

Business Plan 2020-2021



GwE Level 1 Business Plan 2020-2021

Version Control

This is a live document and may be amended as required to meet our priorities.

Version	Date	Amended by

DRAFT

GwE Level 1 Business Plan 2020-2021

OUR STRATEGIC OBJECTIVES

1: Developing a high-quality education profession

- Ensure that all teachers and support staff are equipped to have a clear understanding of what constitutes effective teaching, based on reliable evidence. In addition, the ability to deliver a range of approaches, effectively matching the needs of the learners with the context, to ensure positive impact on learning and achievement is paramount.

2: Inspirational leaders working collaboratively to raise standards

- Ensure that all leaders have a clear educational vision and can plan strategically to achieve this. Ensure that all learning organisations have the leadership capacity at all levels to inspire, coach, support, share practice and collaborate at all levels to ensure all learners' achieve their potential. Ensure that the principles of distributive leaderships are embedded in all learning organisations across the region.

3: Strong and inclusive schools committed to excellence, equity and well-being

- Create the conditions to ensure that learners develop as healthy, resilient and globally responsible individuals and provide an inclusive, aspirational education system, committed to tackling inequality so that young people achieve their full potential.

4: Robust assessment, evaluation and accountability arrangements supporting a self-improving system

- Ensure all schools have robust assessment processes in place with strong targeting, tracking and intervention procedures. Ensure that school leaders and teachers have the skills, capacity and commitment to continually learn and improve their practice so that every child achieves their potential.

5: Transformational Curriculum

- To ensure that all schools deliver an engaging curriculum which responds to the statutory requirements of the national curriculum. Ensure that all learners are supported to achieve qualifications which enable them to be ambitious capable learners that reach their potential.

6: Business

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

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1: DEVELOPING A HIGH-QUALITY EDUCATION PROFESSION

Priorities for improvement:
1.1 Support secondary schools in statutory category, and those causing concern, to improve performance.
1.2 Cymraeg 2050 – deliver a regional strategy to support delivering ‘A million Welsh speakers’.
1.3 Support CaBan to develop high quality ITE provision.

1: Developing a high-quality education profession

Ref	Challenge	Actions	Regional Progress Measures / Targets 2020-2021	Responsible	Target Date	Funding (£)
1.1	Support secondary schools in statutory category, and those causing concern, to improve performance	<p>Work with the 6 LAs to develop and implement a comprehensive and cohesive model of support for specific secondary schools which will ensure ‘team around the school’ approach.</p> <p>Ensure effective participation with Welsh Government and Estyn to support schools who are part of the national pilot programme for Schools Causing Concern.</p> <p>Ensure that schools who have been identified as ‘causing concern’ receive a comprehensive Support Plan which underpins their own improvement plan.</p>	<p>Identified schools have comprehensive support plans which allows a holistic approach to improvement.</p> <p>Good progress against most recommendations.</p> <p>Good progress against key priorities in all of these schools with effective engagement in their support package.</p>	GwE Senior Lead: Secondary	<p>February 2020 onwards</p> <p>Ongoing</p> <p>From April 2020</p>	Core

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1: Developing a high-quality education profession

Ref	Challenge	Actions	Regional Progress Measures / Targets 2020-2021	Responsible	Target Date	Funding (£)
		Support Wrexham and Flintshire Local Authorities post inspection action plans (PIAP).	Good progress against recommendations identified.		From April 2020 onwards	
1.2	Cymraeg 2050 – deliver a regional strategy to support delivering ‘A million Welsh speakers’.	<p>Plan strategically to ensure effective delivery of provision and support for Welsh in Education across the region.</p> <p>Implement Welsh Language Cluster Model to develop the Welsh language skills of the workforce and improve informal use of Welsh in all schools across the region.</p> <p>Ensure clear communication and engagement with all stakeholders who are involved in the development of Welsh in Education.</p>	<p>Delivering Welsh in Education across the region has proper coordination and capacity to offer a regional service of quality, whilst also providing value for money and avoids any duplication.</p> <p>The region has a clear strategy in place to ensure an increase in high calibre leaders and practitioners who have the necessary knowledge and skills to deliver a curriculum through the medium of Welsh and Welsh as a subject, and who continue to learn throughout their career:</p> <ul style="list-style-type: none"> • 56 teachers/assistants will have accessed WG Sabbatical Scheme training. • Xxx teachers/assistants will have accessed Welsh language training led by the Welsh Language advisory teams. • Welsh Language Cluster Model will have become established in all the 54 clusters across the region. 	GwE Assistant Director	<p>By April 2021</p> <p>From April 2020</p>	<p>Regional Consortia School Improvement Grant (RCSIG):</p> <p>Welsh – professional development</p> <p>Welsh Language Use Framework</p>

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1: Developing a high-quality education profession

<i>Ref</i>	<i>Challenge</i>	<i>Actions</i>	<i>Regional Progress Measures / Targets 2020-2021</i>	<i>Responsible</i>	<i>Target Date</i>	<i>Funding (£)</i>
			<ul style="list-style-type: none"> • 54 Welsh Language Cluster Coordinators will have been appointed and are engaged and involved in promoting the development of Welsh in Education. • All clusters will have a Catchment Area Collaboration plan across all 416 schools in the region with a clear focus on developing the Welsh language skills of the workforce. 			
1.3	Support CaBan to develop high quality ITE provision.	<p>Through the collaboration between Bangor University and GwE, ensure a continuity of professional learning for teachers.</p> <p>Support the teaching programme of Bangor University by offering occasional lectures, seminars and tutorials (delivery by GwE staff who have specialist knowledge in relevant fields).</p> <p>Assist CaBan in quality assuring lead schools through regular self-evaluation and monitoring activities.</p>	<p>All CaBan teaching staff with access to GwE professional offer.</p> <p>Framework in place for professional learning from Qualified Teacher Status through induction as a Newly Qualified Teacher to teacher and leadership training.</p> <p>All lead schools up to date with latest research and educational development through attendance at GwE professional offer and through</p>	GwE ITE Lead	From April 2020 onwards	Regional Consortia School Improvement Grant (RCSIG): ITE

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1: Developing a high-quality education profession

<i>Ref</i>	<i>Challenge</i>	<i>Actions</i>	<i>Regional Progress Measures / Targets 2020-2021</i>	<i>Responsible</i>	<i>Target Date</i>	<i>Funding (£)</i>
		<p>Support the research of CIEREI through promoting projects in regional schools.</p> <p>Support reaccreditation through the Education Workforce Council.</p>	<p>Supporting Improvement Advisor support.</p> <p>Increase in the use of evidence-informed teaching strategies to improve the quality of provision and learner outcomes.</p> <p>EWC recognises progress made towards accreditation conditions.</p>			

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2: INSPIRATIONAL LEADERS WORKING COLLABORATIVELY TO RAISE STANDARDS

Priorities for improvement:	
2.1	Work with other regions to provide development programmes across the work force to ensure high quality leadership
2.2	Support secondary schools to improve middle leadership performance
2.3	Develop peer engagement model and processes with schools to ensure robust self-evaluation and improvement planning at all levels

2: Inspirational leaders working collaboratively to raise standards

Ref	Challenge	Actions	Regional Progress Measures / Targets 2020-2021	Responsible	Target Date	Funding (£)
2.1	Work with other regions to provide development programmes across the work force to ensure high quality leadership	<p>Continue to offer a wide range of Professional Learning opportunities in relation to leadership developmental programmes in order to develop present and future leaders.</p> <ul style="list-style-type: none"> Middle Leaders: continue to deliver the Middle Leadership Development Programme (MLDP), a national programme to be delivered regionally Senior Leaders: continue to deliver the regional Programme (currently named AHDP) in order to ensure quality professional learning opportunities for senior leaders across the region. 	<p>Improvement in the number of high-quality applicants for leadership posts across schools and settings.</p> <p>XX individuals successfully applying to / and attending the National Middle Leadership Development Programme.</p> <p>XX individuals successfully applying to / and attending Programme.</p>	GwE Leadership Programmes Lead	<p>Start date – January 2021</p> <p>Start date – September 2020</p>	<p>Regional Consortia School Improvement Grant (RCSIG):</p> <p>Future Leadership / New and Acting Heads / NPQH</p>

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2: Inspirational leaders working collaboratively to raise standards						
Ref	Challenge	Actions	Regional Progress Measures / Targets 2020-2021	Responsible	Target Date	Funding (£)
		<ul style="list-style-type: none"> • NPQH: Deliver the national AHDP leading to NPQH Development Programme endorsed by NAEL. Evaluate, review and refine the new NPQH Development Programme to ensure it is current. • New and Acting - Continue to provide the professional learning offered through the national New / Acting Headteacher Development Programme • Experienced Headteachers: continue to deliver the professional learning offered through the national Experienced Headteacher Development Programme 	<p>XX individuals successfully applying to / and attending the new National NPQH Development Programme. Target of 80% of NPQH candidates are successful.</p> <p>All new and acting Head teachers have access to support common, generic and bespoke, dependent on need, circumstance and type of school. Number of individuals that attend the programme will depend on appointments in the Local Authorities.</p> <p>XX individuals successfully applying to / and attending the new National Experienced Headteacher Development Programme</p> <p>Increased Collaborative leadership with system leadership developing across the region.</p> <p>Leaders are fully engaged with the National reform agenda.</p>		<p>Start date – January 2021</p> <p>September 2019</p> <p>On going</p>	

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2: Inspirational leaders working collaboratively to raise standards						
<i>Ref</i>	<i>Challenge</i>	<i>Actions</i>	<i>Regional Progress Measures / Targets 2020-2021</i>	<i>Responsible</i>	<i>Target Date</i>	<i>Funding (£)</i>
2.2	Support secondary schools to improve middle leadership performance	<p>Encourage regional schools to effectively engage with the GwE development programmes for middle leaders.</p> <p>Ensure targeted schools have access to bespoke middle leadership support within their Support Plan with specific focus on improving the quality of teaching / learning.</p> <p>Ensure all schools access core subject networks with specific focus on developing high quality teaching / learning and jointly developing best practice.</p> <p>As part of the post-inspection plan for Wrexham LA, ensure that an enhanced and bespoke programme of support is available to further develop the skills of middle leaders through the development and delivery of a coaching/mentoring programme.</p>	<p>Minimum of 25 leaders accessing the regional offer.</p> <p>All targeted schools effectively engaging with the service and accessing quality support to develop the skills of middle leaders as skilled 'leaders of learning'.</p> <p>Effective engagement with core subject network by all regional schools.</p> <p>All networks to have ensured that schools access quality guidance and support on developing best practice re: teaching/learning; tracking and intervention and improving KS4 performance.</p> <p>Targeted schools/leaders effectively engaging with programme.</p> <p>Enhanced confidence and ability demonstrated by majority of leaders who engage with programme.</p>	GwE Senior Lead: Secondary	<p>From Autumn Term 2020 onwards</p> <p>From Autumn Term 2020 onwards</p> <p>From April 2020 onwards</p> <p>From Summer 2020 onwards</p>	<p>Core</p> <p>Regional Consortia School Improvement Grant (RCSIG):</p> <p>Future Leadership</p>

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2: Inspirational leaders working collaboratively to raise standards

<i>Ref</i>	<i>Challenge</i>	<i>Actions</i>	<i>Regional Progress Measures / Targets 2020-2021</i>	<i>Responsible</i>	<i>Target Date</i>	<i>Funding (£)</i>
2.3	<p>Develop peer engagement model and processes with schools to ensure robust self-evaluation and improvement planning at all levels</p>	<p>Continued evaluation and development of peer review programmes.</p> <p>Continued training and support for all GwE SIAs including evaluation and development of the SIA's role in mentoring, coaching, facilitating and challenging schools.</p> <p>Provide training and support in peer review and school to school support to all remaining schools across the region.</p> <p>Provide training and support to further develop and evolve the role of Improvement Facilitator to build leadership capacity across the system.</p> <p>Further develop peer engagement as a key aspect of validating schools' self-evaluation processes and improvement priorities.</p>	<p>Peer review model embedding across the region and seen as an integral part of school improvement:</p> <ul style="list-style-type: none"> • 30+ GwE SIAs fully trained to be able to effectively deliver peer review and Improvement Facilitator training • Senior leaders in all 416 schools trained as peer reviewers <p>All 416 regional schools participating in peer review:</p> <ul style="list-style-type: none"> • 500+ Senior Leaders participating in peer review • 2,000+ staff engaged and involved in peer review <p>Improvement Facilitator roles provide good Professional Learning opportunity for leaders and teachers. Talented leaders and teachers identified as Improvement Facilitators further building leadership capacity across the region:</p> <ul style="list-style-type: none"> • 150+ Improvement Facilitator trained and participating in peer review 	GwE Assistant Director	<p>Summer 2020</p> <p>Autumn 2020</p>	<p>Regional Consortia School Improvement Grant (RCSIG):</p> <p>Collaborative working</p>

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2: Inspirational leaders working collaboratively to raise standards						
<i>Ref</i>	<i>Challenge</i>	<i>Actions</i>	<i>Regional Progress Measures / Targets 2020-2021</i>	<i>Responsible</i>	<i>Target Date</i>	<i>Funding (£)</i>
		<p>Continue to develop the collaborative systems within G6 that facilitate schools peer engagement processes.</p> <p>Training and support available as appropriate to schools involved in regional peer engagement programmes.</p>	<ul style="list-style-type: none"> Xx of IF's taking on the role of Peer Reviewers during the second cycle of the programme. IF's role developing to be able to facilitate discussions on aspects of the Reform Journey within their clusters <p>Partnership work establishing at all levels and beyond school leaders, with peers becoming willing and confident to validate each other's self-evaluation.</p> <p>Cultural shift towards collegiate responsibility.</p> <p>Schools involved in peer review are able to make effective use of:</p> <ul style="list-style-type: none"> Granular access to priorities Granular Snapshot reporting in priorities. Self-evaluation processes tool <p>Training & guidance provided as required to any peer engagement schools on the effective use of collaborative systems available in G6.</p>	Data & Quality Unit Lead	Autumn 2020	

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3: STRONG AND INCLUSIVE SCHOOLS COMMITTED TO EXCELLENCE, EQUITY AND WELL-BEING

Priorities for improvement:	
3.1	Further develop the implementation of the regional Pupil Development Grant (PDG) framework model
3.2	Further develop LAC strategy
3.3	Work with LA and Schools to best prepare for Additional Learning Needs transformation

3: Strong and inclusive schools committed to excellence, equity and well-being

Ref	Challenge	Actions	Regional Progress Measures / Targets 2020-2021	Responsible	Target Date	Funding
3.1	Further develop the implementation of the regional Pupil Development Grant (PDG) framework model	<p>Ensure consistency through aligning aims / outcomes linked to PDG across the consortia.</p> <p>Further develop and support sustainable systems in schools which are not reliant upon grant funding.</p> <p>Develop template documents for planning, implementing and evaluation of PDG.</p> <p>Improve schools use of and evaluation of PDG.</p>	<p>Continue to implement regional strategies to improve the provision for vulnerable learners.</p> <p>Half yearly monitoring and audit of all PDG plans across the region. Impact and successful practice shared through G6.</p> <p>Evidence of additional guidance on the terms and conditions of grant across implemented across the region.</p> <p>Monitor the performance of individuals and different groups of learners, using all available data with a particular focus on ensuring appropriate progress according to their baselines.</p> <p>Targeted schools effectively engaging in the regional offer. Professional Learning</p>	GwE Wellbeing SIA	<p>December 2020</p> <p>September 2020</p> <p>July 2020</p> <p>January 2021</p> <p>March 2021</p>	Pupil Development Grant (PDG)

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3: Strong and inclusive schools committed to excellence, equity and well-being						
<i>Ref</i>	<i>Challenge</i>	<i>Actions</i>	<i>Regional Progress Measures / Targets 2020-2021</i>	<i>Responsible</i>	<i>Target Date</i>	<i>Funding</i>
		<p>A targeted professional learning offer in place with focus on key pedagogies that supports vulnerable learners.</p> <p>Developing whole school / cluster frameworks:</p> <ul style="list-style-type: none"> • Case studies • Tracking systems and methods of evaluating impact. • Pupil voice 	<p>Evaluate the offer across the region – regionally and / cluster approach.</p> <p>Effective use of summative and formative data to target improvement across the region.</p>			
3.2	Further develop LAC strategy	<p>Implement the LAC PDG strategy, measuring impact and evaluation guidance across the region.</p> <p>Further develop template documents for planning, implementing and evaluation of LAC cluster PDG.</p> <p>Implement a consistent data source for sharing of information in regard to the LA sharing data on LAC with the consortia.</p>	<p>Continue to implement regional strategies to improve the provision for vulnerable learners.</p> <p>Monitor the performance of individuals and different groups of learners, using all available data with a particular focus on ensuring appropriate progress according to their baselines.</p> <p>Clear School / Cluster one page profile in place showing evidence of impact of LAC PDG.</p> <p>Framework model implemented across the region via the grant guidance with</p>	GwE Wellbeing SIA	<p>April 2020 – March 2020</p> <p>May - June 2020</p> <p>October 2020</p>	LAC

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3: Strong and inclusive schools committed to excellence, equity and well-being						
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		<p>Further develop the partnership with all 6 LA's in regards to the role of the LACE.</p> <p>Regularly assess and track the progress of LAC across the region via the schools / LA and consortia.</p> <p>Continue to offer a targeted professional learning offer with focus on key pedagogies that supports LAC / vulnerable learners.</p>	<p>robust evaluation guidance / system in place.</p> <p>Clear accountability of grant funds and planning via formula based CRCS data per cluster in place.</p> <p>Guidance produced for all consortia staff in regards to monitoring and supporting the education of looked after children.</p>		<p>January – March 2020</p> <p>April – March 2020</p>	
3.3	Work with LA and Schools to best prepare for Additional Learning Needs transformation	<p>Professional Learning Offer in place delivered by LA and GwE that meets the needs of front line staff and strategic leaders working with children and young people with ALN.</p> <p>Share practice that is effective across the region to reduce duplication and workload.</p> <p>Continue to develop the working relationships between the</p>	<p>Professional learning offer supports the understanding and delivery of ALN Transformation. Most identified staff have attended at least 2 Professional Learning days in relation to ALN transformation.</p> <p>Case studies of practice that is successful available on G6 based on work of clusters and LAs.</p> <p>All cluster plans have input from SIA service.</p>	Additional Learning Needs Transformation Lead North Wales Region	From April 2020 onwards	ALN Transformation grant allocation

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3: Strong and inclusive schools committed to excellence, equity and well-being						
<i>Ref</i>	<i>Challenge</i>	<i>Actions</i>	<i>Regional Progress Measures / Targets 2020-2021</i>	<i>Responsible</i>	<i>Target Date</i>	<i>Funding</i>
		<p>named lead officers across the region.</p> <p>Continue to develop an operational link between local authority ALN services and the school improvement service (GwE)</p> <p>Cluster and ALN transformation networks established and supported through SIA support.</p> <p>Clusters all have a supporting action plan that identifies next steps in the reform journey.</p> <p>All local authorities, GwE and linked agencies endorse the regional transformation plan and funding priorities.</p>	<p>Identified areas in professional offer planned for and implemented.</p> <p>Professional networks in place for Welsh medium, Specialist centres and cluster based model.</p> <p>Cluster plans endorsed by LA's and GwE.</p> <p>All schools engaged in the local cluster model and supported financially through the transformation grant.</p>			

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4: ROBUST ASSESSMENT, EVALUATION AND ACCOUNTABILITY ARRANGEMENTS SUPPORTING A SELF-IMPROVING SYSTEM

Priorities for improvement:

Support schools to improve performance in the secondary sector:

- 4.1 Develop tracking and assessment systems
- 4.2 Develop accountability and management systems
- 4.3 Further develop accountability arrangements and processes for robust self-evaluation and improvement planning

4: Robust assessment, evaluation and accountability arrangements supporting a self-improving system

Ref	Challenge	Actions	Regional Progress Measures / Targets 2020-2021	Responsible	Target Date	Funding (£)
4.1	Develop tracking and assessment systems	Ensure continued support for schools to further develop and embed effective systems for tracking and assessment.	<p>All schools progressing on continuum with regards to :</p> <ul style="list-style-type: none"> • implementing effective target setting processes and using a range of evidence at a pupil level to set challenging targets for individuals. • staff members at every level of the school having ownership of the targets, and take responsibility for them • leaders having access to regular and accurate tracking data which is based on standardised and valid assessments • early action on data outcomes to steer timely interventions. • using data to provide a holistic view of individual learners rather than of subjects in isolation 	GwE Senior Lead: Secondary	April 2020 onwards	Core

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4: Robust assessment, evaluation and accountability arrangements supporting a self-improving system						
<i>Ref</i>	<i>Challenge</i>	<i>Actions</i>	<i>Regional Progress Measures / Targets 2020-2021</i>	<i>Responsible</i>	<i>Target Date</i>	<i>Funding (£)</i>
			<ul style="list-style-type: none"> promoting pro-active involvement of subject leaders and pastoral staff visible investment by the Head and other senior leaders in the system <p>All leaders developing greater confident in their understanding of what contributes to within school variation and effectively lead, challenge and support their schools to address short-comings.</p>			
4.2	Develop accountability and management systems	<p>Ensure the regional approach to a self-improving system embraces the principles of quality and equality; accountability at the most sophisticated level; subsidiarity; evidence-based practice; innovation, creativity and ambition; collaboration and partnership.</p> <p>Continue to build capacity for a sustainable self-improving system by developing senior and middle leaders from schools across the regional so that they can be</p>	<p>Regional accountability and management systems embracing the national direction of travel.</p> <p>School leaders effectively engaging as system leaders and embracing greater responsibility for improvement across the system.</p> <p>Enhanced nucleus of effective leaders working within the school system</p>	GwE Senior Lead: Secondary	From April 2020 onwards	<p>Regional Consortia School Improvement Grant (RCSIG):</p> <p>Collaborative working</p>

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4: Robust assessment, evaluation and accountability arrangements supporting a self-improving system						
Ref	Challenge	Actions	Regional Progress Measures / Targets 2020-2021	Responsible	Target Date	Funding (£)
		<p>effectively deployed and utilised to work with other schools and where the experience, in turn, will also develop and enhance their own knowledge and skill base.</p> <p>Continue to develop the effective extraction and use of data from the G6 system to support accountability and service performance management.</p>	<p>GwE staff have direct access to a suite of data from G6 to effectively support accountability arrangements.</p> <p>GwE data unit are able to respond to any bespoke request for G6 data related to accountability or service performance management.</p>	Data & Quality Unit Lead	Summer 2020	
4.3	Further develop accountability arrangements and processes for robust self-evaluation and improvement planning	<p>Continue to work with WG to develop the 2 strands of the national <i>Framework and Accountability Framework</i> :</p> <ul style="list-style-type: none"> • SCC • NEIR <p>Continue to work with GwE Pilot Schools to develop the NEIR.</p> <p>Continue to work with EDT and other partners and stakeholders to further develop and embed best</p>	<p>Evidence of whole system improvement through agreed measures.</p> <p>Regional and school based resources & approaches contribute purposefully to the NEIR</p> <p>Peer review model embedding across the region and seen as an integral part of school improvement.</p>	<p>GwE Senior Lead: Secondary</p> <p>Data & Quality Unit Lead</p>	<p>Ongoing</p> <p>Summer 2022</p> <p>Summer 2020</p>	<p>Regional Consortia School Improvement Grant (RCSIG):</p> <p>Collaborative working</p>

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4: Robust assessment, evaluation and accountability arrangements supporting a self-improving system						
<i>Ref</i>	<i>Challenge</i>	<i>Actions</i>	<i>Regional Progress Measures / Targets 2020-2021</i>	<i>Responsible</i>	<i>Target Date</i>	<i>Funding (£)</i>
		<p>practice re: peer engagement processes.</p> <p>Ensure targeted support for schools/leaders where s/e and i/p processes are identified as requiring improvements.</p> <p>Continue to develop systems within G6 that support effective improvement planning and self-evaluation.</p> <p>Provide appropriate training & support opportunities for leaders in all sectors to make effective use of improvement planning and self-evaluation systems in G6.</p>	<p>More robust processes and systems implemented across targeted schools</p> <p>Aspects of the new self-evaluation tool developed and available for schools to pilot during summer term.</p> <p>Guidance & Training made available to all sectors on phase four developments as well as the self-evaluation processes tool.</p>	<p>Data & Quality Unit Lead</p>	<p>Summer 2020 onwards</p> <p>Summer 2022</p>	

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5: TRANSFORMATIONAL CURRICULUM

Priorities for improvement:	
5.1	<p>Support schools and clusters as they make themselves ready to offer a Transformational Curriculum through a programme of professional learning based on the following themes:</p> <ul style="list-style-type: none"> • Leading change • Developing shared vision • Creating time and space for Professional Learning • Planning for curriculum change / curriculum design • Leading pedagogy

5: Transformational Curriculum

Ref	Challenge	Actions	Regional Progress Measures / Targets 2020-2021	Responsible	Target Date	Funding (£)
5.1	<p>Support schools and clusters as they make themselves ready to offer a Transformational Curriculum through a programme of professional learning based on the following themes:</p> <ul style="list-style-type: none"> • Leading change • Developing shared vision 	<p>Continue to support all schools to prepare for the new curriculum as per system expectations:</p> <p><u>Jan 2020 – July 2020</u> <u>Engagement phase</u></p> <ul style="list-style-type: none"> - Raise awareness of all school practitioners of Curriculum for Wales guidance and cross-regional Professional Learning offer to support - Continue monthly full team SIA meetings to support sense making of Curriculum for 	<p>All school leaders are aware of, and understand the regional PL offer.</p> <p>All SIAs are developing a good understanding of the Curriculum for Wales and are actively sharing</p>	<p>Core leads through head teacher forum. Raising awareness sessions for facilitators.</p> <p>GwE SLT</p>	<p>By end of Easter term 2020</p> <p>From April 2020 onwards.</p>	<p>Regional Consortia School Improvement Grant (RCSIG):</p> <p>Core Consortia Support for Design and Development of the new curriculum</p> <p>Assessment for Learning (AfL)</p>

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5: Transformational Curriculum

<i>Ref</i>	<i>Challenge</i>	<i>Actions</i>	<i>Regional Progress Measures / Targets 2020-2021</i>	<i>Responsible</i>	<i>Target Date</i>	<i>Funding (£)</i>
	<ul style="list-style-type: none"> • Creating time and space for Professional Learning • Planning for curriculum change / curriculum design • Leading pedagogy 	<p>Wales and develop consistent messaging across all networks</p> <ul style="list-style-type: none"> - Identify small team of SIAs and develop common resources to support engagement of Senior Leaders in small groups of clusters across the region. - Continue to work with CfW facilitators to support collaboration across the 3-16 continuum. 	<p>consistent messages through networks.</p> <p>At Regional level an increased number of SIAs with deeper knowledge and are able to contribute to developing and delivering the PL offer to include revised portfolios, beginning with supporting change and developing vision.</p> <p>Nearly all schools understand how to manage change and are planning for this at whole school and cluster level. All clusters have identified their PL needs as individual schools and clusters.</p> <p>Most schools are engaging in the process of developing a shared vision to include wider community and employers.</p>	<p>GwE SLT and SIAs Regional Skills Partnership Collaboration</p>	<p>From April 2020 onwards</p>	
		<ul style="list-style-type: none"> - Identify small team of SIAs and develop common resources to support engagement of Middle Leaders and teachers in small groups of clusters 	<p>At Regional level an increased number of SIAs with deeper knowledge and are able to contribute to developing and delivering the PL offer to include revised portfolios.</p>	<p>GwE SLT and SIAs</p>	<p>From April 2020 onwards</p>	

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5: Transformational Curriculum

<i>Ref</i>	<i>Challenge</i>	<i>Actions</i>	<i>Regional Progress Measures / Targets 2020-2021</i>	<i>Responsible</i>	<i>Target Date</i>	<i>Funding (£)</i>
		<p>across the region. Focus on following themes:</p> <ul style="list-style-type: none"> - Engaging/ Sense making of new curriculum documentation - Develop understanding of what's different - Reflecting on pedagogy for current and future practice - Continue to Implement the Formative Assessment Regional Action Research Project to ensure firm foundations in place for planning and implementing the Welsh Curriculum. - Identify schools through clear QA procedures to support delivery on the themes within the PL offer for SLT and Middle leader 	<p>At a school level, allow an increasing number of teachers and support staff to have a deeper understanding of the new curriculum, have an understanding of what's different and are able to reflect confidently on pedagogy.</p> <p>The 12 pedagogy principles are consistently and effectively applied across participating schools in the region.</p> <p>All teachers in the project are effectively equipped with research skills and expertise as teaching leaders with a strong awareness of pedagogy.</p> <p>On a Regional level an Increased capacity within the system to ensure support and delivery of themes.</p> <p>An increased number of schools identified to confidently support delivery of themes.</p>	GwE Senior Lead: Curriculum for Wales	From April 2020 onwards	

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		<ul style="list-style-type: none"> - Continue to collaborate with Bangor University and Lead Professional Enquiry schools to develop role of professional enquiry within teaching and learning. - Further develop effective communication channels for sharing curriculum developments through website, Twitter and G6 - Continue to support all schools with G6 termly milestones in line with system expectations. 	<p>An increased number of schools with a developing skill set of leading enquiry who are able to engage to share practice with wider clusters.</p> <p>A strengthened narrative of the role of Professional Enquiry within the new Curriculum.</p> <p>A stronger profile of Curriculum for Wales reform work on Twitter, up to date Website and easily accessible resource on G6.</p> <p>Schools engaging with G6:</p> <ul style="list-style-type: none"> • 74% (Nov 2018) • 82% (June 2019) • 96% (Nov 2019) • Target – 100% (June 2020) <p><u>Knowledge and awareness</u> - partly on track or better:</p> <ul style="list-style-type: none"> • 77% (Nov 2018) • 82% (June 2019) • 91% (Nov 2019) • Target – 91% (June 2020) 	<p>Team of SIAs Bangor University</p> <p>Team of SIAs and Business Team</p> <p>Team of SIAs</p>	<p>From April 2020 onwards</p> <p>Summer Term 2020</p> <p>Termly</p>	

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Ref	Challenge	Actions	Regional Progress Measures / Targets 2020-2021	Responsible	Target Date	Funding (£)
		<p><u>Sept 2020 – July 2021</u> <u>Design, planning and trialling phase</u></p> <ul style="list-style-type: none"> - Continue with cross regional Professional Learning programme to engage with Senior Leaders: <ul style="list-style-type: none"> • Considering collaborative approaches to curriculum design (disciplinary, interdisciplinary and integrated approaches) - Continue with cross regional Professional Learning programme to engage with Middle Leaders and teachers: 	<p><u>Engagement and participation</u> - partly on track or better:</p> <ul style="list-style-type: none"> • 69% (Nov 2018) • 76% (June 2019) • 96% (Nov 2019) • Target – 100% (June 2020) <p>At Regional level an increased number of SIAs with deeper knowledge and are able to contribute to developing and delivering the PL offer.</p> <p>At school level, an increased number of school leaders understanding of the curriculum model and assessment and considering which approaches to test and evaluate in the context of their school.</p> <p>At Regional level an increased number of SIAs with deeper knowledge and are able to contribute to developing and delivering the PL offer.</p>	<p>A team of SIAs with identified schools.</p> <p>A team of SIAs with identified schools</p>	<p>September 2020 onwards</p> <p>September 2020 onwards</p>	

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		<ul style="list-style-type: none"> • Long and medium term planning (AOLEs) • Progression • Cross curricular responsibilities • Disciplinary, interdisciplinary and integrated approaches • Links within and across AOLEs • Pedagogic content (AOLE / disciplinary specific) • Assessment 	At school level, an increased number of school practitioners understanding of the curriculum model and assessment models including the approach to progression.			

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6: BUSINESS

Priorities for improvement:

6.1 Undertake a budget and workforce review

6: Business

Ref	Challenge	Actions	Regional Progress Measures / Targets 2020-2021	Responsible	Target Date	Funding (£)
6.1	Undertake a budget and workforce review	<p>Review mid-term financial plan ensuring that high levels of delegation to schools is maintained.</p> <p>Undertake an audit of present staff portfolio of responsibilities.</p> <p>Review present staffing structure.</p>	<p>Mid-term financial plan addresses the challenges that the service will need to address.</p> <p>New staffing structure will be better placed to deliver the service within the financial constraints</p>	GwE Managing Director / Business Manager	September 2021	Core / Regional Consortia School Improvement Grant (RCSIG)

