educational data systems including tracking systems (eg FFT, INCERTS).
- 1.2 This Data Disclosure Agreement has been written in accordance with the principles contained within the Wales Accord on the Sharing of Personal Information (WASPI).
- 1.3 This DDA is intended to help partner organisations understand what data can be disclosed for the stated purpose(s). It also provides assurance that the partners have considered the requirements of data protection legislation.

## **2 Purpose of Disclosure**

- 2.1 Personal data is shared for the purpose of
  - Analysis across all Authorities will be aligned that will enable consistency of data interpretation in the delivery of shared services and joint working.
  - Consistency of service and support provision across the region in the delivery of education and support services to schools and pupils.
  - Proactive investigation, development and assimilation of best practice to inform advice and support provided by education services.
  - Make effective and efficient use of management information systems to deliver best outcomes for pupils and schools.
  - Enable robust challenge of targets set by schools for pupils.
  - Investigating key areas that will impact on performance and specific weaknesses to be targeted.
  - Providing support for early intervention, prevention and better informed decision making.
  - Monitor performance of designated groups, specified by practitioners, can be continuously monitored and changes flagged at an early stage for intervention and/or support.

## **3 Partners to this agreement**

- 3.1 Data is disclosed by

Conwy County Borough Council

Denbighshire County Council

Flintshire County Council

Wrexham County Borough Council

Isle of Anglesey County Council

to

GwE - The School Effectiveness and Improvement Service for North Wales

- 3.2 Partners to this agreement may only use the personal data disclosed to them under this agreement for the specific purpose(s) set out in this document. The data will not be exchanged with, or passed to, any non-related areas of the receiving organisation or any third parties without prior approval of the originating partner.
- 3.3 In line with the requirements of data protection legislation, partner organisations will ensure data subjects are informed how their personal data will be used.
- 3.4 The partner organisations will regularly monitor and review the use of this DDA to ensure data is disclosed effectively and appropriately.

**4 Lawful basis**

4.1 For the purpose of the Data Disclosure Agreement, the lawful bases for processing are as follows:

<b>GENERAL PROCESSING</b> (as defined by the General Data Protection Regulation)
Article 6(1) (e) - processing is necessary for the performance of a task carried out in the public interest or in the exercise of official authority vested in the controller; (eg Education Act 1996 including also School Performance Information (Wales) Regulations 2011 and The School Performance and Absence Targets (Wales) Regulation 2011).
Article 9 (2) (j)- Processing for archiving purposes in the public interest, scientific or historical research purposes or statistical purposes, shall be subject to appropriate safeguards, in accordance with this Regulation, for the rights and freedoms of the data subject.

<b>PROCESSING FOR LAW ENFORCEMENT PURPOSES</b> (processing by competent authorities as defined by the Data Protection Act 2018)
In accordance with section 35(2), N/A
In the case of sensitive processing, N/A

**5 Data to be Disclosed**

5.1 Describe the categories of personal data to be disclosed. Do not include actual personal data in this agreement:

Data collected might include -

- Pupil Name
- Unique Pupil Number
- Pupil Date of Birth
- Pupil Postcode
- School History
- Additional Learning Needs
- Attendance
- Exclusions

- Free School Meal eligibility
- Traveller
- Ethnicity
- Nationality
- Date of entry into the country
- New to English or Welsh based education status
- Care Status (LAC)
- English as an Additional Language (EAL)
- Performance data – including teacher assessment data, examination results and targets.

5.2 Partners to this agreement will ensure that all data disclosed or collected is adequate, relevant, accurate, up to date and limited to what is necessary to meet the stated purpose.

## 6 Information Security

- 6.1 Partners to this agreement will ensure that individual access to the data is limited to those who have a legitimate purpose to view, use or otherwise access it. Appropriate measures will be taken to ensure that the confidentiality of the data is maintained at all times.
- 6.2 Partners to this agreement must have an appropriate and adequate security framework.
- 6.3 Practitioners carrying out the functions outlined in this DDA should make themselves aware of, and adhere to, their organisation’s data protection, confidentiality and information security policies and procedures.
- 6.4 All partners must ensure that adequate and appropriate training on the subjects of data protection, confidentiality and information security is provided to all staff with access to personal data.

## 7 Detail of disclosure

Description	Detail
Source of Data	<p>Multiple data sources including -</p> <ul style="list-style-type: none"> <li>• Data uploaded to Welsh Government portal from school management information systems e.g. Pupil Census Data (PLASC), National Teacher Assessment Data Collection (NDC), Welsh National Test Collection and Pupils Attendance Data.</li> <li>• Data produced and released by Welsh Government e.g. Examination Results and Standardised Test Scores</li> </ul>

Methods of Transfer	Various secure transfer mechanism including – <ul style="list-style-type: none"> <li>• Downloading data from the secure Welsh Government portal</li> <li>• Electronic transfer of files from Local Authorities via secure shared drives including the secure regional shared drive and secure file transfer via HWB office 365.</li> </ul>
Destination of Data	Data stored on Gwynedd Council secure drives with access limited to GwE data team.
Frequency	The data will be disclosed <input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly  Most collections are annual collections and will be collected annually when submitted to Welsh Government or published by Welsh Government. In order to maintain accuracy any amended datasets will also be collected.
Retention period	17 years – to cover educational history of pupil + 3yrs in order to monitor educational progress.

## 8 Data Subjects' Rights

- 8.1 Data protection legislation provides various individual rights for data subjects. Advice on how these rights should be met should be sought from each organisation's Information Governance representative, Data Protection Officer or equivalent. Specific guidance on these rights is available on the Information Commissioner's website; [www.ico.org.uk](http://www.ico.org.uk)
- 8.2 Partners should ensure that data subjects are informed how and why their personal information will be processed and who it is shared with (the Right to be Informed). Ideally, this information – often provided in what is commonly referred to as a privacy notice - will be provided at the first point of contact. It can be part of a registration / consent form or a standalone document.
- 8.3 Partners will ensure that all information is clear and particular care taken when relying on consent as the lawful basis for sharing information, or where working with children, as there are additional requirements to consider. Further information on the 'Right to be Informed' is available on the Information Commissioner's website; [www.ico.org.uk](http://www.ico.org.uk)
- 8.4 All partners will have in place the appropriate policies and procedures to uphold the confidentiality, integrity and availability of personal information with specific reference to the retention, storage and disposal of records.
- 8.5 Partners will deal with requests for the information referenced in this DDA in accordance with each organisation's relevant policies and procedures.
- 8.6 Each partner will put in place a formal procedure through which data subjects, partner organisations and practitioners can direct any complaints regarding the data disclosed documented in this DDA.
- 8.7 There is an expectation that the organisations involved in this DDA will work together to keep each other informed of any complaints or requests for information received from data subjects or third parties. The organisations will also keep each other

informed of any problems, amendments or requests for erasure associated documented in this DDA and there is an expectation that they will collaborate to develop and improve these practices.

## **9 Review**

- 9.1 This agreement will be reviewed two years from signing this document or sooner, if appropriate.

## 10 Agreement Signature

<b>Disclosing Organisation</b>	Conwy County Borough Council
<b>Name</b>	
<b>Position</b>	
<b>Date</b>	
<b>Signature</b>	

<b>Disclosing Organisation</b>	Denbighshire County Council
<b>Name</b>	
<b>Position</b>	
<b>Date</b>	
<b>Signature</b>	

<b>Disclosing Organisation</b>	Flintshire County Council
<b>Name</b>	
<b>Position</b>	
<b>Date</b>	
<b>Signature</b>	

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<b>Disclosing Organisation</b>	Wrexham County Borough Council
<b>Name</b>	
<b>Position</b>	
<b>Date</b>	
<b>Signature</b>	

<b>Disclosing Organisation</b>	Isle of Anglesey County Council
<b>Name</b>	
<b>Position</b>	
<b>Date</b>	
<b>Signature</b>	

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<b>Recipient Organisation</b>	GwE - The School Effectiveness and Improvement Service for North Wales
<b>Name</b>	
<b>Position</b>	
<b>Date</b>	
<b>Signature</b>	

## 11 Appendix A – Glossary of Terms

Term	Definition
<b>Data Protection Act 2018</b>	<p>The UK's third generation of data protection law replaces the previous Data Protection Act 1998. The 2018 Act accepts the standards and obligations set by GDPR and, where GDPR allows, makes specific provisions relevant to the UK.</p> <p>The 2018 Act also transposes EU Data Protection Directive 2016/680 (Law Enforcement Directive) into domestic UK law.</p> <p>It is important the GDPR and the DPA 2018 are read side by side.</p>
<b>Data Protection Officer</b>	<p>Certain categories of organisation, including any public body or authority (except courts in their judicial capacity) are required to designate a suitably qualified Data Protection Officer (DPO). The tasks of the DPO are set out in Article 39 of GDPR.</p>
<b>Data subject</b>	<p>A 'data subject' is an identified or identifiable natural person. Organisations may refer to data subjects as service users, patients, clients, citizens, etc but for consistency, WASPI framework documentation refers to data subjects.</p>
<b>GDPR</b>	<p>The General Data Protection Regulation (GDPR) lays down laws relating to the protection of natural persons with regard to the processing of personal data and rules relating to the free movement of personal data. This Regulation protects fundamental rights and freedoms of natural persons and in particular their right to the protection of personal data.</p>
<b>Personal data</b>	<p>'personal data' means any information relating to an identified or identifiable natural person ('data subject'); an identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person.</p>
<b>Personal identifiers</b>	<p>A set of basic personal details that allow partner organisations to identify a data subject.</p>
<b>Personal information</b>	<p>Includes information falling within the definition of 'personal data' and information about deceased individuals. Data protection legislation does not apply to information about deceased individuals but such information needs to be treated confidentially and WASPI should be applied to this information.</p>
<b>Practitioner</b>	<p>An inclusive term that refers to those involved in the care, education,</p>



	welfare of data subjects; ie those who provide a public service.
<b>Processing personal data</b>	'processing' means any operation or set of operations which is performed on personal data or on sets of personal data, whether or not by automated means, such as collection, recording, organisation, structuring, storage, adaptation or alteration, retrieval, consultation, use, disclosure by transmission, dissemination or otherwise making available, alignment or combination, restriction, erasure or destruction.' (GDPR Art 4(2))
<b>Special categories of data / sensitive data</b>	Processing of personal data revealing racial or ethnic origin, political opinions, religious or philosophical beliefs, or trade union membership, and the processing of genetic data, biometric data for the purpose of uniquely identifying a natural person, data concerning health or data concerning a natural person's sex life or sexual orientation. (GDPR Art 9(1))
<b>Data about criminal convictions &amp; offences</b>	Personal information relating to criminal convictions and offences is largely outside scope of GDPR, and must be carefully managed in accordance with DPA 2018. For Law Enforcement organisations, DPA 2018 Part 3 applies. All other organisations should refer to GDPR Article 10 and DPA 2018 Section 10).

## 12 Appendix – Asset Register

Enw'r Person cyfrifol Responsible Person	Math o Wybodaeth Type of Information	Storio Storage	Gwybodaeth bersonol (rhestrwch) Personal Information (List)	Sail gyfreithiol Legal Basis	Rhybudd preifatrwydd Privacy Notice	Rhannu Gwybodaeth Information Sharing	Cytundeb rhannu/prosesu gwybodaeth Information sharing/processing agreement?	Cyfnodau Cadw Retention Period	Camau diogelwch Security Measures
Pwy Sy'n Casglu/Cadw Name of Individual		Rhowch enw'r system neu nodwch os ydi ar bapur Name the system where the information is stored or note if paper records				Nodwch sefydliadau allanol sy'n derbyn y wybodaeth Note all external sources that the information will be shared with	Oes angen? Ie neu na Required? Yes/No	Nodwch pa mor hir rydych yn cadw'r wybodaeth Note how long the information is kept	(e.e cwpwrdd dan glo system wedi amgryptio) (e.g. - stored in locked cupboard, on secure drives, on encrypted drives)
Rheon Larsen / Sandra Marston-Jones - Uned Data GwE / GwE Data Unit	Data Cyfrifiad Cenedlaethol Disgyblion y Rhanbarth - CYBLD AC EOTAS (Casgliadau Blynyddol Llywodraeth Cymru) <i>Regional Pupil Census Data - PLASC and EOTAS (Welsh Government Annual Collection)</i>	Electroneg mewn cronfeydd data wedi cadw ar yrriant dioegel Cyngor Gwynedd <i>Electronic - Stored in databases on Cyngor Gwynedd</i>	Data Cyfrifiad Cenedlaethol bob disgybl ar draws y rhanbarth gan gynnwys enw, dyddiad geni, manylion AAA, tarddiad ethnig - Casgliad Blynyddol <i>Pupil census data including name, DOB, SEN details, ethnic origin. - Annual Collection</i>	Article 6(e) public task and Article 9(j) research and statistics for special category data .	Ar y ffurflenni'r Ysgolion <i>On the School application forms</i>	Neb <i>None</i>	Oes Yes	17 blwyddyn - Dros gyfnod posib addysgol y plentyn + 3 blynedd 17 Years - Possible Education period of pupil +3 years	Ar yrriant diogel Cyngor Gwynedd <i>On Cyngor Gwynedd secure drive</i>

<p>Data Presenoldeb Disgyblion y Rhanbarth (Casgliad Presenoldeb Llywodraeth Cymru) <i>Pupil Attendance Data from all 6 authorities in the region (Welsh Government Attendance Collection)</i></p>		<p><i>secure drives</i></p>	<p>Manylion Presenoldeb bod disgybl - Casgliad Blynyddol <i>Attendance marks for all pupils - Annual Collection</i></p>						
<p>Data Perfformiad Disgyblion y Rhanbarth (Casgliadau blynyddol aesiad Gwaelodlin &amp; CDC a dadansoddiadau a data CA4 a CA5 Llywodraeth Cymru) <i>Pupil Performance Data across the region (Welsh Government Baseline Assessment &amp; Nation Data Annual Collections and Key Stage 4 and 5 data and analysis)</i></p>			<p>Manylion Perfformiad bob disgybl yn y Cyfnod Sylfaen (BL2), Cyfnod Allweddol 2 (B6), Cyfnod Allweddol 3 (BL9), Cyfnod Allweddol 4 (BL11) ac yng Nghyfnod Allweddol 5 (BL13) - Casgliad Blynyddol <i>Details of all pupil performance in the Foudation Phase (Yr2), Key Stage 2 (Yr6), Key Stage 3 (Yr9), Key Stage 4 (Yr11) and in Key Stage 5 (Yr13) - Annual Collection</i></p>						
<p>Data Profion Cenedlaethol Disgyblion y Rhanbarth (Casgliad blynyddol Llywodraeth Cymru a dadansoddiad sgoriau safonedig disgyblion Llwydraeth Cymru) <i>National Test Results for all pupils across the region (Welsh Government Annual Collection and WG standardised score pupil data)</i></p>			<p>Canlyniadau Profion cenedlaethol bob disgybl ar draws y rhanbarth - Casgliad Blynyddol <i>Welsh National Test Results for all pupils across the region - Annual Collection</i></p>						

# Agenda Item 13

GwE: Joint Committee 16/02/2022



## REPORT TO THE JOINT COMMITTEE

16 February 2022

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**Report by:** GwE Managing Director

**Subject:** Calendar of Meetings 2022-23

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### 1.0 Purpose of the Report

1.1 To request the Joint Committee to agree the meetings calendar for the coming year.

### 2.0 Background

2.1 The Joint Committee shall meet as and when required to suit the needs of the Service in accordance with the Service timetable provided that there be a minimum of three meetings per year, one of which shall be specified as the annual general meeting. The venue for the meetings shall be agreed by the Joint Committee.

2.2 In Appendix 1 is the proposed calendar (draft) for adoption.

### 3.0 Considerations

3.1 It is proposed that the meetings be held at the GwE Offices, Bryn Eirias, Colwyn Bay.

### 4.0 Recommendations

4.1 The Joint Committee is requested to:

4.1.1 Approve the meetings calendar as proposed within Appendix 1.

4.1.2 That the Chair be authorised to make amendments to the calendar if required.

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## **5.0 Financial Implications**

5.1 There are no financial implications arising from this report.

## **6.0 Equalities Impact**

6.1 There are no new equalities impacts arising from this report.

## **7.0 Personnel Implications**

7.1 There are no new personnel implications arising from this report.

## **8.0 Consultation Undertaken**

8.1 Consultation has been undertaken with the 6 North Wales Local Authorities, to avoid any duplication with Council meetings.

## **9.0 Appendices**

Appendix 1: Proposed GwE Joint Committee Meetings 2022/2023.

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## **OPINION OF THE STATUTORY OFFICERS**

### **Monitoring Officer:**

Nothing to add from a propriety perspective.

### **Statutory Finance Officer:**

"I support the recommendations. From the viewpoint of financial matters, the dates of the Joint Committee meetings, as proposed here, allow GwE to comply with statutory timetables.

Specifically –

- 13 July 2022 will be timely for obtaining 2021-22 pre-audit accounts (following relaxation of statutory timescale due to the ongoing Covid-19 pandemic).
- 5 October 2022 will be timely for obtaining and approving the independent auditors' report on 2021/22 accounts (again following extension of this year's statutory timescale), and
- 15 February 2023 will be timely for approving the 2023/24 budget (hopefully, Welsh Government funding will be sooner than this year's settlement timescale)."

**Appendix 1: Proposed GwE Joint Committee Meetings 2022/2023.**

<b>MEETING</b>	<b>DATE</b>	<b>TIME</b>	<b>LOCATION - TBC</b>
<b>GwE Joint Committee</b>	<b>13/07/2022</b>	<b>10:30 a.m.</b>	<b>Zoom/GwE Offices, Bryn Eirias, Colwyn Bay</b>
<b>GwE Joint Committee</b>	<b>05/10/2022</b>	<b>10:30 a.m.</b>	<b>Zoom/GwE Offices, Bryn Eirias, Colwyn Bay</b>
<b>GwE Joint Committee</b>	<b>23/11/2022</b>	<b>10:30 a.m.</b>	<b>Zoom/GwE Offices, Bryn Eirias, Colwyn Bay</b>
<b>GwE Joint Committee</b>	<b>15/02/2023</b>	<b>10:30 a.m.</b>	<b>Zoom/GwE Offices, Bryn Eirias, Colwyn Bay</b>
<b>GwE Joint Committee</b>	<b>24/05/2023</b>	<b>10:30 a.m.</b>	<b>Zoom/GwE Offices, Bryn Eirias, Colwyn Bay</b>
<b>GwE Joint Committee</b>	<b>12/07/2023</b>	<b>10:30 a.m.</b>	<b>Zoom/GwE Offices, Bryn Eirias, Colwyn Bay</b>