

# Complete Agenda



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Meeting

**GWE JOINT COMMITTEE**

Date and Time

**10.30 am, WEDNESDAY, 5TH OCTOBER, 2022**

Location

**Virtual Meeting**

Contact Point

**Rhodri Jones**

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(DISTRIBUTED 27/09/22)

# **GWE JOINT COMMITTEE**

## **MEMBERSHIP OF THE JOINT COMMITTEE**

### **Voting Members**

#### **Councillors**

Councillor Ieuan Williams	Isle of Anglesey County Council
Councillor Gill German	Denbighshire County Council
Councillor Julie Fallon	Conwy County Borough Council
Councillor Ian Roberts	Flintshire County Council
Councillor Phil Wynn	Wrexham County Borough Council
Councillor Beca Brown	Gwynedd Council

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

Claire Armitstead	Secondary School Representative
Richard Collet	Primary Schools Representative
Jonathan Morgan	Special Schools Representative
Alison Fisher	Governor Representative
Heather Loveridge	Church in Wales

### **Non-voting Officers**

Dr Lowri Brown	Conwy County Borough Council
Claire Homard	Flintshire County Council
Garem Jackson	Gwynedd Council
Marc Berw Hughes	Isle of Anglesey County Council
Karen Evans	Wrexham County Borough Council
Geraint Davies	Denbighshire County Council

### **Officers in Attendance**

Rhodri Jones	Host Authority
Dewi Morgan	Host Authority
Sion Huws	Host Authority
Arwyn Thomas	GwE Managing Director
Alwyn Jones	GwE Assistant Director
Bethan Eleri Roberts	GwE Performance Management Manager
Gareth Williams	GwE Advisory Board
Graham Boase	Denbighshire County Council

# **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**

5 - 10

The Chairman shall propose that the minutes of the previous meeting of this committee held on 13.07.2022 be signed as a true record (attached).

## **5. GWE BUDGET 2022/2023 - QUARTER 1 REVIEW**

11 - 15

To update Joint Committee members on the latest financial review of GwE's budget for the 2022/23 financial year.

## **6. GWE BUSINESS PLAN 2022/2023 - QUARTER 1 MONITORING REPORT**

16 - 46

To present the Quarter 1 Monitoring Report - GwE Regional Business Plan 2022-2023 to the Joint Committee.

## **7. THE REFORM JOURNEY: PROGRESS REPORT**

47 - 74

To present Joint Committee members with a further progress report on schools' preparations for Curriculum for Wales work in light of the renew and reform agenda.

## **8. GWE WORK PROGRAMME: AUTUMN AND SPRING TERM 2022-2023**

75 - 77

To present information for Joint Committee members on the main focus of our work programme for the Autumn term and beyond.

## **9. GWE AUTUMN TERM REGIONAL CONFERENCE**

78 - 84

To present information to Joint Committee members regarding GwE's regional conference.



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## GWE JOINT COMMITTEE – 13/07/22

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### Present:

**Councillors:** Ieuan Williams (Isle of Anglesey County Council), Gill German (Denbighshire Council), Julie Fallon (Conwy County Borough Council), Ian Roberts (Flintshire Council), Phil Wynn (Wrexham County Borough Council), Beca Brown (Gwynedd Council).

**Officers without a vote:** Dr Lowri Brown (Conwy County Borough Council), Claire Homard (Flintshire Council), Garem Jackson (Gwynedd Council) and Rhys Howard Hughes (Isle of Anglesey County Council).

### Officers present:

**GwE** – Arwyn Thomas (Managing Director), Alwyn Jones (Assistant Director), Bethan Roberts (Performance Management Manager).

**Gwynedd Council, Host Authority** - Dewi Morgan (Head of Finance Department), Sion Huws (Propriety and Elections Manager), Hywyn Jones (Group Accountant), Gwion Jones (Senior Accountant) and Rhodri Jones (Democracy Services Officer).

**Denbighshire Council** - Graham Boase (Chief Executive)

### Present for item 11:

Sabel Wiliam –Audit Wales

### Present for item 16:

Luned Fôn Jones – Audit Manager (Gwynedd Council)

## 1. ELECTION OF CHAIR

Councillor Julie Fallon was elected as Chair of the Joint Committee for the year 2022-2023.

## 2. ELECTION OF VICE-CHAIR

Councillor Gill German was elected as Vice-chair of the Joint Committee for the year 2022-2023.

## 3. APOLOGIES

Apologies were received from Karen Evans (Wrexham County Borough Council) and Geraint Davies (Denbighshire Council).

## 4. DECLARATION OF PERSONAL INTEREST

No declarations of personal interest were received from any members present.

## 5. URGENT ITEMS

No urgent matters were raised.

## 6. MINUTES

It was confirmed that the minutes presented from the previous meeting held on 16 February 2022 were correct.

## **7. GWE ANNUAL REPORT 2021-2022**

The report was presented by the Managing Director of GwE, and the following main points were noted:

- For clarity, it was noted that the content of the report derived from visits to schools, themes from business plans, discussions with the Management Board and Welsh Government priorities.
- It was stated that there were a number of positive aspects to be commended in the report such as
  - That effective collaboration had ensured appropriate support for schools during a very challenging period by maintaining ongoing contact.
  - A distance learning system was developed to comply with new challenges facing education in Wales.
  - GwE's website was proving very popular.
- It was explained that GwE and Bangor University worked closely together in relation to the 'Ein Llais Ni' project.
- It was recognised that GwE faced many challenges in the future such as:
  - Developing and growing a workforce over an extended period.
  - Developing leadership. The lockdown periods were a period of 'managing' rather than 'leading' in order to ensure safety and therefore it was necessary to ensure that leadership skills were again being developed.
  - Business matters such as a risk register, value for money and challenging performance, as well as a responsibility to develop school staff and the GwE workforce.
- Following a request for further information on specific topics, the Managing Director explained:
  - That there was a lot of enthusiasm from secondary schools in the east to be part of the 'Ein Llais Ni' project. There had to be an effective cascading process to ensure that the project was developed successfully. The Minister for Education had shown an interest in the project and was keen to share the project with other regions in order to adopt the project nationally.
  - Regular work was being done to ensure the well-being of pupils and staff. This work varied from one authority to another due to the different needs of the areas. Further work would be done in September at the level of individual schools.
  - Confidence to use the Welsh language had declined since the lockdown periods therefore work was being done to develop that confidence once again. There was a reduction in the number of pupils who chose to study the subject of 'Welsh' in their higher education and a turnover in a number of head positions. Work was being done jointly with Bangor University in order to encourage pupils to continue with their education in the Welsh language. Work was being done to ensure that a bilingual workforce was nurtured.
  - The relationship between carers/parents and the schools had been challenged in the lockdown periods. Work was being done to develop a package of resources to give parents guidance on the best methods of supporting children and young people.

## **RESOLVED**

- To accept and approve the Annual Report for 2021-2022.

## **8. 2021-2022 GWE BUSINESS PLAN - QUARTER 4 MONITORING REPORT**

The report was presented by the Assistant Director of GwE, confirming that the information reinforced the information shared in Item 7. Regional information would be shared in the county quality boards.

### **RESOLVED**

- To approve the Report to monitor quarter 4 of the GwE Regional Business Plan 2021-2022.

## **9. 2021-2022 GWE ACCOUNTS - REVENUE OUT-TURN**

The report was presented by the Host Authority's Head of Finance Department and the following main points were noted:

- Although a balanced budget had been set for the financial year, the situation at the end of the year showed an overspend of £230,128 for the financial year.
- The report showed that there was an underspend in some areas such as employees and transport. The main reasons for this were that many members of the workforce had been seconded to work on specific projects, as well as the lack of travel during the lockdown periods.
- There was an overspend on the GwE building as a result of a loss of income as people stopped renting rooms during the lockdown periods. This was also to be expected in the current financial year but the situation was expected to improve.
- It was explained that a decision had been taken during the year to spend a proportion of the money saved in the GwE reserve fund. Underspending in recent years had led to the reserve fund increasing significantly to £563,530 at the start of the financial year. The use of this money, together with the underspend in specific areas, had funded expenditure against the Specific Projects heading. A deliberate decision had been made to spend this money to ensure that schools continued to receive support during the lockdown periods.
- The committee was asked to approve a transfer from the GwE reserve to fund this expenditure. A balance of £437,503 would remain in the reserve fund.

In response to comments from the Chair, the following points were noted by the Managing Director of GwE:

- Conversations would be held with the Management Board when appropriate to consider the working arrangements of the workforce in the future. It was hoped that the majority of the GwE workforce would work in the office and/or out in the schools. Further discussions were needed on future working models.

### **RESOLVED**

- To note and accept the Revenue Income and Expenditure Account for 2021-2022 submitted in Appendix 1 as the final financial position.
- To approve the financial transfer from the GwE reserve to fund an overspend of £230,128 in 2021-2022.

## **10. STATEMENT OF THE ACCOUNTS 2021-2022**

The report was presented by the Host Authority's Head of Finance Department. It was noted that the statement followed a statutory format, and that it compared expenditure and income for the 2021-2022 financial year with the previous financial year (with adjustments where necessary to ensure that the comparison was a fair reflection of the situation). It was noted

that the Head of Finance Department had signed the draft statements on 30 May 2022, which was within the statutory deadline. The documents would be submitted to Audit Wales for inspection, and the final Statement and the auditors' report would be submitted to the 23 November 2022 meeting of the Joint Committee for approval.

## **RESOLVED**

To receive and approve GwE's Statement of Accounts (subject to audit) for 2021-2022.

### **11. AUDIT WALES – GWE AUDIT PLAN 2022**

The report was presented by a representative of Audit Wales and the following main points were noted:

- The plan sets out the work intended to be carried out in 2022.
- It was noted that the audit schedule might have to be reconsidered and that the officers would be in discussion with GwE should the need arise.

## **RESOLVED**

To receive and approve the 2022 Audit Plan and commit to work towards achieving the statutory duties.

### **12. 2021-2022 GOVERNANCE STATEMENT**

The report was presented by the Managing Director of GwE and the Host Authority's Head of Finance Department and the following main points were noted:

- It was explained that it was a statutory requirement for GwE to prepare a governance statement. It would be presented with the accounts after Audit Wales had completed its audit.
- Examples were shown of how GwE and schools in the region had already displayed success in following the seven principles.
- It was explained that this document was a living document, which changed constantly where appropriate, in order to reflect any challenges.

## **RESOLVED**

To accept and approve the Annual Governance Statement for 2021-2022.

### **13. 2022-2023 GWE BUSINESS PLAN**

The report was presented by the Managing Director of GwE, and the following main points were noted:

- There was a strong relationship between the annual report and the business plan. GwE's governmental and organisational objectives were used in order to establish main priorities for the year.
- It was explained that the priorities were set against the objectives and that detailed business plans were set and implemented to ensure that the objectives were met.
- It was noted that LAs could also add relevant matters at county level to their business plans.
- It was noted that updates on these matters would be regularly reported to this committee and to county scrutiny meetings. Operational issues would also be discussed in the County Quality Boards.



## **RESOLVED**

To approve the GwE Regional Business Plan for 2022-2023.

### **14. RISK REGISTER**

The report was presented by the Managing Director of GwE, and the following main points were noted:

- It was noted that several risks had been amended within this living document.
- It was declared that one of the biggest risks for the coming years was the budget and inflation, especially as GwE's budget had fallen by 22% in recent years.
- Several other risks for the next year were discussed such as:
  - The impacts of the lockdown periods and workload
  - Individuals' skills
  - A willingness to embrace the new curriculum
  - Uncertainty with regard to accountability/performance challenge measures and how national accountability impaired local requirements
  - Cuts to school budgets.

## **RESOLVED**

To note and accept the contents of the report.

### **15. SCHOOLS IMPROVEMENT GUIDELINES: FRAMEWORK FOR EVALUATION, IMPROVEMENT AND ACCOUNTABILITY**

The report was presented by the Assistant Director of GwE, and the following main points were noted:

- It was explained that these guidelines had been published following the scrapping of the school categorisation system. It was currently a non-statutory system but was expected to become statutory by September 2024. Despite this, schools were expected to attempt to adopt the guidelines as soon as possible.
- It was noted that the main aspects of the guidelines were:
  - Governing bodies had to ensure that a summary copy of their school development plan was available through the School Governors' Annual Report. In order to help increase confidence in and commitment to the school and its development plan, the school should publish the summary copy on its website. The summary should be written in language that is easy for parents, carers and learners to understand.
  - A page-long overview of the school's self-evaluation conclusions/findings also had to be provided, conveying the school's main strengths and areas for development. It was expected to include high-level improvement priorities; planned actions to achieve those priorities; and relevant milestones.
  - The governing body needed to show all the external support the school had received in that financial year (including GwE support).
  - The governing bodies would report on progress against the previous year's priorities.
  - GwE and the Local Authority had to maintain a professional dialogue with the governing body in order to discuss self-evaluation processes, the school's strengths and any other issue that the governing body needed to be aware of and monitor.
  - The governing body had to receive a report on how support would be maintained.

In response to observations, the Managing Director noted:

- That he recognised that these guidelines had been introduced at a very challenging time as schools were still coping with COVID-19 issues as well as all the activity at the end of an academic year. Although schools were concerned that it would not be possible to achieve these guidelines by the end of the academic year, the Managing Director was confident that the schools would be able to act on the guidelines early in the autumn term in order to ensure that, by the end of the next academic year, the schools would have committed to the guidelines efficiently and successfully.
- This would give schools time to get used to these guidelines before they became statutory and would also provide time to evaluate the work in order to be able to attempt to solve the problems that arose from the guidelines before they became statutory in September 2024.

## **RESOLVED**

To note and accept the contents of the report.

### **16. THE INTERNAL AUDIT CHARTER AND INTERNAL AUDIT PLAN FOR 2022-2023**

The report was presented by the Audit Manager of Gwynedd Council, and the following main points were noted:

- It was explained that having an internal audit gave the citizen confidence on governance issues. For it to work effectively, an internal audit charter had to be created. The internal audit report would be published at the end of the financial year but if major failures arose before then, those would be highlighted by the auditors to the Managing Director before the end of the financial year.
- The main areas to be audited were:
  - o Training
  - o Staff Recruitment and Retention Arrangements - with a succession plan, with multi-location working
  - o Absence Management - 26% of employers cite long COVID as the main reason for long-term absence

## **RESOLVED**

To approve the Internal Audit Charter and Internal Audit Plan for 2022-2023.

The meeting commenced at 1.30 p.m. and concluded at 3.15 p.m.

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**CHAIR**



<b>MEETING</b>	<b>GwE Joint Committee</b>
<b>DATE</b>	05 October 2022
<b>TITLE</b>	<b>GwE Budget 2022/23 – 1st 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 2022/23 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 Based on first quarter expenditure and income and estimates based on management explanations, this initial review forecasts a net underspend of (£116,306) by the end of the 2022/23 financial year.
- 1.2 The following section of this report explains the reasons behind the main variations predicted.

## 2. FINANCIAL VARIANCES

### 2.1 Employees:

#### Quarter 1: Underspend (£84,046)

We anticipate an underspend due to staff turnover, including staff on secondment and staff who are on maternity leave, along with recruitment problems in general.

### 2.2 Building:

#### Quarter 1: Overspend £25,367

Rent from the use of GwE buildings is dependent on income from schools, authorities and internal use by projects that are funded through grants. These activities are expected to restart in September, and so it is anticipated that this income stream will improve during the year, but a lack of income for the period from April to August will lead to overspending.

### 2.3 Travel

#### Quarter 1: Underspend (£46,771).

After being suspended during the Covid-19 crisis, visits to schools have now resumed. However, new ways of working have generally led to more virtual meetings, and therefore less travel.

## 3. UNDERSPEND FUND

3.1 At the beginning of the 2022/23 financial year, the fund totalled £437,503.

3.2 The fund total at the end of 2021/22 is estimated at £553,808 having taken into account the underspend anticipated above.

## APPENDICES

Appendix 1: GwE Budget 2022/23 – 1st Quarter Review.

## **OPINION OF STATUTORY OFFICERS**

### **Monitoring Officer:**

Nothing to add from a propriety perspective

### **Statutory Finance Officer:**

Co-author of the report

**GwE JOINT COMMITTEE - NORTH WALES COUNCILS - Budget Review 2022/23 : First Quarter April - June 2022**

	Opening Budget £	Adjustments £	Revised Budget £	Estimated Expenditure £	Over / (Under) Spend Net £
<b>Expenditure</b>					
Employees					
Salaries					
- Management, Brokerage, Standards and Administration	914,159		914,159	822,075	(92,084)
- Supporting Improvement Advisers	4,029,640		4,029,640	3,952,513	(77,127)
- Staff on Secondment	147,071	8,590	155,661	155,661	0
- Transferred against 'Specific Projects'	(1,835,832)		(1,835,832)	(1,750,667)	85,165
Training, advertising and other employee costs	44,070		44,070	44,070	0
Building					
Rent (includes services)	179,274		179,274	179,274	0
'Specific Projects' usage of offices recharge	(60,880)		(60,880)	(35,513)	25,367
Travel					
Travel Costs	142,041		142,041	95,270	(46,771)
Supplies and Services					
Furniture, equipment, printing, postage, telephone, room hire etc	75,520		75,520	65,520	(10,000)
Information Technology (contribution to renewal fund)	17,070		17,070	17,070	0
Audit Fees	11,853		11,853	11,853	0
Brokerage	298,745		298,745	298,745	0
Gwynedd Council Host Authority Support Service Costs					
Legal	5,925		5,925	5,925	0
Human Resources	10,160		10,160	10,160	0
Finance	43,933		43,933	43,933	0
Information Technology	48,591		48,591	48,591	0
National Model Commitments	469,948		469,948	469,948	0
Specific Projects					
Regional Consortia School Improvement Grant	10,650,698	(140,964)	10,509,734	10,509,734	0
Pupil Deprivation Grant - Looked After Children	1,135,254	(9,404)	1,125,850	1,125,850	0
Pupil Deprivation Grant - Strategic Advisor	102,787	(2,787)	100,000	100,000	0
Pupil Deprivation Grant - Consortia Led Funding	195,847		195,847	195,847	0
Newly Qualified Teachers (NQT)	346,769		346,769	346,769	0
ALN Transformation Grant	75,295	(63,949)	11,346	11,346	0
Fin-Ed Pathfinder Project	10,625		10,625	10,625	0
Informal use of Welsh program (ages 3-18)	207,720		207,720	207,720	0
Ein Llais Ni – Oracy Scheme	210,900		210,900	210,900	0
<b>Total Expenditure</b>	<b>17,477,183</b>	<b>(208,514)</b>	<b>17,268,669</b>	<b>17,153,219</b>	<b>(115,450)</b>

	Opening Budget £	Adjustments £	Revised Budget £	Estimated Expenditure £	Over / (Under) Spend Net £
<b>Income</b>					
Core Service Contributions					
- Anglesey Council (21/22: 10.16% - 22/23: 10.14%)	(445,643)		(445,643)	(445,643)	0
- Gwynedd Council (21/22: 17.63% - 22/23: 17.59%)	(772,960)		(772,960)	(772,960)	0
- Conwy Council (21/22: 15.28% - 22/23: 15.26%)	(670,688)		(670,688)	(670,688)	0
- Denbighshire Council (21/22: 15.36% - 22/23: 15.48%)	(680,010)		(680,010)	(680,010)	0
- Flintshire Council (21/22: 22.72% - 22/23: 22.67%)	(996,049)		(996,049)	(996,049)	0
- Wrexham Council (21/22: 18.86% - 22/23: 18.86%)	(828,867)		(828,867)	(828,867)	0
Specific Projects					
Regional Consortia School Improvement Grant	(10,650,698)	140,964	(10,509,734)	(10,509,734)	0
Pupil Deprivation Grant - Looked After Children	(1,135,254)	9,404	(1,125,850)	(1,125,850)	0
Pupil Deprivation Grant - Strategic Advisor	(102,787)	2,787	(100,000)	(100,000)	0
Pupil Deprivation Grant - Consortia Led Funding	(195,847)	0	(195,847)	(195,847)	0
Newly Qualified Teachers (NQT)	(346,769)	0	(346,769)	(346,769)	0
ALN Transformation Grant	(75,295)	63,949	(11,346)	(11,346)	0
Fin-Ed Pathfinder Project	(10,625)	0	(10,625)	(10,625)	0
Informal use of Welsh program (ages 3-18)	(207,720)	0	(207,720)	(207,720)	0
Ein Llais Ni – Oracy Scheme	(210,900)	0	(210,900)	(210,900)	0
Income from Secondments	(147,071)	(8,590)	(155,661)	(155,661)	0
Other Income	0		0	(856)	(856)
<b>Total Income</b>	<b>(17,477,183)</b>	<b>208,514</b>	<b>(17,268,669)</b>	<b>(17,269,525)</b>	<b>(856)</b>
<b>Total Income over Expenditure</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>(116,306)</b>	<b>(116,306)</b>
<b>Memorandum -</b>					
<b>The Underspend Fund</b>					
			<b>Fund balance as at 1 April 2022</b>		<b>(437,503)</b>
			Add/Less - (Under)/Overspend 2022/23		(116,306)
			Less - Use of the Fund		0
			<b>Fund balance as at 31 March 2023</b>		<b>(553,808)</b>



## REPORT TO THE JOINT COMMITTEE

5 OCTOBER 2022

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

**Subject:** GwE Regional Business Plan 2022-2023 - Quarter 1 Monitoring Report

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### 1.0 Purpose of the Report

1.1 To present the Quarter 1 Monitoring Report - GwE Regional Business Plan 2022-2023 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 the service's self-evaluation process.

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 1.

### 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, reports associated with our priority streams within the Business Plan will be reported through our governance groups.

**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.

#### **4.0 Recommendations**

4.1 The Joint Committee is asked to approve and accept the monitoring report for quarter 1.

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 1 monitoring report

Appendix 2 - Regional Data for quarter 1

**OPINION OF STATUTORY OFFICERS**

**Monitoring Officer:**

Nothing to add from a propriety perspective.

**Statutory Finance Officer:**

I am satisfied that the update is a fair reflection of the situation. I have no further comments from the perspective of financial propriety.



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# GwE Business Plan 2022-2023 Quarter 1 Progress Report



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## **CONTENT**

### **1. GwE Regional Business Plan 2022-2023**

- **Regional priorities and provision contributing to local authority priorities - Progress report for Quarter 1**

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

REGIONAL PRIORITIES & PROVISION 2022-2023

Progress report for Quarter 1

**OBJECTIVE 1 - CURRICULUM & ASSESSMENT**

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

**EDUCATION CONTINUUM 3 TO 16**

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

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

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

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

The 3-8 team has:

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

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

**Transition**

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

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

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

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

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

### **Assessment**

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

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

**Support schools in developing their own effective assessment processes**

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

**Support schools in developing their own on-entry assessment processes**

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

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

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

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

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

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

## **CURRICULUM REALISATION (CURRICULUM FOR WALES)**

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

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

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

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

Impact:

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

engaging with PL offer

- Increased confidence of SLT members and teachers in understanding the principles of CFW framework and their planning to reach new statutory requirements
- All SIAs engaged in regular professional dialogue with SLT members across all schools as follow up to the local PL offer and offering bespoke PL to individual school needs e.g. curriculum design sessions
- Increased number of schools on track to meet new statutory requirements by September 2022.
- Increasing number of PL sessions to support teachers with practical examples shared from schools on sharing their process.
- Increased number of hits on the Curriculum for Wales support centre indicates that school practitioners are accessing the recorded PL sessions and exemplars.

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

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

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

Impact:

- Increased number of schools developing and sharing examples of their approaches to whole school design and planning of mandatory elements, including cross-curricular skills.
- Increased number of website hits accessing greater number of materials and examples shared by networks & schools.
- Increased usage and communication across TEAMS areas where individuals within networks share key messages and examples of further sharing within their clusters and secondary alliances.
- Confidence in the system that there is a clear and transparent strategy to respond to the statutory requirements of September 2022 and school curriculum summaries adopted by governors and shared amongst schools and SIA and Welsh Government.
- Early findings of the formal evaluation with Bangor University show that members have increasing confidence and understanding of the framework and improved collaboration opportunities.

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

### Improving the teaching & learning in our schools

#### MODERN FOREIGN LANGUAGES (MFL)

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

**School to school and cluster support primary:**

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

**School to school support secondary**

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

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

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

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

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

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

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

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

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

**Show and tell- network meetings**

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

**Link with MFL mentoring**

**Year 8/9 mentoring:**

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

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

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

**Cff AoLE workshops for Middle leaders and practitioners IL:**

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

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

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



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

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

### HLTA - TALP

#### **Newly appointed teaching assistants**

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

#### **Practising teaching assistants**

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

#### **Aspiring HLTA**

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

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

#### **HLTA status**

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

#### **Introduction to Curriculum for Wales**

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

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

### Y Gymraeg

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

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

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

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

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

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

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

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

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

### **Developing the skills:**

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

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

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

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

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

### **Reading:**

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

### **Literacy:**

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

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

### **Develop informal use of the Welsh language -**

The main developments are as follows:

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

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

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

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

### **A LEVEL**

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

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

#### **Support schools in monitoring the progress of post-16 students**

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

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

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

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

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

### **RESEARCH AND EVALUATION**

#### **KiVa Anti-Bullying Research Project**

As part of GwE's ongoing initiatives to focus policy and practice on more evidence-informed approaches, this project was undertaken with schools in North Wales to evaluate the effectiveness and cost-effectiveness of KiVa anti-bullying programme in reducing child reported bullying in UK schools compared to usual practice. GwE is a co-applicant on this large-scale research project to evaluate the impact of the KiVa anti-bullying programme in primary schools. Following a pause due to the COVID-19 pandemic, 30 schools in North Wales have been recruited for the study. Fifteen of the schools were randomised to receive KiVa in 2021-22, and the remaining 15 schools will receive KiVa in 2022-23. The intervention schools were trained in the summer term 2021, and have been delivering KiVa from September 2021.

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

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

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

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

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

### **KESS ALN Reading Research**

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

### **Health Economics and PBMA**

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

## **ITE**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## DIGITAL

### **Develop digital leadership in regional schools**

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

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

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

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

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

### **Provide examples of effective digital pedagogy.**

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

## MATHS AND NUMERACY

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

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

### **Support schools to understand and implement curriculum reform.**

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

## ENGLISH AND LITERACY

### **Support schools to understand and implement curriculum reform.**

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

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

## THE WELSH LANGUAGE AND LITERACY

### **Welsh Language Networks**

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

### **Consultation workshops and national working groups**

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

### **'Y Gymraeg o fewn MDaPh ILlCh' sessions.**

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

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

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

### **'Ein Llais Ni' digital workshops**

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

### **e-sgol**

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

### **The Secondary Language Charter**

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

### **Design Space - CfW Welsh language design**

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

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

### **Creating across languages**

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

### **'Athrawon Cymraeg Yfory'**

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

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

Work continues with developing 'Y Stordy' website to create a manageable and convenient base for 'Y Gymraeg a Llythrennedd' within GwE's Support Centre. The aim is for this platform to run alongside the 'live' Teams and Google Classroom platforms in due course, with the former being a permanent base and the latter being a developmental platform. During Q1, a newsletter entitled 'O'r Stordy' was created as an additional tool for sharing information with leaders and strengthening messages, and it is intended to create a version for English-medium schools during the autumn term 2022.

## **SCIENCE**

### **Realising the Curriculum for Wales**

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

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

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

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

### **Assessment and Accountability**

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

### **Improve teaching**

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

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

## AGES 3-8

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

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

**Develop cross sector collaboration and sharing good assessment practice**

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

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

The main developments for this quarter are as follows:

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

## OBJECTIVE 3 - LEADERSHIP

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

### LEADERSHIP

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

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

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



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

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

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

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

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

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

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

#### **GOVERNORS**

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

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

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

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

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

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

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

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

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

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

#### **ALLIANCES / NETWORKS / CLUSTERS**

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

- primary/secondary clusters
- secondary alliances
- regional networks

**in addressing national and regional priorities**

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

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

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

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

By June 2022 almost all schools across all sectors have engaged effectively with local alliances and clusters. The focus has been primarily on CfW cluster collaboration and on contributing to evaluation and improvement planning activities. Their work has been augmented by the contributions of the AoLE Networks at regional and local levels. As a result, a number of alliances are developing strong emerging practice around planning collaborative activities to support the reform journey and aspects of school improvement. In addition, leaders are demonstrating an increased level of confidence in preparing for curriculum roll-out for 2022 [or 2023 for those who opted to do so].

## OBJECTIVE 4 - STRONG & INCLUSIVE SCHOOLS

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

### PDG LAC

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

**Embed the PDG LAC cluster/alliance model across the region**

#### **PDG**

The regional PDG strategy has been implemented across the region with all school's/settings accessing the digital Thinking Differently professional learning offer in addition to the SIA support. The PDG is aligned to supporting whole school approach to wellbeing and targeted support/interventions.

Early Years PDG element of the regional strategy – a number of Talk Boost sessions has been delivered for targeted schools. We have also developed a LA annual monitoring form showing the proposed use of the grant in line with the regional priorities for non-maintained settings.

#### **LAC PDG & Wellbeing**

The main developments are as follows:

- Most schools have started the process of change in school culture/ethos and mindsets via the whole school framework of Trauma Informed Schools / Restorative Approach and Nurture.
- Nearly all schools have attended the TIS whole school approach PL across the region.
- Nearly all schools have attended at least 1 of our Wellbeing PL sessions.
- Clusters who have high number of LAC have all attended TIS or Observational Checklist PL.
- More Relationship based policies & strategies in schools as a result of the Trauma Informed Schools PL.
- Evidence of developing collaborative practice between schools/clusters/CAMHS and children services.
- More settings confident in using a range of impact and evaluation measures in regards to wellbeing.
- Stronger communication and collaboration in place with local authorities and Health in regards to the targeted and universal support.
- Regional and LA Wellbeing mapping completed.
- Increase in schools using a neuro-science based approach within teaching and learning, with
  - Staff more confident in their approaches
  - Learners more able to self-regulate / reflect on their behaviors and feelings.
  - Changes in Learners Behavior and Exclusions
  - Attitudes to learning changed –both learners/staff
  - Learners happier in school
- Practical TIS Toolkit for Schools to use via the universal approach

- Established Trauma Informed Community network / Mental Health First Aid that brings together education with mental health to support learners.
- Staff accessing Reflective Space and support sessions.
- LAC PDG has been aligned to whole school focus and CfW with nearly all clusters having completed the dashboard.
- All LA/Schools have had access to the Designated Lead PL offer.
- Increase in the schools who have LAC who have engaged with our PLO
- Supported schools/settings to implement the professional learning into the curriculum delivery and pedagogy in addition to additional interventions.
- Delivered 3 PL sessions to NQT's across the region to be trauma informed and embed practice into teaching and learning.
- 3 primary schools in the region have been awarded Trauma Informed Status.
- We have 2 trainers qualified to deliver TIS whole school training in Welsh.
- During the last months SIA's have achieved TIS practitioner status and incorporated their skills and knowledge into the supporting school's role.

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

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

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

#### WHOLE SCHOOL WELLBEING (AoLE)

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

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

#### STRATEGY TO SUPPORT PARENTS / CARERS

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

A regional group has been established with representation from GwE and each LA to lead, manage and co-ordinate the field of supporting parents and carers with their child's learning.

The main developments are as follows:

- The Research developer has created Help Your Child to Learn (HYTTL) Primary and Years 7 & 8.
- The Research developer has created Help Your Teen to Learn (HYTTL) for year 9, 10 & 11.
- Bilingual Communication packs for HYCTL and HYTTL have been shared with schools.
- Training packages for TAs to use with parents (HYCTL & HYTTL) have been developed.
- A platform was created on the GwE website with information for Parents, Carers & Schools – this ensures easy access for all.
- 12 Schools to pilot the training package for Help your Child to learn. The group will reconvene in the autumn term with feedback. The training will then be available for all schools across the region.
- Secondary colleagues to be invited to attend training in the Autumn term. The aim is to do this with all secondary schools across the region.

#### RE-IGNITE LEARNING

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

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

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

Fifty-two schools and 66 teachers have signed up and had access to online training videos, and intervention resources to download for use in their schools. The number of teachers that have accessed the Google classroom is as follows:

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

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

### ***Keeping Pupils Reading (KPR)***

Summary of ongoing progress as follows:

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

Next steps for autumn 2022:

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

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

### ***Remote Instruction of Language and Literacy (RILL)***

The RILL research team commenced Phase 2 work at the start of May 2021. They have now completed the adaptations to the original asynchronous/synchronous version of RILL initially developed in 2020 during lockdown.

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

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

In addition to a Hwb network where teachers can access information and training materials, ask questions, and reflect on their experience, a new website has been created that includes information and support materials for schools, teachers, and parents. The website also contains materials for parents to use with children at home – including two new vocabulary words, a story, and discussion points to encourage interaction and the use of oral language. These materials complement the Welsh medium RILL materials and are intended to be set as homework by the teacher prior to the lesson. For non-Welsh speaking parents, English descriptions/translations are included, as well as videos to support low confident readers.

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

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

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

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

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

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

**PEER ENGAGEMENT**

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

**Continue to develop leadership capacity across the system.**

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

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

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

By July 2022, 21 clusters/alliances (118 schools) have received School Partnership Programme training, and they have already undertaken peer review, or are preparing to undertake peer review during the summer term / beginning of the autumn term 2022. 149 Headteachers / senior leaders have been trained as peer reviewers across the region. 131 senior leaders / middle leaders and proficient teachers have been trained as '*improvement facilitators*'. This enabled leaders and teachers to benefit from professional education of a high standard and it will contribute to improving leadership capacity across the region. The first tier of primary schools and clusters involved in the programme received extended training for their improvement facilitators during May 2022, with the focus on developing increasing and effective use of research in their improvement workshops. The latest training for secondary schools / clusters involved in the programme was delivered during May 2022.

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

In September 2021, schools and clusters not already involved in the programme were asked to express an interest in participating in School Partnership Programme training. A total of 33 clusters across the region expressed interest, which included 193 regional schools. By May 2022, an additional 53 schools have received training and it has now been arranged for 106 schools to receive School Partnership Programme training during the autumn term 2022. Four clusters / alliances have been identified to be included in a case study on research into the impact of the programme in 2022-23. A researcher from the Education Development Trust will complete this work on behalf of the region.

#### **COACHING AND MENTORING**

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

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

#### **SCHOOLS CAUSING CONCERN**

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

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

**Planning and delivering the new curriculum for Wales.**

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

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

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

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

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

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

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

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

The engagement with schools during the pandemic has had to be very sensitive due to all the managerial pressure of ensuring the health and well-being of pupils and staff comes first. A knock-on effect is that schools have developed naturally in a number of dimensions e.g. establishing a culture of enquiry, extending use of systems, promoting team learning and developing a shared vision. The 4 transversal themes have also developed considerably - especially the technology element. Schools will now be further supported to look at and further develop their culture of enquiry through exemplifying the work of the NPEP schools and also signposting effective practice within the region.

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

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

## OBJECTIVE 6 – BUSINESS

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

### **Performance Management and Accountability**

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

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

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

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

### **Value for Money**

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

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

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

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

#### **Risk Register**

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

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

## **2. APPENDIX:**

Regional Data





Cydweithio · Dysgu · Llwyddo  
Collaborating · Learning · Succeeding



# GwE Business Plan 2022-2023 Regional Data Quarter 1



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## 2022-2023 BUSINESS PLAN

### REGIONAL PRIORITIES & PROVISION 2022-2023

#### 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

#### CURRICULUM REALISATION (CURRICULUM FOR WALES)

##### Regional data:

##### ATTENDANCE NUMBERS OF ONLINE PL SESSIONS ACROSS THE REGION

##### **SENIOR LEADERSHIP TEAM SESSIONS**

- Curriculum Design – 504 Primary, 101 Secondary, Special & PRU
- Assessment & Progression - 620 Primary, 141 secondary, Special & PRU
- Principles of Planning - 499 Primary, 95 Secondary, Special & PRU
- Enabling Learning - 362 Primary

##### **MIDDLE LEADERS / TEACHERS SESSIONS**

Session 1: Unpacking AOLE

Session 2: Progression in Learning

- Primary unpacking AOLEs - 237
- Secondary – Session 1 LLC – 110
- Secondary – Session 1 Maths & Numeracy - 48
- Secondary – Session 1 Science & Technology- 54
- Secondary – Session 1 Humanities - 48
- Secondary – Session 1 Health & Wellbeing – 43
- Secondary – Session 1 Expressive Arts – 36
- Primary planning for progression in AOLEs - 518
- Primary tracking / assessment -312
- Secondary – Session 2 LLC – 64
- Secondary – Session 2 Maths & Numeracy - 43
- Secondary – Session 2 Science & Technology- 38
- Secondary – Session 2 Humanities - 21
- Secondary – Session 2 Health & Wellbeing – 21
- Secondary – Session 2 Expressive Arts – 15

#### AOLE TEAMS

##### Regional data:

##### **Attendance at Regional Meetings**

21/9/21 – 132 attendees  
6/10/21- 115 attendees  
16/11/21 – 117 attendees  
14/12/21 – 130 attendees  
2/3/22 – 116 attendees  
5/4/22 – 112 attendees  
27/4/21 – 115 attendees  
7/6/22 – 105 attendees  
29/6/22 – 101 attendees

**OBJECTIVE 2- DEVELOPING A HIGH-QUALITY EDUCATION PROFESSION****Improving the teaching & learning in our schools****MODERN FOREIGN LANGUAGES****Regional data:**

Power Language- 2 year subscription	4/7/22 90 schools
International Links interest	18 schools
Webinars primary- Power Language	Number of schools ( 36 teachers)
Webinars primary- Institut français	Number of schools (7 teachers 1 from LA)
Upskilling primary	Number of schools ( 13 teachers)
Open University 2021-2022	Number of schools ( 9 teachers)
Year 8/9 Mentoring -interest	25 schools (4 reserves)

**HLTA - TALP****Regional data:**

- **Newly appointed teaching assistants: 1**
- **Assistants at work: 84**
- **Aspiring HLTA Cohort 4: 33**
- **HLTA Status Cohort 3: 27**
- **HLTA Assessors: 35**
- **Introduction to Curriculum for Wales: 182**
- **Google classroom for assitants:**

Regional numbers:	1872 by Summer 2022
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## Y Gymraeg (PL)

### Regional data:

- Ein Llais Ni – case studies presented: 65
- Ein Llais Ni – schools' commitment to the project: 81

## A LEVEL

### Regional data:

- Summer Term post-16 network meetings: 23

## RESEARCH AND EVALUATION

### Regional data:

- KiVa Anti-Bullying Research Project: 30

## DIGITAL

### Regional data:

- Percentage of schools in the region that engaged with Hwb during quarter 1: 97.67%

## MATHS AND NUMERACY

### Regional data:

- Schools Causing Concern: 3

## WELSH AND LITERACY

### Regional data:

Welsh Language Leaders Network meeting: 25

'Ein Llais Ni' Project (GwE) - the number of secondary schools that are part of the project: 13

*Siarter Iaith* Secondary – initial virtual meeting: 6

'Design Space workshop – Designing for Welsh CfW': 3

Members of Teams / Google Classroom 'GwE - Y Gymraeg - Secondary' - membership of this digital network for English-medium schools continues to increase: 13

## SCIENCE

### Regional data:

#### Attended the first session of Science and Technology AOLE

19/54 schools - 29 teachers/middle leaders

#### Attended the second Science and Technology AOLE session

29/54 schools - 38 teachers/middle leaders

#### Received specific school support

15/54 schools (many schools have had several support visits)

**Attended network meetings**

11/54 school

**AGES 3-8****Regional data:**

- Summer Term Network: Approx. Welsh 139 English 151
- Enabling Learning Webinar for HT, SLT, Teachers & TA's: Approx. Cym 150 Eng 180
- CfW Professional Learning Session 2: Approx. 250
- NQT Training (Effective Environments Indoors and Outdoors, Enabling Adults, Authentic and Purposeful Experiences): Welsh 23 English 33

**OBJECTIVE 3 - LEADERSHIP**

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

**LEADERSHIP****Regional data:****2021-22 COHORT**

	2021-22
1.Middle Leadership Development Programme	102
2.Senior Leaders Development Programme	72
3.Aspiring Headteacher Development Programme (preparing for NPQH	35
4.New and Acting Headteacher Development Programme	32
5.Experienced Headteacher Development Programme	17
TOTAL	258

**OBJECTIVE 4 - STRONG & INCLUSIVE SCHOOLS**

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

**RE-IGNITE LEARNING****Regional data:*****Improving fluency in Oral Reading (iFOR)***

Fifty two schools and 66 teachers have signed up and had access to online training videos, and intervention resources to download for use in their schools. The number of teachers that have accessed the Google classroom is as follows:

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

***Keeping Pupils Reading (KPR)***

A breakdown of the numbers of teachers, parents and carers who have accessed the resource views is as follows:

	07/2021	07/2022
Number of schools who have renewed licence(s) directly with SR since September 2021	30	15
Number of pupils joined Google Classroom	40	40
Number of staff joined Hwb	71	73
Video Guide views: Headsprout at home (Parents and staff)	399	513
Video Guide views: How to use Headsprout stories (Parents)	106	363
Video Guide views: How to conduct Benchmarks (Parents)	18	46
Video Guide views: How to conduct Fluency Building (Parents)	13	54
Video Guide views: How to set up a free trial/buy or renew a licence (School Staff)	65	77
Video Guide views: How to add pupils to the programme (School Staff)	84	135
Video Guide views: How to check scores (School Staff)	39	85
Video Guide views: How to input Benchmark scores (School Staff)	16	25
Video guide views: How to access Google Classroom (Parents)	33	50
Webinar 1 Getting started with Headsprout	-	2
Webinar 2 Progress monitoring when using Headsprout	-	0

**Remote Instruction of Language and Literacy (RILL): 33**

<b>OBJECTIVE 5 - SUPPORTING A SELF IMPROVING SYSTEM</b> <b>Supporting a system in which the education profession have the skills, capacity &amp; agency to continually learn &amp; improve their practice</b>
PEER ENGAGEMENT
<p><b>Regional data:</b></p> <p>Number of schools / clusters / alliances that are part of the programme: 118/ 21</p> <p>Number of Peer Reviewers trained: 149</p> <p>Number of Improvement Facilitators trained: 131</p> <p>Number of schools/clusters identified for the next level: 106 / 19</p>
SCHOOLS CAUSING CONCERN
<p><b>Regional data:</b></p> <p>Schools in Special Measures:</p> <ul style="list-style-type: none"> <li>• 4 secondary</li> <li>• 1 primary</li> </ul> <p>Schools requiring Significant Improvement: 0</p>



## REPORT TO THE JOINT COMMITTEE

5 October 2022

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

**Subject:** The Reform Journey: Progress report

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### 1.0 Purpose of the Report

1.1 To present Joint Committee members with a further progress report on schools' preparations for Curriculum for Wales work in light of the renew and reform agenda.

### 2.0 Background

2.1 Since 2015 and the release of Successful Futures, an independent review by Professor Graham Donaldson offering 68 recommendations to improve education within Wales, Welsh Government have embarked on a significant cycle of change to realise a new Curriculum for Wales.

2.2 Schools and settings across the region have been supported to engage with this substantial reform journey since 2017 in line with the region's Curriculum for Wales strategy. Examples of such activities include developing effective pedagogy, considering purposeful assessment including assessment for learning, developing peer review and leading change in line with the work of schools as a learning organisation.

2.3 Since March 2020, Covid-19 has undoubtedly impacted on schools' ability and capacity to engage with the reform journey. As schools prioritised responding to the pandemic, most of their original timelines and plans to prepare for the implementation of the new curriculum were disrupted. Covid-19 continues to be a challenge as cases rise and fall with leaders facing staff absences and limited availability of supply teachers.

2.4 This report, Appendix 1, builds upon the previous progress report from the Autumn term 2021 which considered how schools were responding to the Curriculum for Wales work in light of the renew and reform agenda during the ongoing Covid-19 pandemic. It provides an outline of where schools and PRUs are currently at as they have continued to prepare for the Curriculum for Wales and is based on evidence gathered by GwE Supporting Improvement Advisers as part of their work in supporting schools during the Spring and Summer terms 2022.

### 3.0 **Matters for consideration**

3.1 The aspects in the list below have been agreed with Welsh Government and the regions/partnerships as the processes that schools and educational settings need to undertake to be prepared for curriculum realisation in September 2022. These aspects align fully with the steps outlined in the 'Journey to curriculum rollout' document. Each region/partnership has contributed to the overall national picture shared with the Minister for Education and Welsh Language. Progress has been captured on the following:

- Identify the school's unique factors and how these contribute to the four purposes.
- Review the vision, values and behaviours to support the realisation of the curriculum.
- Understanding of curriculum design considerations including mandated elements and the school's linguistic policy.
- Review curriculum design models and investigate their suitability for the school.
- Consider the role of progression, assessment and pedagogy in the curriculum and local context.
- Design, plan and pilot the proposed curriculum models, evaluate the initial designs and develop plans for the medium term.

3.2 During the Spring and Summer terms 2022, all Supporting Improvement Advisers have visited schools and PRUs with a focus on Curriculum for Wales. Supporting Improvement Advisers have worked alongside school leaders to co-construct an overview and to capture the progress the school has made in preparing for the new curriculum. This report captures the information that has been gathered from these visits at a regional level.



3.3 The report also summarises the GwE Professional Learning Offer and support provided for schools. The areas for further development and support and the high-level regional priorities are also summarised. These priorities will inform the regional business plans and GwE's work programme for the Autumn Term 2022 onwards.

#### **4.0 Recommendations**

4.1 The Joint Committee is asked to accept and approve 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 Joint Committee.

#### **9.0 Appendices**

9.1 Appendix 1 - Progress Report on Reform Journey: Summer Term 2022

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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 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.





# Progress Report on the Reform Journey

## SUMMER TERM 2022



# CONTENT

- Context
- Purpose of the Report
- Areas that need further development and support
- Regional Priorities identified
- Main Findings
  - Primary and Special Sectors including relevant PRUs
  - Secondary Sector including relevant special schools and PRUs
- Summary of GwE professional Learning Offer and support to schools

## CONTEXT

Since 2015 and the publication of Successful Futures, an independent review by Professor Graham Donaldson offering 68 recommendations to improve education within Wales, Welsh Government have embarked on a significant cycle of change to realise a new Curriculum for Wales. At the heart of Curriculum for Wales lies the four purposes:

- ambitious, capable learners, ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society

Welsh Government guidance on Hwb states:

*'A school's curriculum is everything a learner experiences in pursuit of the four purposes. It is not simply what we teach, but how we teach and crucially, why we teach it.'*

In line with this broader curriculum definition and as part of their preparations, all schools have engaged in activities beyond curriculum design and planning. Schools and settings across the region have been supported to engage with this substantial reform journey since 2017 in line with the region's Curriculum for Wales strategy. Examples of such activities include developing effective pedagogy, considering purposeful assessment including assessment for learning, developing peer review and leading change in line with the work of schools as a learning organisation.

At the end of June 2022, Welsh Government published the new guidance and information on school improvement and the new framework for evaluation, improvement and accountability. This guidance applies to schools, PRUs, Local Authorities, diocesan authorities, regional consortia and Estyn and outlines expectations of each in contributing to sustainable school improvement. The framework is intended to drive behaviours and practices that are required by the Curriculum for Wales and the new assessment arrangements.

Since March 2020, Covid-19 has undoubtedly impacted on schools' ability and capacity to engage with the reform journey. As schools prioritised responding to the pandemic, most of their original timelines and plans to prepare for the implementation of the new curriculum were disrupted. Covid-19 continues to be a challenge as cases rise and fall with leaders facing staff absences and limited availability of supply teachers.

## PURPOSE OF THE REPORT

This report builds upon the previous progress report from Autumn term 2021 which considered how schools were responding to the Curriculum for Wales work in light of the renew and reform agenda during the ongoing Covid-19 pandemic. It provides an outline of where schools and PRUs are currently at as they have continued to prepare for Curriculum for Wales and is based on evidence gathered by GwE Supporting Improvement Advisers as part of their



work in supporting schools during the Spring and Summer terms 2022.

The aspects in the bullet list below have been agreed with Welsh Government and the regions/partnerships as the processes that schools and educational settings need to undertake to be prepared for curriculum realisation in September 2022. These aspects align fully to the steps outlined in the 'Journey to curriculum rollout' document. Each region / partnership has contributed to the overall national picture shared with the Minister for Education and Welsh Language. Progress has been captured on the following:

- Identify the school's unique factors and how these contribute to the four purposes
- Review the vision, values and behaviours to support the realisation of the curriculum
- Understanding of curriculum design considerations including mandated elements and the school's linguistic policy
- Review curriculum design models and investigate their suitability for the school
- Consider the role of progression, assessment and pedagogy in the curriculum and local context
- Design, plan and pilot the proposed curriculum models, evaluate the initial designs and develop plans for the medium term

During the Spring and Summer terms 2022, all Supporting Improvement Advisers have visited schools and PRUs with a focus on Curriculum for Wales. Supporting Improvement Advisers have worked alongside school leaders to co-construct an overview and to capture the progress the school has made in preparing for the new curriculum. A copy of the template can be found in Appendix 1. This report captures the information that has been gathered from these visits at a regional level.

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

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

#### **AREAS THAT NEED FURTHER DEVELOPMENT AND SUPPORT**

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

- Further develop a shared understanding of progression - within a school and between schools;
- Refine and improve assessment processes and assessment tracking systems to ensure progression of all learners;
- Continue to develop the twelve pedagogical principles and improve the quality of aspects of teaching and learning identified within individual schools;
- Further supporting leaders with strategic whole school progressive planning of literacy, numeracy and digital skills;
- Further supporting middle leaders with classroom planning for literacy, numeracy and digital skills;
- In line with expectations of the new evaluation, improvement and accountability framework:
  - develop effective evaluation of curriculum processes including learner and parental voice;
  - refine long term curriculum planning;
  - continue to develop collaboration and peer review through the School Partnership Programme;
- Continue to develop curriculum design with bespoke support for leaders and middle leaders across the Areas of Learning and Experiences, integral skills and cross-cutting themes;
- Further develop the priority of whole school well-being – including developing and evaluating the Health & Wellbeing Area of Learning and Experience;
- Further strengthen transition work with particular focus on Years 6-7 through strong collaboration and focused professional dialogue between secondary and their local primary schools;
- Provide bespoke support where needed for secondary schools and settings to start Curriculum for Wales with Years 7 and 8 in September 2023;
- Continue to engage with Supporting Improvement Advisers to facilitate cluster and alliance discussions, share innovative and emerging practice and support staff professional learning through INSET (training) days.





## REGIONAL PRIORITIES IDENTIFIED

The above mentioned guidance on school improvement and new evaluation, improvement and accountability framework identifies the following national priorities:

- improving pupils' progression by ensuring their learning is supported by a range of knowledge, skills and experience
- reducing the impact of poverty on pupils' progression and attainment.

The following high-level regional priorities have been identified within our regional Business Plan:

- **Curriculum & Assessment** - Supporting a national curriculum with equity & excellence at its core that sets high standards for all learners
- **Developing a high-quality education profession** - improving the teaching & learning in our schools
- **Leadership** - supporting inspirational leaders working collaboratively to raise standards. Includes future leadership & professional networks
- **Strong & inclusive schools** - committed to excellence, equity & well-being
- **Supporting a self-improving system** - supporting a system in which the education profession has the skills, capacity & agency to continually learn & improve their practice
- **Business** - ensure that GwE has strong governance and effective business and operational support that provides value for money

The work carried out during the summer term as previously mentioned in the purpose of this report has also identified the following priorities:

1. Ensure that all schools will be ready to start teaching the curriculum to meet mandatory and statutory requirements from Nursery to Year 6 settings and those secondary schools and settings that have opted in for September 2022.

This will be supported by:

- Facilitating and aligning work within regional and local networks, alliances and clusters to share clear guidance on curriculum design and planning through modelling and exemplifying curriculum practice within and across all Areas of Learning and Experience;
  - Developing shared understanding of progression through focused professional dialogue;
  - Developing a range of effective assessment procedures to include assessment for learning to ensure progression in learning for all learners;
  - Working collaboratively with schools and settings to develop robust processes to evaluate Curriculum for Wales in line with holistic measures of the four purposes;
  - Promoting learner transition by ensuring effective direct engagement between secondary and primary schools;
  - Working in tandem with leaders to ensure that all settings have clear plan for effective professional learning and to take into consideration the forthcoming National Professional Learning Entitlement to be published in September by Welsh Government;
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 in line with new evaluation, improvement and accountability framework..
  3. Further strengthen and embed peer review especially within secondary alliances to strengthen self-evaluation and the improvement planning. This should include a focus on evaluating Curriculum for Wales.
  4. Continue to support all secondary and special schools and settings to be prepared for the introduction to Curriculum for Wales in Years 7 and 8 in September 2023.

These priorities will feed into the operational business plans and GwE work programme for Autumn term 2022



onwards.

## MAIN FINDINGS

Progress that schools and settings are undertaking to be prepared for curriculum realisation has been captured at individual school and setting level and collated in the table below to show the regional overview.

GwE Summary	All Schools
No. of Schools	404
	On-track
<b>1. Identifying the unique factors of the school / setting and how these contribute to the four purposes.</b>	99.5%
<b>2. Reviewing the vision, values and behaviours to support curriculum realisation.</b>	98.9%
<b>3. Understanding of curriculum design considerations including mandatory elements and school linguistic policy.</b>	98.6%
<b>4. Review curriculum design models and investigate the suitability for their specific school / setting.</b>	97.0%
<b>5. Considering the role of progression, assessment and pedagogy in their local curriculum / context.</b>	94.0%
<b>6. Designing, planning and trialing their proposed curriculum model, evaluating initial designs and developing medium term plans.</b>	93.0%

## PRIMARY AND SPECIAL SECTORS INCLUDING RELEVANT PRUs

Curriculum for Wales is statutory for all settings from Nursery to Year 6 in September 2022.

### ● Identify the school's unique factors and how these contribute to the four purposes

Nearly all schools have engaged in meaningful and robust consultation with their local stakeholders including learners, parents, governors and members of the local society. As part of this consultation, schools have co-constructed the factors which make their school unique and these factors have shaped the school's curriculum design work. Many schools have developed a range of engagement methods to gather this information, often through questionnaires or asking for opinions through social websites. There are also examples where schools have invited people in to speak and used digital methods to record the opinions of local residents. As a result, initial curriculum design of almost every school demonstrates that it is responding to its unique local factors.

The four purposes have been a key focus that schools have built upon over time and with increased consideration over the last two years. Nearly all schools have engaged learners in these discussions to understand what these mean for the school and to consider child friendly language and many schools have created characters so pupils can refer and identify with the aspects within the purposes. Across special schools, the four purposes have been linked to Individual Development Plans (IDPs) and within reporting to parents. Work carried out in PRUs also has focused on the four purposes and with particular focus on the life skills development. As a result, there is increased ownership of the four purposes by the school and by understanding each of the four purposes individually, there is a greater understanding of the four purposes as a whole. Most schools have visual representations of the four purposes in classrooms and around the school and nearly all teachers identify opportunities for the four purposes in their planning and have woven them into their curriculum design at a suitable level for children to understand. Within special schools, teachers are planning meaningful and relevant learning experiences based on the four purposes whilst recognising the individual needs of learners. All the above work to understand the four purposes has led to a clear link between the unique factors of the school and the aspirations of all stakeholders.



## ● Review the vision, values and behaviours to support the realisation of the curriculum.

Almost all schools across the region attended and engaged with workshops that promoted change and offered guidance on reviewing and developing a shared vision for the Curriculum for Wales. Discussions with school leaders and Supporting Improvement Advisors show that almost all schools have made use of this guidance as a starting point for their own review and consultation.

Almost every school's first step was to gather information from all the stakeholders about exactly what values and behaviours they would like to see the school develop through either face to face meetings with stakeholders or making use of questionnaires. Many schools were able to extract the important words from the responses and create a wall of words from these that indicate these values and aspirations.

At the end of July 2022, almost all schools had either modified their previous vision or drawn up a new vision for the launch of Curriculum for Wales in September 2022. These visions have mostly been developed through the direct consultations with all stakeholders and considering local contexts and aspirations. The four purposes are clearly evident within the visions and this gives aim to all the schools' work. Many schools have turned the vision into a catchy motto and used this to explain their vision locally. Some have invited local artists to work with learners to interpret their ideas and aspirations in the form of a mural or a school song. This work to develop the school vision has led to a shared common understanding of the school's aspirations across the community and most schools have now promoted and celebrated their renewed vision proudly, for example, on school websites.

## ● Understanding of curriculum design considerations including mandated elements and the school's linguistic policy

The Curriculum for Wales regional and local networks have established an infrastructure across the region to enable school leaders and teachers to engage in professional dialogue about curriculum design considerations. An increasing number of practitioners have engaged with these networks throughout the year resulting in up to 804 practitioners involved across the regional and local networks. There is a good representation across all Local Authorities and membership also includes colleagues from GwE, Local Authorities and Bangor University CABAN staff, for example, the Local Authority Healthy School Advisers attend the Health and Wellbeing networks within their own Local Authority. Professor Graham Donaldson continues to attend regional meetings to offer guidance and feedback on discussions and offer further points to consider for moving forward.

The Curriculum for Wales networks have focused on all aspects of curriculum design which has included experimenting and trialling curriculum planning across the Areas of Learning and Experience. An increasing number of schools across all sectors have shared their practice and identified principles of the process that have been key to their settings, for example primary school presenting their work on curriculum design, special school presenting their work on Health and Wellbeing, secondary schools presenting their work on developing and planning for progression in the cross curricular skills. This work of the networks has been shared wider with all schools through the GwE website and discussions with Supporting Improvement Advisors. The work of the networks has also been shared through a series of Professional Learning online webinars aimed at Senior Leaders and Middle Leaders and teachers. Most schools and clusters have used the guidance of the network and webinars to aid their discussions on curriculum design and this discussion, often with pupils and governors, has led to ownership of the design. For example, detailed consideration has been given to different learning models and research work has taken place in many schools to ensure the consideration of their language policy. Nearly all schools have ensured that promoting the Welsh language, culture and heritage of Wales has been clearly woven into curriculum design.

Work to consider the mandatory elements of the curriculum took place during the summer term 2022 and most schools have taken these elements into account in their design, taking care to weave these in to ensure authentic contexts.

Almost all schools have completed a draft high-level curriculum design document which has been owned by the entire staff and this has been accepted by the governors of most schools for publication at the beginning of September. This high-level curriculum design is serving as the curriculum summary and many schools' websites are now celebrating their vision, their direction of the four purposes and their innovative approaches for rich learning





experiences for September onwards.

### ● Review curriculum design models and investigate their suitability for the school

Nearly all schools have reviewed their curriculum design models following the work on setting vision and direction for the school. Having come to understand the design elements of their curriculum through GwE workshops and their own research, most schools have been discussing and considering different curriculum models.

As part of this work, attention has been given by almost all schools to a variety of learning models and it is apparent that, in general, integrated and interdisciplinary methods are currently the main drivers of organising the learning in primary schools. However, many schools have recognised the need for learning in a disciplinary manner at times for example, to develop numeracy skills.

In general, most schools have experimented with weaving cross-curricular themes and responding to big questions during the year. Feedback from trialling indicates that this will be the model that most schools will use in September. Most schools have planned for a combination of whole school and year group themes which enables teachers to ensure progression across the school within a whole school theme approach. Nearly all schools have also planned for the inclusion of shorter-term units of work, for example, celebration days, local opportunities in the community to secure authentic learning.

Many schools are experimenting with various medium-term planning formats, usually these offer an opportunity to identify where the theme touches on the four purposes but also identify the opportunities to be developing the cross-curricular skills. Many schools share these planning approaches with each other with most continuing to refine them to make these manageable and purposeful.

In order to better understand the requirements of the curriculum almost all schools have gone through the process of unpacking the Areas of Learning and Experience. In the majority of schools, the entire staff has been part of this process which has led to a much deeper understanding of the requirements as well as an opportunity to discuss how to weave the knowledge, skills and experience identified within an Area of Learning and Experience into authentic and meaningful local contexts. In many cases, schools have collaborated effectively with neighbouring schools to unpack the Statement of What Matters within the curriculum and have shared expertise and subject knowledge using a variety of approaches to create shared ownership and collaborative teams across the Areas of Learning and Experience, for example, shared online documentation and Google sites.

### ● Consider the role of progression, assessment and pedagogy in the curriculum and local context.

Almost all schools have prioritised time to focus on the twelve pedagogical principles, for example, staff meetings, cluster meetings and staff training days. Nearly all schools have begun trialling various methods of applying these principles into their curriculum plans, using the GwE twelve pedagogical principles reflection tool as a starting point to identify the school's strengths and areas for further development. The pedagogical principles have permeated the planning of rich tasks in many schools with renewed attention to authentic contexts, outdoor tasks and exciting creative projects.

Many schools also continue to develop aspects of Assessment for Learning (AfL) that feature strongly within the twelve pedagogical principles and also part of the methods that were shared and trialled within the project with Shirley Clarke. Almost all schools have adopted these learning methods and used them to ensure that the pupils can work more independently and that the next steps in learning are identified. These assessment methods will also strengthen good teacher knowledge of the progress of each child.

Generally, most schools intend to assess by starting in the classroom with the pupils' day-to-day work. Teachers will keep track of progress and often mark stages in development. Most schools also intend to continue using the national assessments and standardised tests to monitor reading and numeracy standards. Many schools also plan to assess and track the children's well-being as well as their attitude to their work. Some schools are considering buying a commercial package for this, others want to trial a GwE tracking tool while many are adapting and developing their own approaches.



Most schools and clusters are using the statutory guidance on Hwb and further examples and guidance from GwE to consider the purposes of assessment and are planning opportunities for regular professional dialogue for teachers to consider assessment and progression of learners. Most schools have identified developing a shared understanding of progression as an aspect for further development next year.

- **Design, plan and pilot the proposed curriculum models, evaluate the initial designs and develop plans for the medium term**

Collaboration has been a core element for schools to be designing and moving forward to plan the curriculum and there are many examples of developed and emerging cross-school and cross-cluster collaboration to be seen.

The teachers who are members of the Curriculum for Wales networks have been collaborating on specific areas and have shared their work across other networks. Other schools have also benefit from this work as teachers on the networks have cascaded information and ideas during local meetings and cluster sessions.

Within this pilot phase of planning, learner voice has been prominent in most schools with a variety of examples showing how learners are influencing and making choices about their learning. Many schools have also asked for the opinion or ideas of parents and the other stakeholders regarding a specific theme. Accepting these ideas and weaving them into the plans results in greater ownership of the plans, increases opportunity for the local community to be involved and heightens enthusiasm in the themes.

By the end of Summer term 2022, almost all schools have discussed and decided on mid-term planning methods for September. There is a recognition that these are early days and that the curriculum will need to be kept under review as planning will need to be refined as we move forward. Most schools also recognise that the current plans in place focus mostly on the mid-term and intend to review their planning at the end of the autumn term to feed into longer-term planning considerations.

## **SECONDARY AND SPECIAL SECTORS INCLUDING RELEVANT PRUs**

The Curriculum for Wales comes into force for all settings for Nursery to Year 6 in September 2022. Schools and settings teaching Year 7 were given the opportunity to opt in to start teaching the new curriculum to Year 7 in September 2022. Twelve settings across GwE have opted in for September 2022. All other secondary, special and PRU settings will begin the Curriculum for Wales in Years 7 and 8 in September 2023.

- **Identify the school's unique factors and how these contribute to the four purposes**

Most schools have engaged in work to understand the unique factors in the location and context of the school and considered specialist provision as part of their school community. As part of this work, schools have carried out a range of activities to engage with stakeholders to include learners, parents, governors. Many schools have held sessions for staff to consider 'cynefin' and the focus on developing the identity of learners making local, national and international links in depth of learning. Collaborative links with local industries have been identified and opportunities to be recognised within local curriculum and in particular where careers and work-related provision can support learner pathways.

Nearly all secondary schools have developed strong working partnership with the cluster of local primary schools and this has proved a key element in considering the local developments of Curriculum for Wales across the 3 – 16 learning continuum.

Most schools have revisited the four purposes with staff, learners and wider stakeholders as a response to the impact of the pandemic on schools and families. As part of this, the consultations with stakeholders has focused on how the four purposes can contribute to the school's vision within its local community. Further examples of work to understand the four purposes include opportunities for older learners to be involved in evaluating the provision against the four purposes across the school and considering four purposes against the pastoral system within the school as part of regular staff meeting agenda item. Special schools and PRU settings have had the opportunity to consider what the four purposes means for learners in their settings and have used this as a basis for reshaping their



vision, rebranding and sharing this via social media, for example, website.

### ● Review the vision, values and behaviours to support the realisation of the curriculum

Almost all schools have carried out consultations with stakeholders so that they can contribute towards developing a vision based on the school's values and behaviours. There is a variety of approaches and includes questionnaires and surveys for learners, parents and governors with training day sessions allowing for discussion with staff. There are many examples across the region where secondary schools and their local primary schools have established regular dialogue on developing shared or common elements within their vision based on the four purposes.

Schools have also used the vision based on the four purposes to incorporate the school's approach to differentiation and also putting a strong emphasis on aspiration, challenge and wellbeing. Within the approaches to developing school vision, some schools have asked staff to consider the vision and contribution of the Area of Learning and Experience to the overarching school vision and visual displays of the vision can be seen around the school.

The schools who are adopting Curriculum for Wales in September 2022 have shared their vision for the new curriculum to Year 6 learners and parents as part of the transition process.

The schools who are adopting Curriculum for Wales in September 2023 acknowledge the need to continue to engage with all stakeholders to create and implement the school's vision and as part of revisiting this step. Feedback across the region shows that schools are developing a strong vision for teaching and learning which includes the "what" and "why" with further work still to carry out on the "how".

### ● Understanding of curriculum design considerations including mandated elements and the school's linguistic policy

Nearly all schools and settings have had the opportunity to engage with the GwE webinars on curriculum design, principles of planning and sessions to look at specific Areas of Learning and Experience. This has taken place through accessing recorded material, follow up discussions with Supporting Improvement Advisors and bespoke training sessions for all staff during INSET training time. Many secondary schools have also used the materials from the Curriculum for Wales networks to support staff to enhance professional dialogue and develop their understanding of the Curriculum for Wales framework, for example, guidance on unpacking Statements of What Matters. Existing networks such as Deputy Headteachers and Teaching and Learning Leaders and some Alliances have used their meeting time for further discussion and share their work and approaches. As a result, most secondary schools are developing their understanding of curriculum design considerations with all school staff.

All schools are giving full consideration to the mandatory elements in designing their curriculum. Guidance provided and professional learning sessions on aspects such as Religion, Values and Ethics (RVE) and Relationships and Sexuality Education (RSE) are supporting co-ordinators within schools to consider the implications and how to start develop and design a whole school approach to align with school's vision.

There is a broad and increasing understanding of the importance of the cross-curricular skills at all levels of planning. Co-ordinators are beginning to map the provision across the school and ensuring the quality of that provision by supporting the planning of each Area of Learning and Experience. Many schools demonstrate a willingness to work on developing this further and have identified that developing a strategic whole school approach to ensure progression in literacy, numeracy and digital competency skills is an area of priority in the new academic year. As part of this, a consideration of creating time and space for co-ordinators to undertake this work has also been acknowledged.

Many schools have developed a good understanding of their Welsh context and visual displays around the school celebrate Welsh culture and heritage with work on 'Ein Llais Ni' as a whole school priority. There is a focus in some schools to further explore opportunities to increase the use of incidental Welsh around the school and how it relates to the community.



## ● Review curriculum design models and investigate their suitability for the school

Most schools have made effective use of the resources developed by GwE to consult with Middle Leaders and teachers and as a result, a variety of curriculum design models have been considered. Schools have trialled a range of different approaches as part of these considerations, an example is listed below:

- Some schools have introduced the four main curriculum design models to staff and discussed how they could incorporate these into their planning. Subjects then worked together as Area of Learning and Experience to plan a project for Year 7;
- Some schools are exploring the Areas of Learning and Experience (AoLE) of Expressive Arts, Health and Wellbeing and Humanities as combined multi and interdisciplinary subjects;
- In some schools some multi-subject faculties are trialling a multidisciplinary approach from September. Theme-based learning will begin in some schools with 'Cynefin' being the focus and a series of further planned themes will continue throughout the year;
- Other schools are planning the introduction of some interdisciplinary projects between Areas of Learning and Experience;
- Several schools are looking at the introduction of bespoke wellbeing programmes and enhanced time in this area;
- There has been some re-adjustment to curriculum time blocks, for example, slightly increased hours for Health and Wellbeing and Expressive Arts and increased time given for the teaching of Welsh;
- A number of schools are suggesting that the curriculum will be a hybrid model, which will incorporate all of the design models at varying and appropriate points. Examples of this approach include where Languages, Maths and Science will be delivered as disciplinary subjects or some looking at developing STEM to deliver Science and Technology.

As part of this work, schools are taking into careful consideration the current staffing structures and the capacity within the school to change the timetable. Schools have also identified the necessity of ensuring sound links are created and that it is not about 'shoe horned' subjects together unnecessarily. There is also an acknowledged need for sequencing within the curriculum and exploring the dependencies. Schools are also awaiting further information from Qualification Wales and WJEC on revised GCSEs before making plans for Years 9, 10 and 11.

Many schools are working well with cluster primary colleagues and have found this extremely valuable with the practical mutual sharing of ideas continuing to inform high-level curriculum planning. There are many examples of agreed shared areas of foci that primary and secondary colleagues are collaborating on sharing planning with cluster days planned for work on specific Areas of Learning and Experience.

Professional Learning for all staff continues to focus on developing understanding of curriculum design work further. Many schools identify that this is in early stages of development and most schools have identified that the curriculum will be reviewed over the next academic year to ensure it is broad and balanced, suitable for learners of differing ages, abilities and aptitudes and importantly, enables all learners to develop in the ways described by the four purposes within the school vision.

## ● Consider the role of progression, assessment and pedagogy in the curriculum and local context.

Developing pedagogy has been a key focus for nearly all schools across the region as many schools have seen the curriculum changes as an opportunity to reflect and build upon existing approaches and models of teaching and learning across the school. Schools have identified a range of whole school foci including retrieval practice, assessment for learning, questioning skills. A series of sessions provided by GwE focusing on pedagogical principles have been welcomed by many schools and follow-up work within the school is now being undertaken. Many schools have also developed action research enquiry projects around pedagogical principles for teachers to develop and share practice within teams. Most schools have identified time for whole school staff to consider and develop the twelve pedagogical practices and these continue to be a focus for training days.

An important aspect for many schools has been engaging with primary clusters with a focus on teaching and learning, although the nature of this work is specific to each cluster. A small number of secondary and primary clusters have



allocated dedicated time to attend joint professional learning sessions. As a result, the cluster has developed a shared understanding of pedagogy across the continuum to meet the needs of all learners. In many clusters, it is recognised that continued professional dialogue between primary and secondary colleagues will be an increasingly important focus and activities such as shared lesson observations to develop pedagogical approaches are being planned for the next academic year.

Across the region, nearly all schools have considered their approach to assessment and have taken a variety of approaches to develop these processes. Schools have considered their existing arrangements, for example, schools involved with the work with Lyn Sharrat have seen where the 'assessment waterfall' and higher order thinking skills work aligns naturally with Curriculum for Wales planning around progression and assessment. Schools have identified priorities for their settings within assessment for learning, examples include improving the quality of feedback and using pitstops to help learners evaluate their work. A minority of schools are also exploring buying a commercial package for tracking progress of learners whilst a small number are collaborating with colleagues within other schools to develop their own methods using educational research to inform this work.

Developing a shared understanding of the principles of progression has been identified by nearly all schools as a priority for continued focus in September with further guidance, exemplars and professional discussions in networks instrumental in supporting this work. Schools are considering how to 'baseline' their learners on arrival using a wide range of data to demonstrate progress against all of the four purposes. Continued dialogue with local primaries and other local secondaries is being explored as to the potential methods to use to report progress, with a focus on transition data needed to support all learners.

### ● Design, plan and pilot the proposed curriculum models, evaluate the initial designs and develop plans for the medium term

Across the region, Senior Leaders in schools have re-introduced quality assurance processes due to the ongoing operational challenges of the pandemic. In most schools, there are processes that identify how work to trial approaches to curriculum design will be evaluated. Where schools are experimenting with newer content in Areas of Learning and Experience, regular review and reflection time has been identified.

Across most school staff have worked within Area of Learning and Experience teams to unpack the What Matters Statements in order to:

- identify the key concepts needing to be developed;
- identify how the statement supports the four purposes;
- consider what experiences could support the learning in their areas;
- consider what opportunities there are to address the cross-cutting themes;
- consider what connections, or links, can be explored between these and other What Matter Statements or AOLEs.

Guidance has been shared through the regional and local Curriculum for Wales networks and as a result, most schools are following this process to develop and plan the new curriculum.

All schools have identified curriculum development as a key priority for further professional learning and many schools are timetabling regular meeting time for Curriculum for Wales development, review and evaluation. Creating opportunities for schools to share their differing approaches with each other will continue to be a priority in the next academic year.

## SUMMARY OF GWE PROFESSIONAL LEARNING AND SUPPORT TO SCHOOLS

The delivery of effective professional learning programmes has supported schools across all sectors with developing their initial curriculum plans. All schools have access to a comprehensive professional learning offer which includes a national, regional, and local offer focused on the development of whole school approaches, Area and subject discipline development where appropriate. This offer which includes pedagogy (twelve pedagogical principles), curriculum design and planning, assessment and progression, is clearly aligned to the phases of 'Journey to





curriculum roll-out' to ensure that schools are equipped to improve the quality of teaching and learning and implementation from September 2022.

Regular consultation with headteacher forums allows for the needs of schools to feed through to the regional professional learning offer. Co-construction remains a core component of regional working to provide practical professional learning opportunities that support leaders and teachers to understand better how they can design, adopt and implement their curriculum. As an integral part of this, there are robust evaluation processes in place to monitor the impact of support provided and refine the offer accordingly.

During the Spring and Summer terms 2022, GwE's professional learning offer has focused on a series of online webinars for senior leaders, middle leaders and teachers to support schools in their preparations for the new curriculum. These virtual sessions were well attended across the region, with many schools taking the opportunity to engage as full leadership teams and/or as full staff meeting. The sessions were recorded and shared with all schools to enable school practitioners to engage at a time most appropriate to them. Furthermore, all schools have had the opportunity for follow up conversations with their Supporting Improvement Advisers and many schools and clusters have requested bespoke sessions to develop this work further. An increasing number of schools have contributed to the sessions, sharing emerging practice and local exemplars and as result, schools are able to see theory in practice. An overview of the universal GwE professional learning offer can be seen in the table below.

Working as part of the national cross-regional Professional Learning group, there are a range of supporting resources, (provided synchronously and asynchronously) which are now shared on a national basis for all practitioners to access. Regular and ongoing communications with practitioners through networks remains a key priority to ensure open and equitable access for all stakeholders.

Schools who are preparing well for curriculum rollout have engaged in wider cluster working in a collaborative rather than competitive culture. The curricula being designed draw on local contexts, strengthening community relationships and engaging all stakeholders in a shared vision for learning and teaching. Learners are placed at the heart of curriculum planning developing a purpose-led curriculum, allowing opportunities for increased innovation and creativity.

<b>SENIOR LEADERSHIP TEAM SESSIONS</b>	<b>Number of schools attended</b>
<i>Curriculum Design</i>	<i>504 Primary, 101 Secondary, Special &amp; PRU</i>
<i>Assessment &amp; Progression</i>	<i>620 Primary, 141 secondary, Special &amp; PRU</i>
<i>Principles of Planning</i>	<i>499 Primary, 95 Secondary, Special &amp; PRU</i>
<i>Enabling Learning</i>	<i>362 Primary</i>
<b>MIDDLE LEADERS / TEACHERS SESSIONS</b>	
<b>Session 1: Unpacking Areas of Learning and Experience</b>	
Primary	237
Secondary Languages, Literacy & Communication	110
Secondary Maths & Numeracy	48
Secondary Science & Technology	54
Secondary Humanities	48
Secondary Health & Wellbeing	43
Secondary Expressive Arts	36
<b>Session 2: Progression in Learning</b>	
Primary	518
Primary tracking and assessment	312



Secondary Languages, Literacy & Communication	64
Secondary Maths & Numeracy	43
Secondary Science & Technology	38
Secondary Humanities	21
Secondary Health & Wellbeing	21
Secondary Expressive Arts	15

Regional and local networks and forums are effectively supporting practitioners' understanding of what works in curriculum design. An increasing number of school practitioners have engaged in the regional and local Curriculum for Wales networks across the region and over 800 staff from GwE, Local Authorities and school practitioners are working closely together to consider curriculum design and planning at a whole school level and at Area of Learning and Experience. Throughout the year, an increasing number of schools have shared their approaches and processes of curriculum design and all work is shared through the website for all schools to access. Data shows that there is an increased number of schools accessing the Curriculum for Wales pages on the GwE Support Centre with the number of hits increasing over the Summer term from 2845 to 6587 (English Medium) and from 2674 to 6429 (Welsh Medium).

Since the summer term 2022, GwE are working with Bangor University to conduct a formal evaluation of the regional and local networks and the findings of this evaluation will inform next steps of the networks. Early feedback indicates that there is increased ownership of the curriculum across network practitioners with a greater understanding of the Curriculum for Wales framework. GwE have strong collaboration with partners in Higher Education Institutes to effectively support schools to develop the role of enquiry as part of developing a local curriculum.

All Supporting Improvement Advisers (SIA) have worked closely with their schools and have supported schools in a variety of ways to meet the needs of schools and clusters. Examples of support include:

- Early in the autumn term 2021, each SIA collaborated with clusters or individual schools to formulate a priority for introducing the curriculum within their school development plan. The plans identify clear milestones for activities in each school to fully understand the Curriculum for Wales framework, to experiment with planning and learning and to gather the views of stakeholders in order to contribute to a cross-cutting vision by the summer of 2022. During their visits, the SIA discussed the implementation and impact of the plan as the year progressed;
- SIAs have been involved in leading the schools through various workshops on leading change, planning the journey towards 2022, a school vision workshop, assessment and progress, and designing a higher-level curriculum model. All schools were provided with access to recordings of these presentations in addition to a comprehensive range of resources on the GwE website;
- Other relevant resources such as the think-piece papers were presented to each school and cluster, these have now been used to map the journey by almost all schools;
- SIAs have met with headteachers to share the resources that have been developed by GwE to support schools with the process of curriculum design and to ensure that a strategic direction is in place to guide the planning and delivery;
- Many clusters have benefited from the support of their SIA, and often some of their colleagues, to lead whole school sessions during training days and twilight sessions for example guiding schools through the requirements of Curriculum for Wales, to understand and unpack the Areas of Learning and Experience and to discuss strategies for designing and planning of the curriculum;
- All SIAs have also been part of headteachers' catch-up meetings which have included local curriculum items on their agenda. This means that the latest news is shared, resources shared and that the headteachers are regularly updated on the next steps in the roll out;
- Providing bespoke sessions to many schools have to develop their understanding of the purposes of assessment within Curriculum for Wales and shared exemplars of how schools are developing their approaches;
- As well as the headteachers and teachers in schools, the teaching assistants in almost all schools have also been part of these meetings and workshops with the SIAs. Since the beginning of the pandemic, Teaching Assistants have been upskilled and empowered to adopt more prominent roles in school, for example, contributing to the



curriculum planning process;

- SIAs have also offered support to governors on their role in supporting schools with design and planning;
- During the spring and summer terms, SIAs have focused primarily on supporting schools to formulate a vision and curriculum design, ensuring the input of all local stakeholders;
- Throughout the spring and summer term, providing bespoke support on aspects of teaching and learning to include revisiting the twelve pedagogical principles;
- By the end of the summer term, following input from SIAs, including workshops and GwE models, nearly all schools have drafted a high-level design of their curriculum for September and most schools have discussed and now accepted the design through their governing body;
- SIAs have met with Headteachers and members of Senior Leadership Teams in all schools to support with evaluating the school's curriculum design and planning and to identify further support requirements;
- Subject SIAs have supported the majority of schools with Area of Learning and Experience planning and developing cross-curricular skills across the school;
- All schools have received recordings and resources from the curriculum design and assessment webinars;
- SIAs have supported and facilitated cluster and alliance work where appropriate;
- SIAs have enabled schools to develop the role of peers within self-evaluation and aligned this to Curriculum for Wales foci where appropriate





## APPENDIX 1

### CEFNOGAETH CiG GWANWYN A HAF 2022 / CfW SUPPORT SPRING AND SUMMER 2022



Ysgol / School		ALI / LA	
Pennaeth / Headteacher		YCG / SIA	
Statws / Status	Drafft / Draft	Dyddiad / Date	

Mae'r adroddiad hwn yn crynhoi'r broses a'r cynnydd y mae ysgolion a lleoliadau rhanbarthol yn ymgymryd â nhw mewn paratoad ar gyfer gwreiddu'r cwricwlwm ym mis Medi 2022 (neu Medi 2023 ar gyfer ysgolion uwchradd sydd wedi dewis yr opsiwn hwnnw). Mae'r broses a nodir isod yn cyd-fynd yn llawn â'r camau gaiff eu hamlinellu yn y ddogfen Y Daith i Weithredu'r Cwricwlwm.

This report captures the process and progress that regional schools and settings are undertaking to be prepared for curriculum realisation in September 2022 (or September 2023 for secondary schools who have taken that option). The identified process below aligns fully to the steps outlined in the Journey to Rollout document.

**Crynodeb o fewnbwn yr YCG hefo'r ysgol yn dilyn gweminarau dylunio, cynllunio ac asesu.**  
**Summary of SIA input to school following design, planning and assessment webinars.**

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**Cam 1: Adnabod ffactorau unigryw'r ysgol / lleoliad sut mae'r rhain yn cyfrannu at y pedwar diben.**  
**Step 1: Identifying the unique factors of the school / setting and how these contribute to the four purposes.**

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**Cam 2: Adolygu'r weledigaeth, y gwerthoedd a'r ymddygiadau i gefnogi gwreiddu'r cwricwlwm.**  
**Step 2: Reviewing the vision, values and behaviours to support curriculum realisation.**

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**Cam 3: Dealltwriaeth o ystyriaethau dylunio cwricwlwm gan gynnwys elfennau mandadol a pholisi ieithyddol yr ysgol.**  
**Step 3: Understanding of curriculum design considerations including mandatory elements and school linguistic policy.**

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**Cam 4: Adolygu modelau dylunio cwricwlwm ac ymchwilio i'w haddasrwydd ar gyfer yr ysgol / lleoliad penodol.**  
**Step 4: Review curriculum design models and investigate the suitability for their specific school / setting.**

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**Cam 5: Ystyried rôl dilyniant, asesu ac addysgeg yn y cwricwlwm a'r cyd-destun lleol.**  
**Step 5: Considering the role of progression, assessment and pedagogy in their local curriculum / context.**

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**Cam 6:** Dylunio, cynllunio a threialu y model cwricwlwm arfaethedig, gwerthuso'r dyluniadau cychwynnol a datblygu cynlluniau ar gyfer y tymor canolig.  
**Step 6:** Designing, planning and trialling their proposed curriculum model, evaluating initial designs and developing medium term plans.

A oes unrhyw feysydd/agweddau pellach ar ddysgu proffesiynol sydd wedi'u hadnabod? Beth fydd rôl a chyfraniad eich YCG ac aelodau estynedig tîm GwE wrth gefnogi'r gwaith hwn?  
 Are there any other further areas/aspects for professional learning that you have identified? What will be the role and contribution of your SIA and extended GwE team members in supporting this work?

Gwybodaeth ychwanegol os nad yw'r ysgol ar drac ar gyfer y gweithredu.....gan gynnwys cefnogaeth wedi'i thargedu.  
 Additional information if school is not on track for implementation.....including targeted support.

**Ysgolion Uwchradd, Canol, Arbennig a UCD yn unig:** Dyddiad gweithredu'r cwricwlwm newydd ar gyfer disgyblion blwyddn 7 a 8  
**Secondary, Middle, PRUs and Special Schools Only:** Implementation Date of the new curriculum for pupils in years 7 and 8.

**GWEITHREDU / ACTIONS**

Camau Gweithredu / Required Action	Cyfrifoldeb / Responsibility	Pryd / By When

Arwyddwyd / Signed

Dyddiad / Date



1	Adnabod ffactorau unigryw'r ysgol / lleoliad a sut mae'r rhain yn cyfrannu at y pedwar diben. Identifying the unique factors of the school / setting and how these contribute to the four purposes.	Ar drac / On Track
2	Adolygu'r weledigaeth, y gwerthoedd a'r ymddygiadau i gefnogi gwireddu'r cwricwlwm. Reviewing the vision, values and behaviours to support curriculum realisation.	Ar drac / On Track
3	Dealltwriaeth o ystyriaethau dylunio cwricwlwm gan gynnwys elfennau mandadol a pholisi ieithyddol yr ysgol. Understanding of curriculum design considerations including mandatory elements and school	Ar drac / On Track
4	Adolygu modelau dylunio cwricwlwm ac ymchwilio i'w haddasrwydd ar gyfer yr ysgol / lleoliad penodol. Review curriculum design models and investigate the suitability for their specific school /	Ar drac / On Track
5	Ystyried rôl dilyniant, asesu ac addysgeg yn y cwricwlwm a'r cyd-destun lleol. Considering the role of progression, assessment and pedagogy in their local curriculum / context.	Ar drac / On Track
6	Dylunio, cynllunio a threialu y model cwricwlwm arfaethedig, gwerthuso'r dyluniadau cychwynnol a datblygu cynlluniau ar gyfer y tymor canolig. Designing, planning and trialling their proposed curriculum model, evaluating initial designs and developing medium term plans.	Ar drac / On Track

## APPENDIX 2

### Gweithgareddau a gofnodwyd ac amser a dreuliwyd

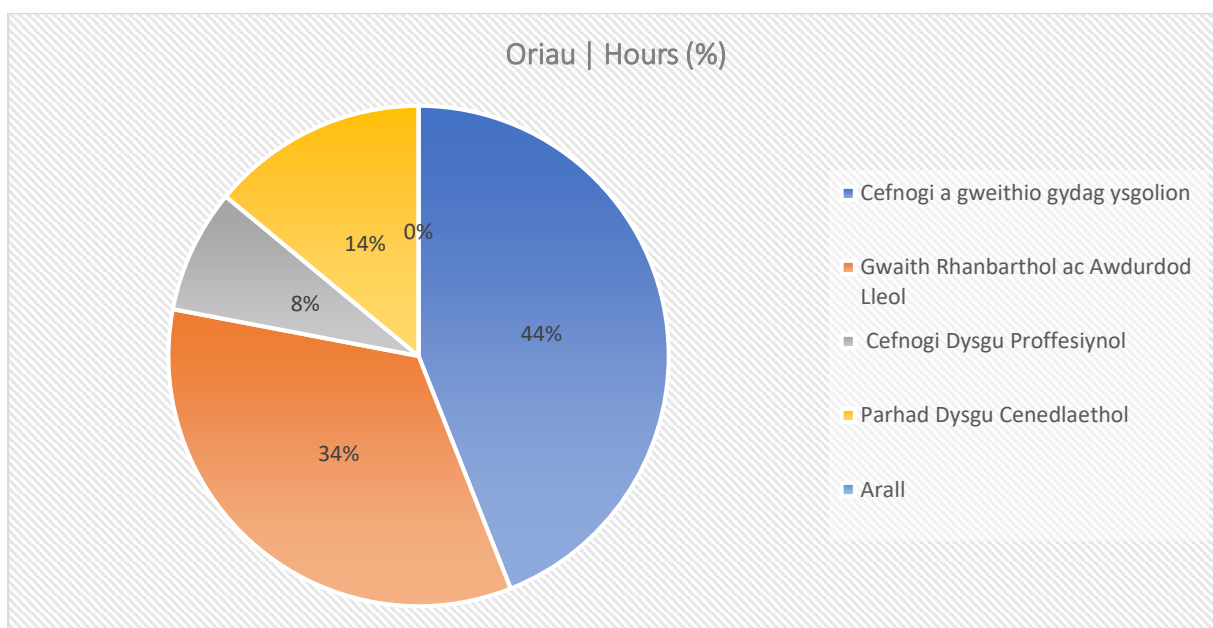
Mae pob Ymgynghorydd Cefnogi Gwelliant (YCG) yn cysylltu â'i r(h)eolwr llinell bob bore a chofnodir rhestr o'u tasgau dyddiol yn eu calendr. Dyma grynodedb o weithgareddau staff GwE ers y cyfnod clo cyntaf:

### Activities recorded and time spent

Every Supporting Improvement Adviser (SIA) contacts his/her line manager every morning and a list of their daily tasks is recorded in their calendar. Here is a summary of the activities of GwE staff since the first lockdown period:

#### 1. Am y cyfnod rhwng 23 Mawrth a 22 Mai, 2020 For the period between 23 March and 22 May, 2020

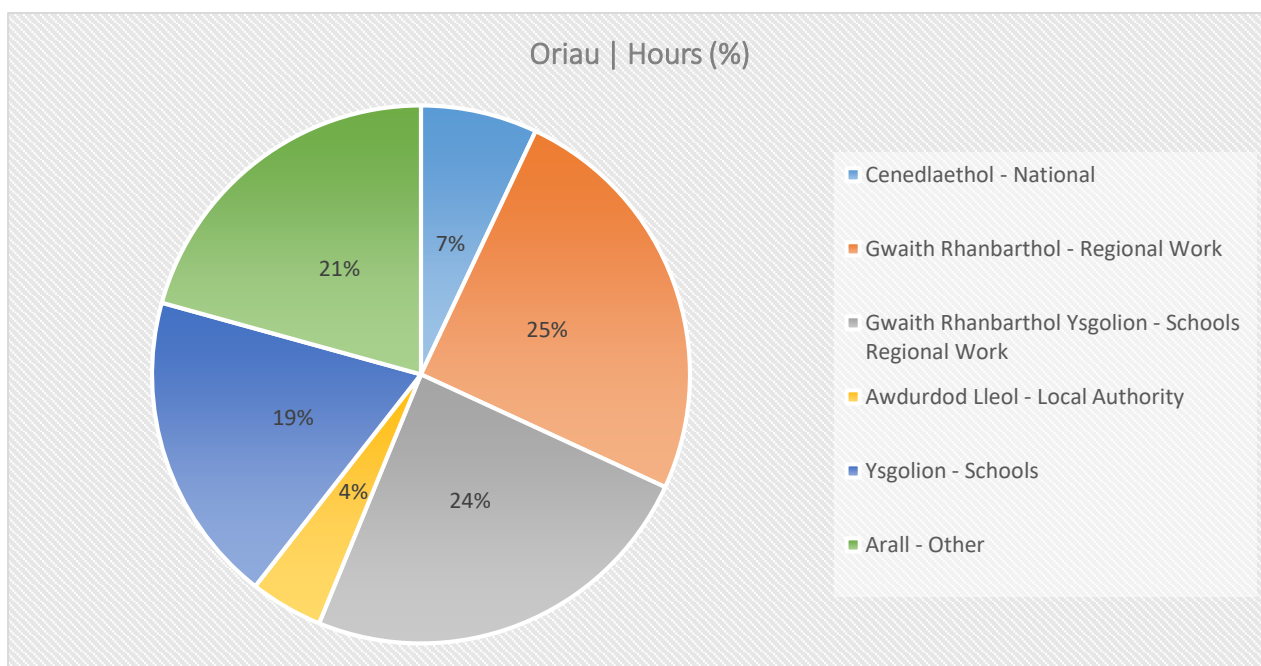
Categori   Category	Oriau   Hours	% Oriau   Hours
Cefnogi a gweithio gydag ysgolion   Supporting and working with schools	9049	44%
Gwaith Rhanbarthol ac Awdurdod Lleol   Regional and Local Authority work	6992	34%
Cefnogi Dysgu Proffesiynol   Supporting Professional Learning	1645	8%
Parhad Dysgu Cenedlaethol   National Continuity of Learning	2879	14%
Arall   Other	45	<1%



**APPENDIX 2**

**2. Am y cyfnod rhwng 1 Mehefin a 17 Gorffennaf, 2020.  
For the period between 1 June and 17 July, 2020**

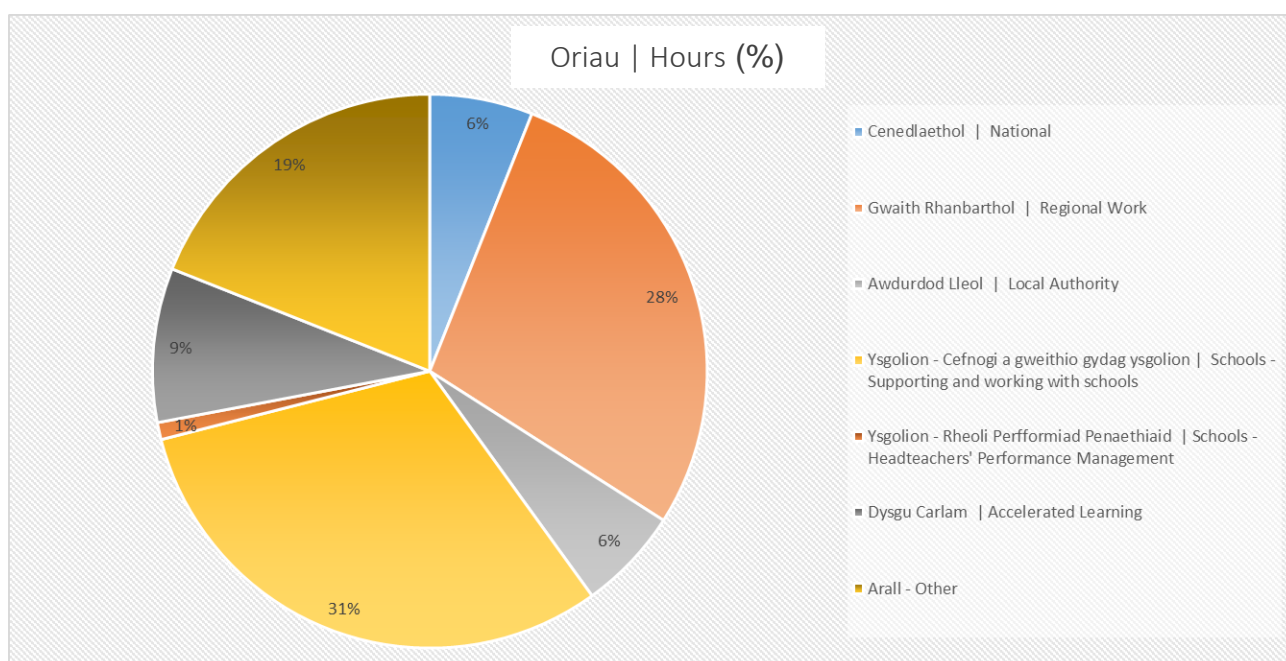
<b>Categori   Category</b>	<b>Oriau   Hours</b>	<b>% Oriau   Hours</b>
Cenedlaethol   National	1044	7%
Gwaith Rhanbarthol   Regional work	3704	25%
Ysgolion - gwaith Rhanbarthol wrth gefnogi ysgolion Schools – Regional work supporting schools	3619	24%
Cyfarfodydd Awdurdod Lleol   Local Authority meetings	653	4%
Ysgolion - cymorth unigryw/clwstwr   Schools – bespoke support/cluster	2788	19%
Arall er enghraifft paratoi, datblygu canllawiau/adnoddau, gwneud gwaith ymchwil, darllen, gwella sgiliau digidol (gweminarau) ac ati Other for example preparation, developing guides/resources, doing research, reading, improving digital skills (webinars) etc.	3084	21%



## APPENDIX 2

### 3. Am y cyfnod rhwng 1 Medi a 31 Rhagfyr, 2020. For the period between 1 September and 31 December 2020.

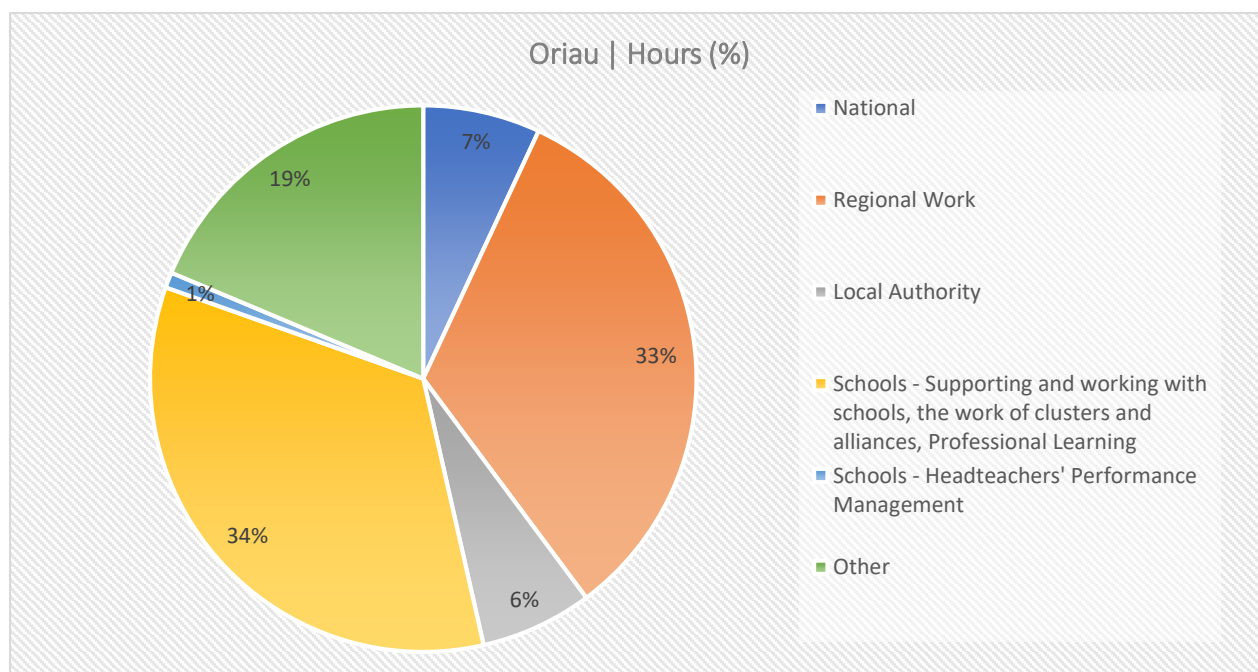
Categori   Category	Oriau   Hours	% Oriau   Hours
Cenedlaethol   National	2284	6%
Gwaith Rhanbarthol   Regional work	10675	28%
Awdurdod Lleol   Local Authority	2284	6%
Ysgolion - Cefnogi a gweithio gydag ysgolion (rhithwir), ymweliadau ysgol, cefnogi gwaith clystyrau a chynghreiriau, Dysgu Proffesiynol Schools - Supporting and working with (virtual) schools, school visits, supporting the work of clusters and alliances, Professional Learning	11789	31%
Ysgolion - Rheoli Perfformiad Penaethiaid Schools – Headteacher Performance Management	380	1%
Dysgu Carlam   Accelerated Learning	3423	9%
Arall - er enghraifft paratoi, datblygu canllawiau/adnoddau, gwneud gwaith ymchwil, darllen, gwella sgiliau digidol (gweminarau) ac ati Other - for example preparation, developing guides/resources, doing research, reading, improving digital skills (webinars) etc.	7223	19%



## APPENDIX 2

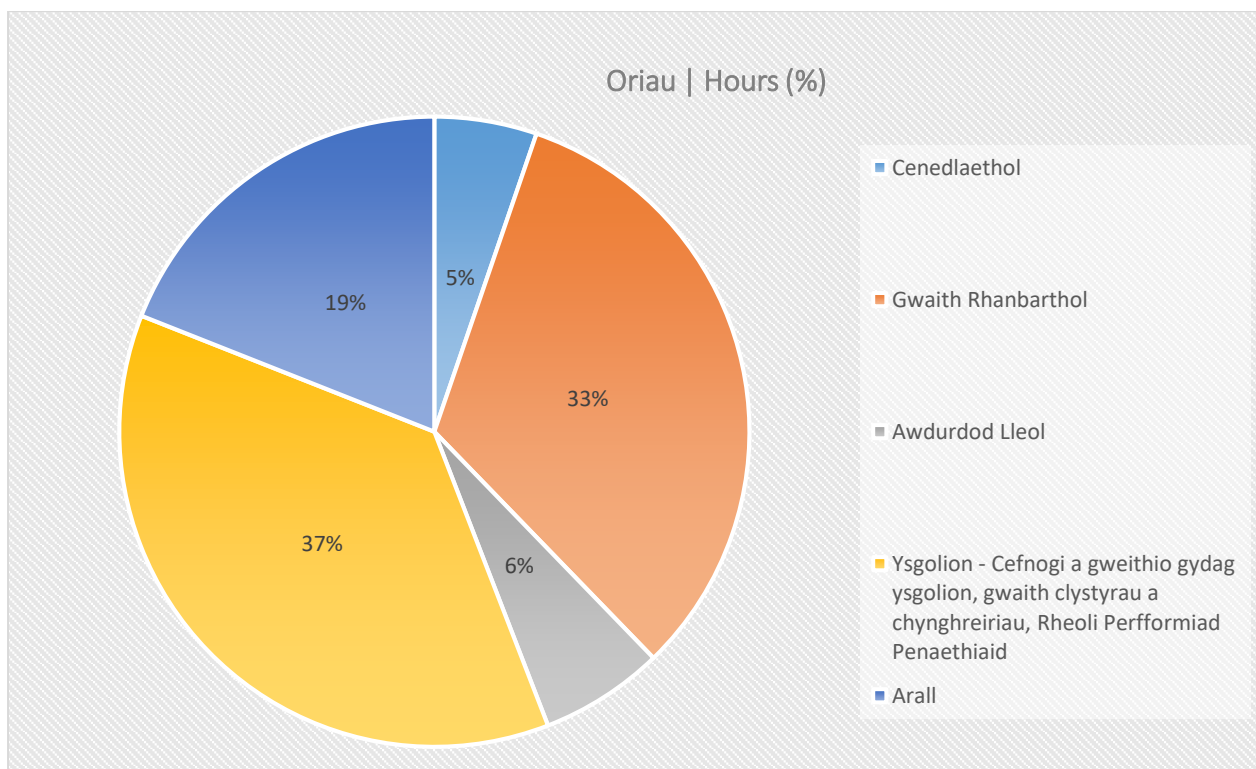
### 4. Am y cyfnod rhwng 1 Ionawr a 9 Ebrill, 2021 For the period between 1 January and 9 April, 2021

Categori   Category	Oriau   Hours	% Oriau   Hours
Cenedlaethol   National	1614	7%
Gwaith Rhanbarthol   Regional work	7639	33%
Awdurdod Lleol   Local Authority	1542	6%
Ysgolion - Cefnogi a gweithio gydag ysgolion (rhithwir), ymweliadau ysgol, cefnogi gwaith clystyrau a chynghreiriau, Dysgu Proffesiynol Schools - Supporting and working with (virtual) schools, school visits, supporting the work of clusters and alliances, Professional Learning	7895	34%
Ysgolion - Rheoli Perfformiad Penaethiaid Schools – Headteacher Performance Management	213	1%
Arall - er enghraifft paratoi, datblygu canllawiau/adnoddau, gwneud gwaith ymchwil, darllen, gwella sgiliau digidol (gweminarau) ac ati Other - for example preparation, developing guides/resources, doing research, reading, improving digital skills (webinars) etc.	4338	19%



**5. Am y cyfnod rhwng 11 Ebrill a 23 Gorffennaf, 2021.  
For the period between 11 April and 23 July, 2021.**

<b>Categori   Category</b>	<b>Oriau   Hours</b>	<b>% Oriau   Hours</b>
Cenedlaethol   National	1168	5%
Gwaith Rhanbarthol   Regional work	7212	33%
Awdurdod Lleol   Local Authority	1414	6%
Ysgolion - Cefnogi a gweithio gydag ysgolion (rhithwir), ymweliadau ysgol, cefnogi gwaith clystyrau a chynghreiriau, Dysgu Proffesiynol   Schools - Supporting and working with (virtual) schools, school visits, supporting the work of clusters and alliances, Professional Learning	8184	37%
Arall - er enghraifft paratoi, datblygu canllawiau/adnoddau, gwneud gwaith ymchwil, darllen, gwella sgiliau digidol (gweminarau) ac ati   Other - for example preparation, developing guides/resources, doing research, reading, improving digital skills (webinars) etc.	4218	19%

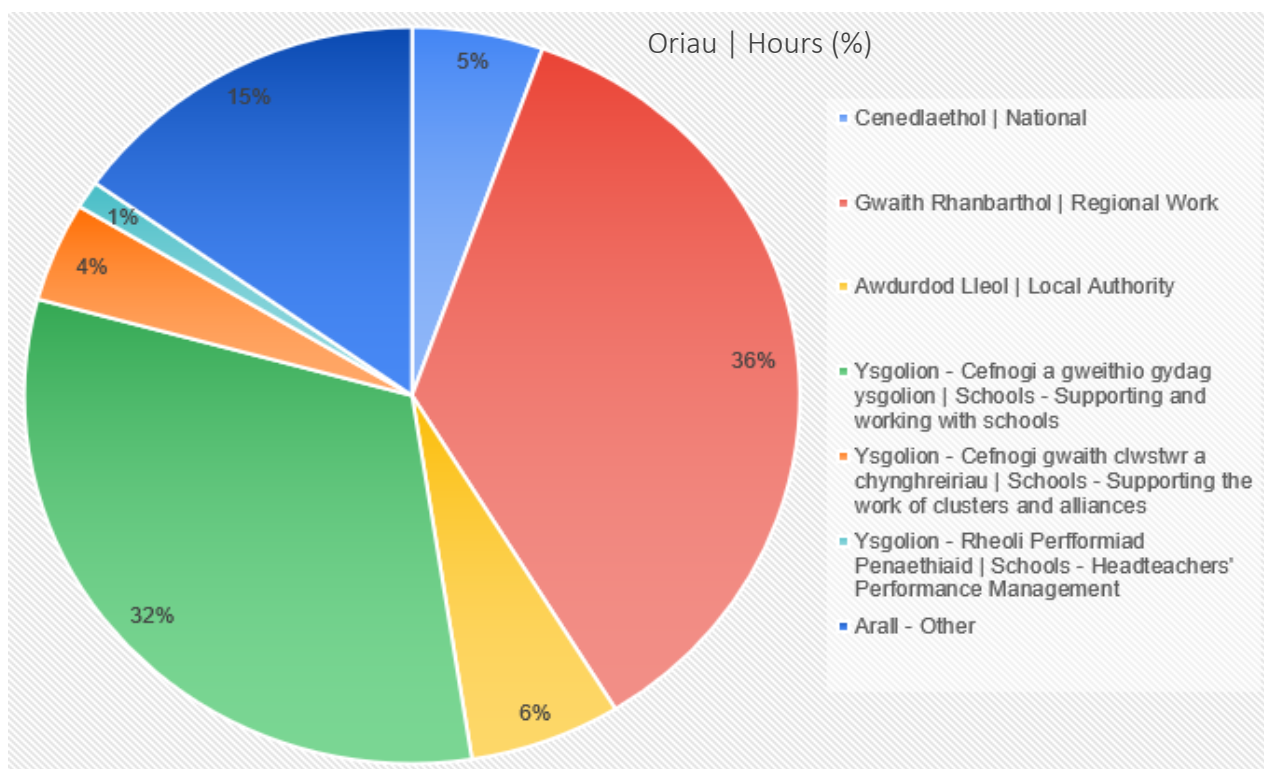




## APPENDIX 2

### 6. Am y cyfnod rhwng 1 Medi a 24 Rhagfyr, 2021. For the period between 1 September and 24 December, 2021

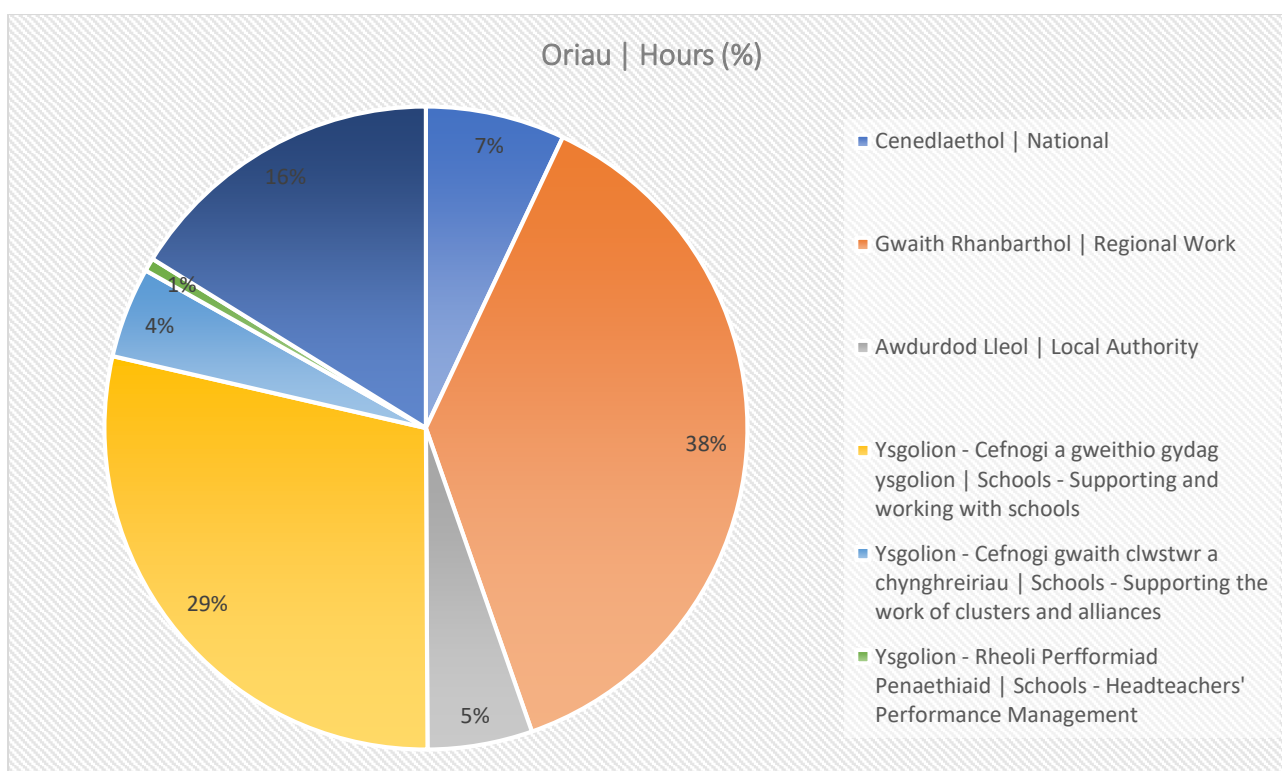
Categori   Category	Oriau   Hours	% Oriau   Hours
Cenedlaethol   National	1359	5%
Gwaith Rhanbarthol   Regional work	8893	36%
Awdurdod Lleol   Local Authority	1572	6%
Ysgolion - Cefnogi a gweithio gydag ysgolion Schools – Supporting and working with schools	7881	32%
Ysgolion - Cefnogi gwaith clwstwr a chynghreiriau Schools - Supporting cluster work and alliances	1087	4%
Ysgolion - Rheoli Perfformiad Penaethiaid Schools – Headteacher Performance Management	300	1%
Arall er enghraifft paratoi, datblygu canllawiau/adnoddau, gwneud gwaith ymchwil, darllen, gwella sgiliau digidol (gweminarau) ac ati Other for example preparation, developing guides/resources, doing research, reading, improving digital skills (webinars) etc.	3785	15%



## APPENDIX 2

### 7. Am y cyfnod rhwng 3 Ionawr a 22 Ebrill, 2022. For the period between 3 January and 22 April, 2022.

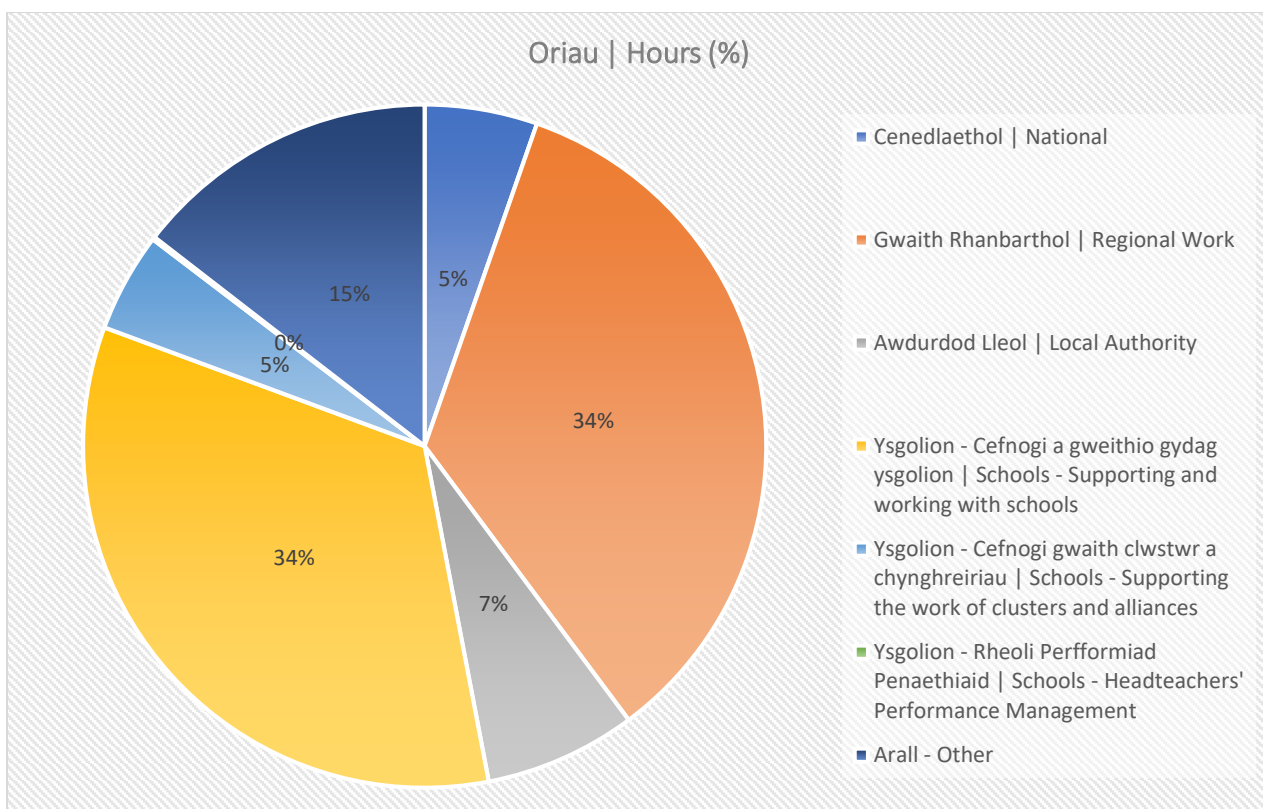
Categori   Category	Oriau   Hours	% Oriau   Hours
Cenedlaethol   National	1592.3	7%
Gwaith Rhanbarthol   Regional Work	8556.1	38%
Awdurdod Lleol   Local Authority	1197.5	5%
Ysgolion - Cefnogi a gweithio gydag ysgolion   Schools - Supporting and working with schools	6516.7	29%
Ysgolion - Cefnogi gwaith clwstwr a chynghreiriau   Schools - Supporting the work of clusters and alliances	1036.5	4%
Ysgolion - Rheoli Perfformiad Penaethiaid   Schools - Headteachers' Performance Management	151.4	1%
Arall - Other	3678	16%



## APPENDIX 2

### 8. Am y cyfnod rhwng 25 Ebrill a 22 Gorffennaf, 2022. For the period between 25 April and 22 July, 2022.

Categori   Category	Oriau   Hours	% Oriau   Hours
Cenedlaethol   National	993	5%
Gwaith Rhanbarthol   Regional Work	6412	34%
Awdurdod Lleol   Local Authority	1336.5	7%
Ysgolion - Cefnogi a gweithio gydag ysgolion   Schools Supporting and working with schools	6261	34%
Ysgolion - Cefnogi gwaith clwstwr a chynghreiriau   Schools Supporting the work of clusters and all- iances	875	5%
Ysgolion - Rheoli Perfformiad Penaethiaid   Schools - Headteachers' Performance Management	24	0%
Arall   Other	2701	15%





## REPORT TO THE JOINT COMMITTEE

5 October 2022

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

**Subject:** GwE Work Programme Autumn and Spring Term 2022-23

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### 1.0 Purpose of the Report

To present information for Joint Committee members on the main focus of our work programme for the Autumn term and beyond.

### 2.0 Background

The new national school improvement guidance outlines the Welsh Government's expectations of all stakeholders in contributing to school improvement. The guidance sets out a framework for evaluation, improvement and accountability that will deliver sustainable school improvement and drive behaviours and practices that are required by the new curriculum and assessment arrangements.

Our work programme, starting from September 2022, will support schools and settings as they evolve their processes and practice to effectively address the requirements and expectations of the new framework.

The main focus of engagement with schools will include support to:

- further develop and enhance self-evaluation and improvement planning processes and systems.
- develop their Curriculum for Wales offer.
- further strengthen the quality of teaching and learning and assessment across the school.
- further strengthen the quality of leadership across the school.
- effectively engage with alliance / cluster collaboration.

In their engagement with link schools, Supporting Improvement Advisers will ensure that:

- they have a comprehensive and accurate assessment of strengths and areas for improvement in the school based on evaluation of data/information and regular participation in scrutiny activities.

- all link schools are effectively supported via a bespoke Support Plan which is closely aligned to self-evaluation findings and School Improvement Priorities, that progress is monitored and that early intervention is targeted where underperformance or stagnation is identified.
- bespoke Support Plans are shared with governing bodies and that a meaningful and purposeful dialogue is undertaken with governors on the school's self-evaluation processes and improvement priorities; the school's strengths which could be used to support other schools and any particular issues governors need to be aware of and monitor in the school.
- effective commissioning strategies are applied to address school improvements when required i.e. when necessary expertise or capacity does not reside within team.

Supporting Improvement Advisers will also undertake a link role with alliances/clusters which will include:

- contributions to meetings and facilitation of additional support where required.
- supporting alliances/clusters to respond to the new national school improvement guidance by further developing collaboration to enhance self-evaluation and improvement planning processes and systems in each school.
- supporting plans for continuity and progression in Curriculum for Wales development.
- supporting alliances/clusters to identify contributions for regional/local professional learning offer to peers

Collaboration with schools and clusters to develop a comprehensive and accurate assessment of strengths and areas for improvement will include joint-exploration of how schools:

- evaluate GCSE and A Level examination results [secondary] and standards and progress in areas such as literacy, numeracy, basic skills, wellbeing, learners who are vulnerable to learning [primary and secondary].
- hone their self-evaluation and improvement planning processes and systems to meet the requirements of the new School Improvement Guidance and how peer contribution to those processes could evolve.
- are supporting all learners to develop a secure foundation for their learning and skills development and progression and how specific barriers are addressed.
- bridge the learning experience for all year groups to ensure continuity and progress and to alleviate any pressures and uncertainties which might worry some learners.
- are working within their clusters to ensure effective transition from primary to secondary.
- are benefiting from, and contributing to, professional learning at regional and local level.

### **3.0 Considerations**

- 3.1 In North Wales, GwE and the six Local Authorities are committed to working in partnership with schools to ensure that we have robust and purposeful systems and processes in place to adhere to national expectations. Our approach will ensure that we have the confidence and support of all key stakeholders and that each partner will take full accountability for undertaking their role and contribution with transparency, effectiveness and efficiency.

### **4.0 Recommendations**

- 4.1 The Joint Committee is asked to note and accept 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 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 and discussions have been held with GwE Management Board and regional head teachers via Headteachers' Strategic Forums and the GwE Conference for senior leaders held at Venue Cymru on 22 and 23 September, 2022.

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**OPINION OF THE STATUTORY OFFICERS**

**Monitoring Officer:**

Nothing to add from a propriety perspective.

**Statutory Finance Officer:**

I note that part 5 of the 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

5 OCTOBER 2022

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**Report by:** Arwyn Thomas, GwE Managing Director  
**Subject:** GwE Regional Conference 2022  
**'Inspiring Leadership: Giving our learners the very best experiences'**

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### 1.0 Purpose of the Report

1.1 To present information to Joint Committee members regarding GwE's regional conference.

### 2.0 Background

2.1 With the next academic year in mind at the end of the summer term, along with our sustained collaboration with regional schools on Curriculum roll-out and implications of the new School Improvement Guidance, a decision was made to hold a conference for Leaders/Senior Leaders at Venue Cymru, Llandudno on the 22<sup>nd</sup> and 23<sup>rd</sup> of September, 2022. The aim of the 'Inspiring Leadership: Giving our learners the very best experiences' conference was to set a direction for our future work and focus on the support needs of schools in moving forward.

### 3.0 Matters for consideration

3.1 The main objectives of the conference were as follows:

- Inspiring Leaders
- How to provide learners with the best experiences
- Setting a national and local direction
- Opportunity to influence the direction of the support for schools
- Collaboration
- Opportunity to reflect on school/cluster/alliance priorities

- Sharing practice by international and local experts
- Supporting head teachers' well-being in the next stage
- The role of Estyn in the next stage
- Professional Learning Menu

3.2 Over both days, 541 delegates registered for the conference, including up to two representatives from the region's schools, Local Authority officers and Elected Members, Bangor University and GwE officers.

3.3 Attached is a copy of the programme (Appendix 1) along with the line-up of workshops for the delegates (Appendix 2). Presentations, workshops and discussions with colleagues and guest speakers were of the highest calibre.

#### **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 usual key stakeholders.

#### **9.0 Appendices**

9.1 Appendix 1 - GwE Conference Programme

9.2 Appendix 2 - Conference workshops



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**OPINION OF STATUTORY OFFICERS**

**Monitoring Officer:**

Nothing to add from a propriety perspective.

**Statutory Finance Officer:**

Nothing to add to the report from the perspective of financial propriety.

# Inspiring leadership: Giving our learners the very best experiences



Thursday · 22 September 2022 · Venue Cymru, Llandudno

## Programme

**08:30 – 09:15** Arrival and registration

**09:15 – 09:20** Welcome and opening remarks

**09:20 – 10:45** Setting the national context and direction

The Curriculum Journey – Opportunities and Challenges to improve learner experiences

**Professor Graham Donaldson**

‘Yma o hyd’

**Dafydd Iwan**

Inspection now and future

**Owen Evans – His Majesty’s Chief Inspector for Education and Training in Wales**

**10:45 – 11:15** Break and refreshments

**11:15 – 11:45** Inspiring leadership: Giving our learners the very best experience in North Wales

**Arwyn Thomas - Managing Director GwE**

**11:45 - 12:30** Estyn update – Curriculum and Skills

**Gwawr Meirion & Darren Booth-Taylor – Estyn**

**12:30 – 13:30** Lunch

**13:30 – 14:15** National context and direction

**Owain Lloyd - Director of Welsh Language and Education, Welsh Government**

Question and answer session

**A panel of presenters - Professor Graham Donaldson, Owen Evans, Owain Lloyd & Arwyn Thomas**

**14:15 – 15:15** Workshops

**15:15 – 15:30** Plenary closing remarks

**Arwyn Thomas - Managing Director GwE**



# Inspiring leadership: Giving our learners the very best experiences



Friday · 23 September 2022 · Venue Cymru, Llandudno

## Programme

<b>08:30 – 09:00</b>	Arrival and registration
<b>09:00 – 09:05</b>	Welcome and opening remarks
<b>09:05 – 10:15</b>	Teaching Strategies to raise standards post Covid <b>Mike Gershon – Educational Consultant</b>
<b>10:15 – 10:45</b>	Break and refreshments
<b>10:45–11:45</b>	Wellbeing of Headteachers – Insight into resilience and how to build it How to be a hero <b>Dr. Coral Harper</b>
<b>11:45 – 13.15</b>	Inspiring Leadership during times of change <b>Sir John Jones</b>
<b>13:15 – 13:20</b>	Plenary closing remarks <b>Arwyn Thomas - Manager Director GwE</b>



**Gweithdai | Workshops – 22.09.2022**

<b>Rhif No.</b>	<b>Teitl   Title</b>	<b>Sector</b>	<b>Cyfrwng   Medium</b>
1	Gwneud synnwyr o'r canllawiau gwella ysgolion - beth mae hyn yn mynd i olygu i fy ysgol?  <i>Making sense of the school improvement guidance- what does it mean for my school?</i>	Pawb / All	Cymraeg gyda darpariaeth cyfieithu ar y pryd  <i>Welsh with simultaneous translation facility</i>
2	Aseu Ffurfiannol ar draws y continuum - dyfnhau'r gwreiddiau  <i>Formative Assessment across the continuum- deepening the roots</i>	Pawb / All	Cymraeg gyda gwasanaeth cyfieithu ar y pryd  <i>Welsh with simultaneous translation facility</i>
3	Cynllunio ar gyfer yr Egwyddorion Cynnydd trwy ddefnyddio strategaethau Tacsonomeg SOLO  <i>Planning for the Principles of Progression using Solo Taxonomy strategies</i>	Pawb / All	<i>English</i>
4	Adnabod, cofnodi a myfyrio ar gynnydd dysgwyr unigol dros amser  <i>Identifying, capturing and reflecting on individual learner progress over time</i>	Cynradd ac Arbennig / Primary and Special UCD / PRU	Cymraeg gyda darpariaeth cyfieithu ar y pryd  <i>Welsh with simultaneous translation facility</i>
5	'Cynnal fflam y Gymraeg'  <i>'Nurturing the Welsh flame'</i>	Pawb / All	Dwyieithog / Bilingual  Gyda gwasanaeth cyfieithu ar y pryd <i>With simultaneous translation facility</i>
6	'Ein Llais Ni' - ymholi ac ymchwilio i strategaethau dysgu ac addysgu sy'n datblygu medrau siarad a gwrando y Gymraeg o fewn Cwricwlwm i Gymru  <i>'Ein Llais Ni' – investigating teaching and learning strategies that develop Welsh speaking and listening skills within the Curriculum for Wales</i>	Pawb / All	Cymraeg

7	Bod yn barod am y MDaPh <i>Getting AOLE ready</i>	Uwchradd / <i>Secondary</i> Arbennig / <i>Special</i> UCD / <i>PRU</i>	English
8	Cynllunio ysgol gyfan ar gyfer cynnydd dysgwyr yn eu sgiliau llythrennedd, rhifedd a digidol <i>Whole school planning for pupil progress in literacy, numeracy and digital skills</i>	Uwchradd / <i>Secondary</i> UCD / <i>PRU</i>	Cymraeg
9	Esblygu model effeithiol ar gyfer dal effaith <i>Evolving an effective model for capturing impact</i>	Pawb / <i>All</i>	Dwyieithog / <i>Bilingual</i>  Gyda gwasanaeth cyfieithu ar y pryd <i>With simultaneous translation facility</i>
10	Dull cydweithredol o ddylunio cwricwlwm arloesol <i>A collaborative approach to designing an innovative curriculum</i>	Cynradd ac Arbennig / <i>Primary and Special</i> UCD / <i>PRU</i>	English