



# Professional Learning



# REPORT ON PROFESSIONAL LEARNING OFFER IN RESPONSE TO COVID-19

## Background and context

The response to COVID-19 has dramatically changed our lives. In this challenging context, the education system and schooling has been significantly disrupted but remains of central importance.

On 23<sup>rd</sup> March, schools were re-purposed to support children of key workers and some vulnerable learners whilst also supporting all learners to stay safe and keep learning at home.

At this time, schools and settings were advised to make all efforts to:

- keep all children safe and well;
- offer access to childcare for critical workers;
- ensure learners who are at most risk are being supported;
- support the well-being of the education workforce;
- allow learners to access learning through digital or other accessible methods in a practical and uncomplicated way;
- support all partners' shared understanding of how effective, organised distance learning can provide a breadth of learning experiences;
- support parents/carers access to guidance to understand their role in supporting their children within distance learning;
- support the well-being and basic skills of learners through effective contact and communications.

## Background and context (cont'd)

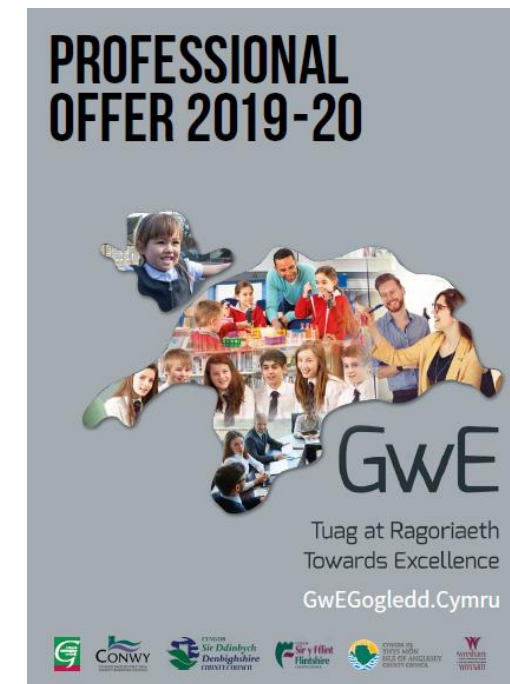
On June 3 the Welsh Government (WG) announced that there would be a phased opening of schools from 29<sup>th</sup> June, 2020 to give all pupils the opportunity to “check in, catch up and prepare.” Welsh Government published their Learning Guidance [<https://gov.wales/keep-education-safe-guidance-learning-over-summer-term>] to provide advice on learning and teaching taking place in schools and settings for the remainder of the summer term and to support practitioners as they prepare for the autumn term.

On July 9<sup>th</sup>, the Education Minister confirmed that all pupils will be able to return to school in September, and that schools will return to full capacity by September 14<sup>th</sup>, subject to continuing, steady decline in the presence of COVID-19 in the community. Welsh Government have published further learning guidance [<https://gov.wales/guidance-learning-schools-and-settings-autumn-term-covid-19>] for the autumn term that gives schools and supporting partners a common set of priorities for learning, regardless of the level of operations in response to COVID-19.

# Introduction

Under normal circumstances, GwE's professional learning offer is both comprehensive and wide-ranging providing effective professional learning opportunities for all school staff, from teaching assistants wanting to achieve a Higher Level Teaching Assistant qualification, an Aspiring Leader Development Programme, a Middle Leadership Development Programme, to prospective head teachers through the NPQH. It also includes Professional Learning opportunities in numerous other aspects of school life, for example: literacy and numeracy in the primary, core subjects in the secondary, curriculum planning and wellbeing.

The service has evolved to be in a position to offer training based on the principles of schools as 'learning organisations'. There is a focus on professional learning, based on providing support using various approaches including specific off-site and remote professional learning, mentoring, and effective school-to-school collaboration and peer engagement. All promote self-improvement and pedagogy with the aim of rolling out good practice.



## Introduction (cont'd)

GwE's professional offer has been planned to ensure effective support for aspiring and experienced leaders at all levels, for the development of classroom practitioners and for whole school areas/aspects such as pedagogy, assessment and wellbeing.

We actively encourage schools to collaborate and engage in clusters and are able to respond to the specific requirements and needs of our partner LAs.

The professional offer is identified following careful consultation with all stakeholders and user groups and is further underpinned by the sound knowledge held by Supporting Improvement Advisers. We are confident that the comprehensive package on offer to school robustly meets national, regional and local requirements.

The principles of Curriculum for Wales are embedded in all our training offers and the four curriculum purposes are fundamental when planning relevant, up-to-date and engaging training. Furthermore, the Professional Standards for Teaching and Leadership form the basis of professional learning and support teachers and leaders with pedagogy, collaboration, leadership, innovation and professional learning.

As part of GwE's professional learning offer, we have maintained an integrated approach to the Reform Journey and supported collaborative working across clusters looking at the 3-16 continuum. Working closely with leaders, we have identified resources and areas of professional learning to include the 12 Pedagogical Principles within the broader context of teaching and learning, assessment, regional AOLE networks and curriculum design and planning at school level.



## **Supporting Professional Learning (PL) to address the educational needs of the learners in response to COVID-19**

Staff in the local authorities and GwE have adapted and repurposed their work in order to continue to provide effective services and support for their school communities. The 'normal' professional offer has been modified to ensure that schools and settings receive relevant and purposeful support. This has enabled them to successfully deal and adapt to the challenging circumstances that they find themselves in. The regional approach of supporting collaboration through cluster working has continued throughout this period.

During the COVID-19 pandemic the health and wellbeing of all learners and teaching staff has been prioritised by GwE and the LAs. Working within the National Approach to Professional Learning, principles of engagement have been established. The Professional Learning offer prioritised supporting schools to improve the digital skills of their staff and enabling them to develop effective Distance and Blended Learning approaches and more effective learner engagement. The development and sharing of distance and blended learning exemplar models were very warmly received by schools and ensured that we had higher levels of consistency in the quality of provision and delivery across the region.

The new Professional Standards for Teaching and Leadership form the basis of the PL and support teaching staff and leaders with pedagogy, collaboration, leadership, innovation and their professional learning.

## **Supporting Professional Learning (PL) to address the educational needs of the learners in response to COVID-19 (cont'd)**

The six local authorities and GwE have also taken a collegiate and collective regional approach in developing a supportive framework to ensure that all regional schools had the right policies in place together with a comprehensive risk assessment in order to create a safe environment to welcome the children back into schools.

The framework included resources to support planning for:

1. Health and safety requirements
2. Site and facilities arrangements
3. Transport
4. Staffing arrangements
5. Blended teaching and learning
6. Inclusion and pupil support
7. Key management tasks.

# Supporting Professional Learning (PL) to address the educational needs of the learners in response to COVID-19 (cont'd)

The Local Authorities and GwE have worked collaboratively to ensure extensive professional learning to support the repurposing of schools.

This work included:

- Sharing of successful practice across the region with regard to distance learning and learner engagement.
- Facilitating cluster working and peer to peer support across the region.
- Supporting those schools that were finding engaging with specific learners challenging.
- Supporting teachers in the transition from consolidating previous learning to teaching of new aspects.
- Learning from national and international models on how to develop blended learning.
- Publishing a blended learning guidance that was co-constructed with Estyn and the other regional consortia.
- Developing exemplar blended learning models in collaboration with Estyn and the other regional consortia.
- Providing professional learning to schools on effective blended learning models and pedagogy.
- Continuing to support the health and wellbeing of teachers (who may be teaching several age groups) when they need to teach some learners in schools and continue to support others at home.
- Continuing to support schools in ensuring the health and wellbeing of learners who are returning to a very different classroom during the phased return.
- Providing further Professional Learning to teachers and classroom assistants on how to best model this 'mixed economy' of provision.
- Supporting wide range of opportunities to develop digital skills to enhance teaching and learning experiences



## **Purpose of the report**

This report outlines the professional learning offer to schools during the COVID-19 pandemic.

It provides summaries and links to the resources developed and shared with schools as well as a brief outline of the professional learning opportunities that have been offered.

Click on options below:

[Professional Learning Resources](#)

[Professional Learning Opportunities](#)

# Professional Learning Resources

Content

Digital Learning

Teaching & Learning

Wellbeing

Leadership

Teaching Assistants

Y Gymraeg

Early PL Pathways

## Digital Learning

- Webinars
- How to Videos
- Distance Learning Resources

## Teaching and Learning

- Curriculum for Wales
- Feedback
- Distance Learning
- Blended Learning
- Networks
- Accelerated Learning

## Wellbeing

- Universal wellbeing
- Targeted/Differentiated Wellbeing Approaches
- Staff Wellbeing
- Engaging with Learners

# Content (cont'd)

## Leadership

- Preparation to re-open schools
- School Development Plan

## Teaching Assistants

- Introduction
- Classroom content
- Joining the Classroom

## Y Gymraeg

- Cynradd
- Uwchradd
- Newyddlenni
- Cynllun Gwefeillio

## Early Professional Learning Pathway

- Initial Teacher Education
- Newly Qualified Teachers



Digital

Digital

Webinars

How to Videos

Distance learning resources





## Digital

Digital

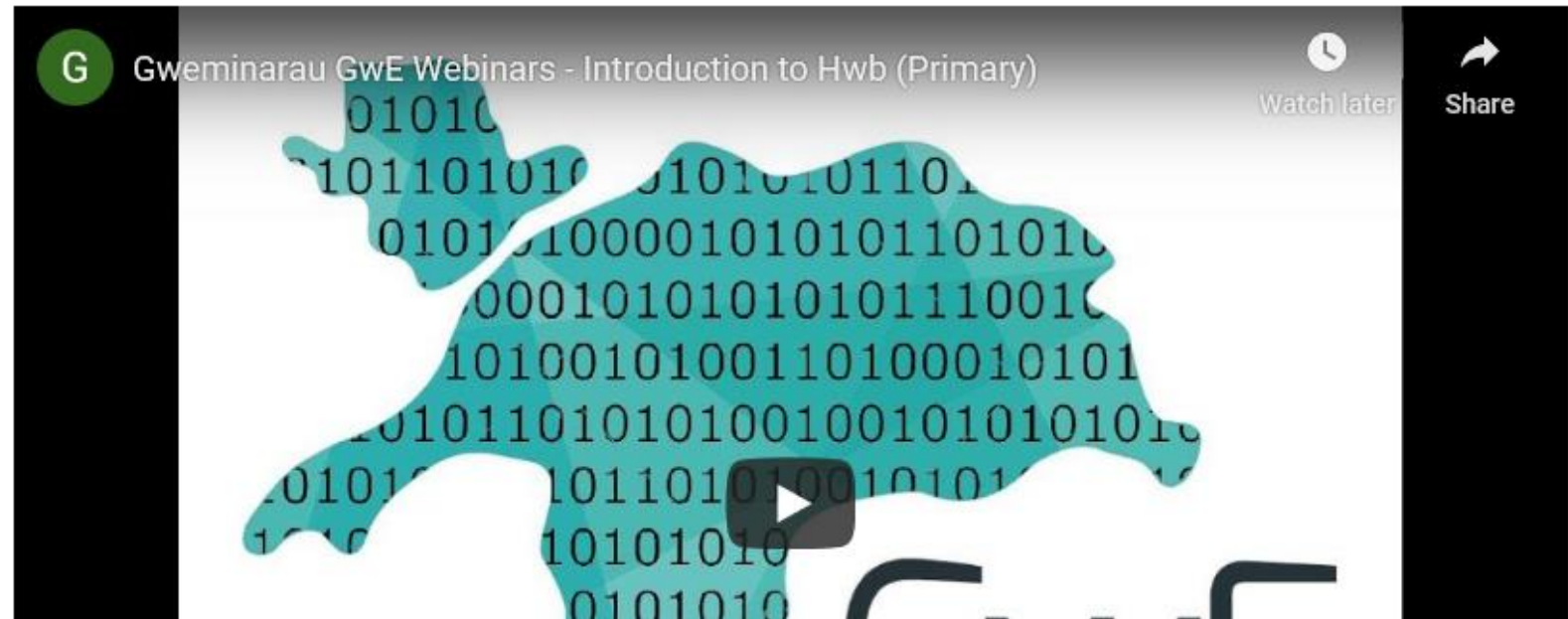
**Webinars**

How to Videos

Distance learning resources

# INTRODUCTION TO HWB FOR PRIMARY SCHOOLS

This webinar gives an overview of all the tools available on Hwb that are suitable for use in primary schools.



<https://sites.google.com/hwbcymru.net/digital/webinars>



Digital

Digital

Webinars

**How to Videos**

Distance learning resources



**Hwb**

Menu Log in Sign up

Home > Distance learning > Distance learning made through Hwb > Senior leaders

## How to video guides

Part of: [Senior leaders](#)

How can I.....  
Scenarios

G suite for  
education

Microsoft



# NATIONAL HOW TO GUIDES FOR SENIOR LEADERS

A distance learning site was created in conjunction with the other regions which included helpful video clips for senior leaders to





Digital

Digital

Webinars

How to Videos

**Distance learning resources**



## DISTANCE LEARNING WEBSITE

A distance learning site was created at the start of the lockdown period which collated all the support available to practitioners to

<https://sites.google.com/hwbcymru.net/digital/distance-learning-resources>



# Teaching and Learning

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## Teaching and Learning

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CURRICULUM FOR WALES



FEEDBACK



ACCELERATED SKILLS

# Teaching and Learning (Curriculum for Wales)

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Teaching and Learning

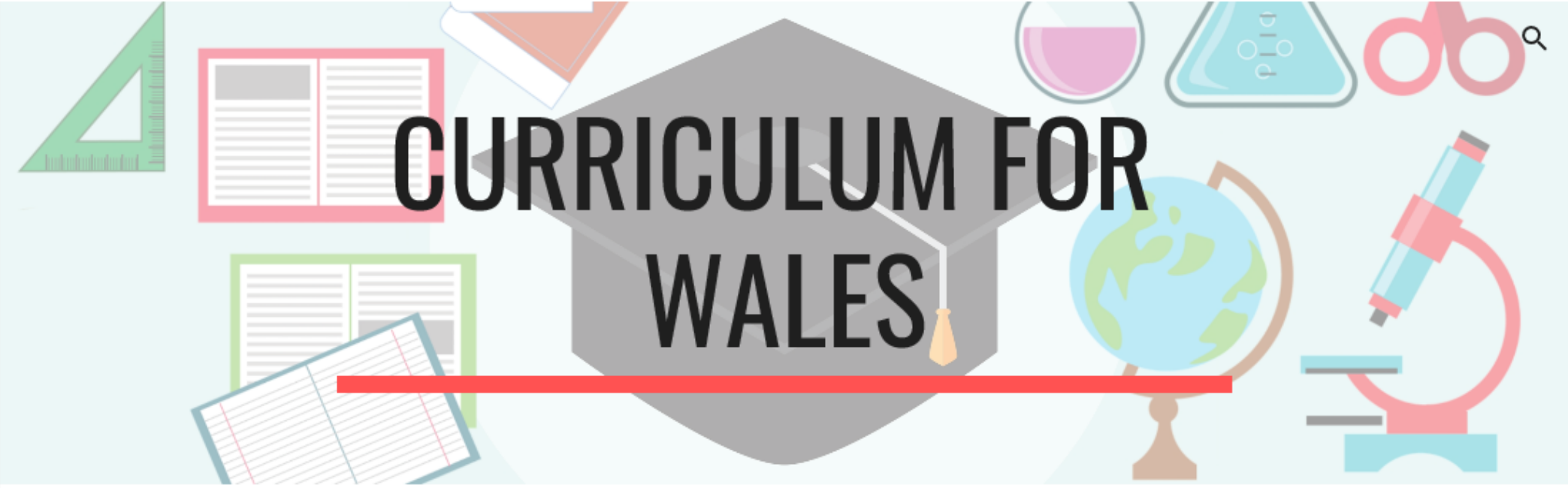
Curriculum for Wales

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A thumbnail image of the Curriculum for Wales Guidance document cover. It features the 'ADDYSG CYMRU EDUCATION WALES' logo with a green checkmark, the Welsh Government logo with a dragon, and the word 'Curriculum' in large green letters.

## CURRICULUM FOR WALES GUIDANCE

National guidance produced for Curriculum

<https://sites.google.com/hwbcymru.net/teaching-and-learning/curriculum-for-wales>

# Teaching and Learning (Feedback)

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The document below offers general considerations for feedback during the periods when learners are in school or working at home

**Returning to School Feedback Considerations**

When returning to school, the time spent in school and class is going to be very different for everyone. Ensuring the safety, well-being and health of all will remain a priority and learners will need opportunities and time to:

- engage, socialize and collaborate with peers who have not seen them for some time
- re-establishing relationships with teachers and teaching assistants,
- get used to new classroom routines
- reconnect with their learning, regain motivation and confidence
- progress in their learning



<https://sites.google.com/hwbcymru.net/teaching-and-learning/feedback>

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# DISTANCE LEARNING



PRIMARY DISTANCE LEARNING



SECONDARY DISTANCE LEARNING

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✓ Secondary Distance Learning

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PISA

## FOUNDATION PHASE

### Nursery and Reception:

[Model 1 Nursery and Reception](#)

[Model 2 Nursery and Reception - with voiceover](#)

[Model 3 Nursery and Reception](#)

[Model 4 Nursery and Reception](#)

### Years 1 and 2

[Model 1 Years 1 and 2](#)

[Model 2 Years 1 and 2](#)

[Model 3 Years 1 and 2](#)

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## KEY STAGE 2

### Years 3 and 4

[Model 1 Learning at Home](#)

[Model 1 Dream Island](#)

[Model 2 Themes](#)

[Model 2 Choice Model](#)

[Model 3 Generic Model](#)

[Model 4 Weekly Model](#)

[Model 4 Ysgol GwE Model](#)

### Years 5 and 6

[Years 5 and 6 Models](#)



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**GwE Guidance**

KS3

KS4

KS5

Blended Learning



# GWE GUIDANCE

## GWE GUIDANCE

GwE guidance that sets the context and the rationale for the distance learning models. This is the suggested starting point for practitioners when familiarising themselves with the models.

### Guidance for Distance Learning

*'At the heart of any Distance Learning plan is the need to protect pupils, families and teachers' health and wellbeing, whilst supporting a continuation of learning.'*

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## KS3

KEY STAGE 3

**Year 8 weekly model plan**

**Reference for the model:**

- The content represents the typical curriculum for a school in Wales. It is not intended to be a template for schools to copy and paste.
- The model is based on the Curriculum Framework for Wales (2020) and the Curriculum Framework for Wales (2020) (CFW).
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**Guidance for teachers:**

- Ensure appropriate staff ratios for learning (see guidance).
- Ensure that all staff are appropriately qualified for all activities.
- Supporting staff through the process of a curriculum model is an important part of the model. This can be done through a variety of ways.
- Ensure that all staff are aware of the model and its implications for their practice.
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KS3 MODEL 1

**Year 8 Weekly Learning Plan**

**Reference for the model:**

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KS3 MODEL 2

**QED - Digital Learning plan model**

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KS3 MODEL 3

**Digital Learning Plan Model**

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KS3 MODEL 4



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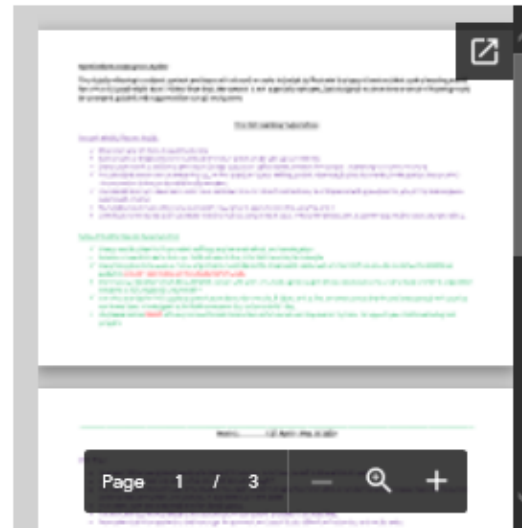
KS3

**KS4**

KS5



KS4 MODEL 1



KS4 MODEL 2



KS4 MODEL 3

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GW E Guidance

KS3

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# KS5

KEY STAGE 5

## TRANSITION BOOKLETS YEAR 11 TO AS

Tutorial 1  
Preparing for Year 12

Tutorial 1  
Preparing for Year 12

# Teaching and Learning (BL)

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\*\*\*Mae'r adran hon ar ganol cael ei datblygu. Byddwn yn parhau i uwchlwytho cynnwys dros yr wythnosau nesaf\*\*\*



Cartref-Home

Cymraeg

English



## CEFNOGAETH DYSGU CYFUNOL BLENDED LEARNING SUPPORT

DEWISIWCH EICH IAITH - CHOOSE YOUR LANGUAGE

Cymraeg

English

<https://sites.google.com/hwbcymru.net/dysgucyfunol-blendedlearning/cartref-home>

This section is being developed. We will be populating this section between now and September.

Blended Learning FP

FP Blended Learning Model

Workshop

Blended Learning Home

Examples of Activities

Considerations

Useful Apps and Guidance

Key Stage 2

More



# FOUNDATION PHASE

# BLENDED LEARNING

## BLENDED LEARNING MODEL FOR FOUNDATION PHASE

**SCROLL DOWN TO THE BOTTOM OF THE PAGE FOR ACTIVITIES THAT EXEMPLIFY THE MODEL**





# EXAMPLES OF ACTIVITIES

All activities to be planned and delivered in line with current operational guidance and school's risk assessment.

These are activities for focus and enhanced provision. Focus tasks are designed for short repeated bursts of teaching 10 – 15 minutes for Nursery and Reception and 15 - 20 minutes for Years 1 and 2. Continuous provision will need to be available.

<https://sites.google.com/hwbcymru.net/blended-learning-fp/examples-of-activities>

\*\*\*This site is currently being developed. We will be adding more content between now and September.\*\*\*



## BLENDED LEARNING - KS2

### BLENDED LEARNING MODELS - KS2

This is a video that introduces the concept of blended learning and gives an overview of the models that can be followed to develop blended approaches to teaching and learning.



<https://sites.google.com/hwbcymru.net/blendedlearnings2>

# Teaching and Learning (BL)

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Blended Learning KS2

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Cymraeg



## EXAMPLE MODELS



ON YOUR MARKS



SPECIAL DAY



BLM / WILDLIFE

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**Blended Learning Guidance**

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## Blended Learning Guidance

This guidance is a concise, coherent and practical guide to blended learning for teachers and leaders. It provides clear definitions, helps to identify the opportunities and challenges through strategic questions for consideration and supports teachers in developing provision and practice. It includes • Key tasks and considerations for senior and middle leaders in planning for blended learning

- Models of blended learning highlighting the strengths of each
- Detailed guidance for subject leaders and teachers on planning blended learning based on best practice and including direct links to the latest research
- Subject exemplars for English Language, English Literature, Welsh, Mathematics, Science and History
- Review of the digital tools available to support blended learning





# Teaching and Learning (BL)

## Teaching and Learning

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**Learning Together**

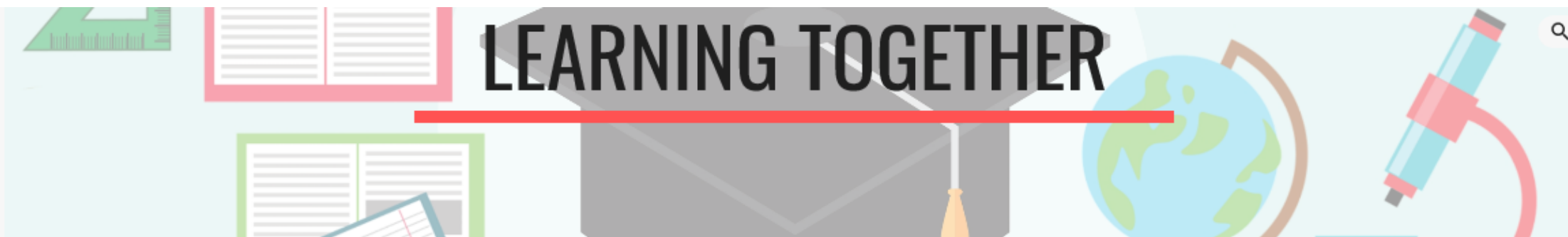
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**Learning Together**  
**Materials to support Blended Learning at Key Stage 3**

**Guide for Schools:**

- The materials have a multi-disciplinary content with a focus on consolidating, applying and developing literacy, numeracy and digital skills
- Students will also be developing their knowledge and understanding of cultural and societal issues that may be currently prevalent
- They also focus on developing wider skills such as interpretation, evaluation, creativity and coming to a conclusion
- They draw on an opportunity for parents/carers/teachers to use their own skills and experience to help develop the child's ability to learn
- They are set in engaging, real life situations.
- The materials exemplify a multi-disciplinary approach to planning which supports the thinking behind the new Curriculum for Wales.

**Considerations for Implementation:**

Layout of Units:

The units have been presented in the form of a learning map so that pupils can navigate around the tasks in order to build their skills and understanding around the topic. Each learning map contains all the learning opportunities for the child and includes supporting documents that can be accessed by clicking on the links. This allows for one document to be sent to the child rather than a number of documents. However, if the school wishes, the tasks may be numbered or be broken into smaller chunks and presented to the child one at a time if

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## LEARNING TOGETHER - GUIDANCE FOR SCHOOLS

**Supporting the Learning Process**

**Developing Curiosity**  
 In order to do this you must try to avoid giving them clues about the answer. It is actually better if you join your child on their learning journey using 'could be' language such as 'the solution could be...'. Some people have suggested that it might work like this: 'or it could be like this...'

**Supporting the Learning Process**  
 In order to help your child develop their ability to learn we need to promote curiosity, creative and critical thinking. Here are some strategies for you to try as you support your child's learning.

**Developing Persistence**  
 Help your child to become 'unstuck' by asking questions such as:  
 - What do you know already that might help you?  
 - What do you need to know/find out?  
 - How could you learn about...?  
 - Could someone else help you?

**Developing Questioning**  
 When discussing learning with your child encourage them to ask their own questions. You may need to model this at first by asking questions such as 'Why do you think...?', 'How come...?', 'What might that mean for...?' Also encourage them to ask their inquiries to explore possibilities by asking 'what if...?' and to not take things for granted by asking 'Yes, but...'

**Developing Listening**  
 Learning needs to be a social event where we have a conversation about our ideas and listen to other people's ideas in order to identify what is working forward and improve our ideas. In order to do this ask your child to explain their ideas, the reasoning behind them, their methods using questions such as 'What do you mean by...?', 'How would that work?' and 'Why would you do it that way?' Encourage your child to listen to the ideas of others (including yours) in order to improve on their own. This is very important! We and enjoyably

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## LEARNING TOGETHER - SUPPORTING LEARNING FITNESS

# Teaching and Learning (MFL Network)

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Webinars and links to professional learning

Online resources and platforms

## MFL / INTERNATIONAL LANGUAGES

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**Webinars and links to professional learning**


Online resources and platforms

# WEBINARS AND LINKS TO PROFESSIONAL LEARNING

HOW TO SHARPEN YOUR MICROSOFT TOOLS AND RELATED APPS FOR TEACHING AND LEARNING (PART 1) JANE BASNETT- WEBINAR

Using meetings and one note

[Click here to view the webinar](#) or click on the video.

 How to sharpen your Micro...

HOW TO SHARPEN YOUR MICROSOFT TOOLS AND RELATED APPS FRO TEACHING AND LEARNING (PART 2) JANE BASNETT- WEBINAR

Recording on PPT, Forms, Flipgrid, puzzlemaker

[Click here to view the webinar](#)

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Webinars and links to professional learning

Online resources and platforms

# ONLINE RESOURCES AND PLATFORMS

## GWE GOOGLE CLASSROOM- MFL

Over the school-closure period, I have selected various useful webinars and resources to support teachers and schools to develop strategies to best deal with distance learning and more recently blended learning. All resources and links have been shared and can also be found on the GWE Google classroom.

If you have trouble accessing the site, please send an email to [SEW@friars.gwynedd.sch.uk](mailto:SEW@friars.gwynedd.sch.uk).

[Click here to access the classroom for MFL KS 2.](#)

[Click here to access the classroom for MFL KS3 AND 4](#)

[Click here to access the classroom for MFL KS 5](#)

# Teaching and Learning (Accelerated Learning)

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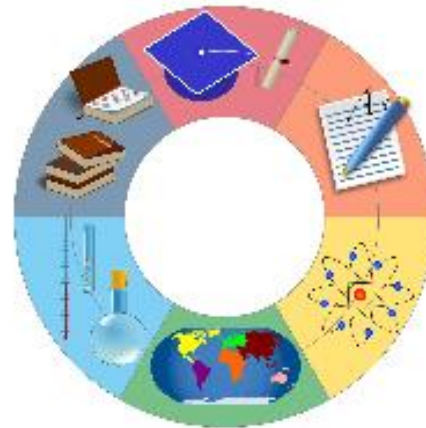
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EXAMPLES OF LEARNING SEQUENCES



EVIDENCE REVIEWS



TEACHING AND LEARNING STRATEGIES

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learning sequences

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Grammar: Model for teaching the writing skills of grammar in KS2

|                                 |   |             |       |
|---------------------------------|---|-------------|-------|
| <b>SKILLS:</b><br>ORACY/WRITING | Grammar, punctuation and experimenting with new vocabulary.<br><br>AUDAccelerated model TEACHER2021 | <b>Year</b> | 4/5/6 |
|---------------------------------|---|-------------|-------|

This Accelerating Skills model is designed to sit within your current overall Blended Learning model and be used to accelerate specific isolated skills that the pupils may need to help them access the rest of their learning, at this point in time. It is designed to be initially taught by the teacher in school (see Home or School headings), as a directed slot of learning and then consolidated with follow up developmental activities at home, to complete the cycle of learning. The sections are flexible, however, and could be delivered in school or at home, with only moderate amendments needed and could be accessed fully by those learners who are at home every day. The level of skill can be differentiated and adapted by the teacher and the context/text can be changed for any relevant alternative.

| Approach | What is it?                           | Why include it?                         | Examples (online / offline)   |
|----------|---------------------------------------|---|---|
| Activate | Practising graphs to think about what | An important aspect of metacognition is | HOME: teacher to share a passage of writing using Google Docs. The passage should have many spelling, grammar, punctuation errors, along with ineffective vocabulary such as 'nice', 'stuff', 'thingy', etc. Either collaboratively, sharing the same passage |

# Teaching and Learning (Accelerated Learning)

Home

## Teaching and Learning

Teaching and Learning

Curriculum for Wales

Feedback

Accelerated Skills

Examples of

learning sequences

Literacy

**Numeracy**

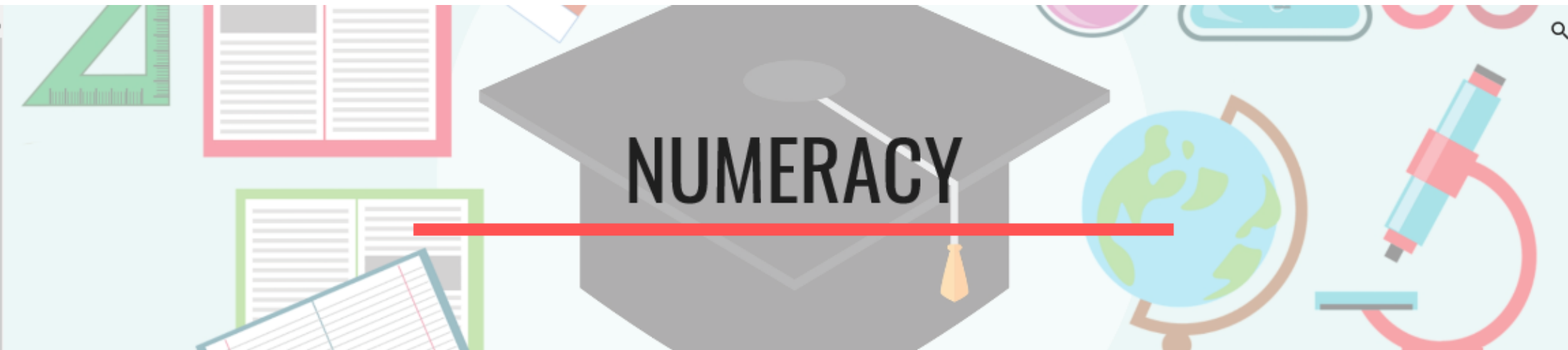
Evidence reviews

Teaching and learning strategies

Distance Learning

Blended Learning

Subject Networks



Model for teaching time skills in KS2

|                            |  |      |   |
|----------------------------|--|------|---|
| <b>SKILLS:</b><br>NUMERACY | <ul style="list-style-type: none"><li>Read hours and minutes on a 12 hour digital clock using am/pm conventions.</li><li>Tell the time to the nearest 5 minutes on an analogue clock and calculate how long it is to the next hour</li></ul> | Year | 3 |
|----------------------------|--|------|---|


AJDAccelerated model TEACHER2020

This Accelerating Skills model is designed to sit within your current overall Blended Learning model and be used to boost specific isolated skills that the pupils may need to help them access the rest of their learning, at this point in time. It is designed to be initially taught by the teacher in school (see Home or School headings), as a directed slot of learning and then consolidated with follow up developmental activities at home, to complete the cycle of learning. The sections are flexible, however, and could be delivered in school or at home, with only moderate amendments needed and could be accessed fully by those learners who are at home every day. The level of skill can be differentiated and adapted by the teacher and the context/text can be changed for any relevant alternative.

| Approach | What is it? | Why include it? | Examples (online / offline) |
|----------|-------------|-----------------|-----------------------------|
|----------|-------------|-----------------|-----------------------------|

# Teaching and Learning (Accelerated Learning)

Home



## BEHAVIOUR AND WELLBEING PROGRAMMES

Well-being & behaviour programmes evidence reviews

An overview of a range of well-being and behaviour programmes. The database also includes a review of the available research evidence in support of each programme.

|   | A        | B         | C                             | D                                  | E                            | F  | G      |
|---|----------|-----------|-------------------------------|------------------------------------|------------------------------|--|--------|
| 1 | Resource | Age Range | The programme supplements the | The programme has an evidence base | Areas of well-being targeted | Are there supported activities that can be | Delive |



# Teaching and Learning (Accelerated Learning)

Home


## Teaching and Learning

- Teaching and Learning
- Curriculum for Wales
- Feedback
- Accelerated Skills
  - Examples of learning sequences
  - Evidence reviews
    - Behaviour and wellbeing programmes
    - Numeracy programmes
    - Literacy programmes
    - Online literacy and numeracy programmes**

# ONLINE LITERACY AND NUMERACY PROGRAMMES

## Online literacy & numeracy programmes evidence reviews

An overview of a range of online literacy and numeracy programmes. The database also includes a review of the available research evidence in support of each programme.

|  | A | B | C | D | E |   |
|--|---|---|---|---|---|---|
|  |   |   |   |   |   |  |

# Teaching and Learning (Accelerated Learning)

Home

## Teaching and Learning

Teaching and Learning

Curriculum for Wales

Feedback

Accelerated Skills

Examples of learning sequences

Evidence reviews

Teaching and learning strategies

Literacy

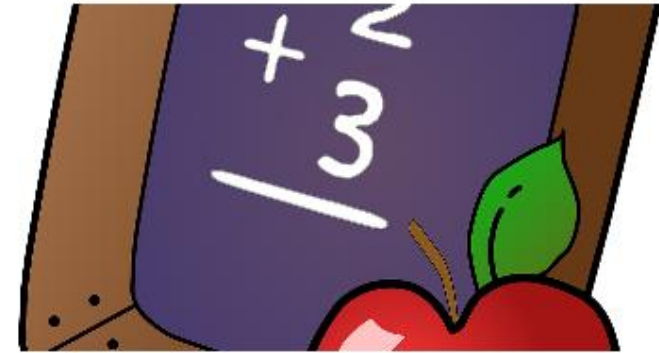
Numeracy

Distance Learning

Blended Learning



LITERACY



NUMERACY



LLES

## Wellbeing

Universal wellbeing

Targeted /  
Differentiated  
Wellbeing Approaches  
approaches

Staff Wellbeing

Engaging with Learners



## UNIVERSAL WELLBEING

- ① This section includes a range of guidance, resources and professional learning opportunities in regards to supporting the physical, social, mental and emotional wellbeing of all learners.

<https://sites.google.com/hwbcymru.net/lles/wellbeing>





LLES

Wellbeing

**Universal wellbeing**

Targeted /  
Differentiated  
Wellbeing Approaches  
approaches

Staff Wellbeing

Engaging with Learners



## GOOGLE CLASSROOM

### KS2, KS3 and KS4 Google Classroom

Google Classroom were created to support schools with their Distance Learning each classroom contained a Wellbeing section with resources on physical, social, mental and emotional learning and support. To access the classroom you will need the class code that has been shared with your school.

### KS2

Lles | Wellbeing



ACEs on line training. Hvyfforddiant ar-lein A...

Posted 21 Jul





LLES

Wellbeing

Universal wellbeing

**Targeted /  
Differentiated  
Wellbeing Approaches  
approaches**

Staff Wellbeing

Engaging with Learners



Tuag at Ragoriaeth  
Towards Excellence

Professional learning on strategies that support learners who are looked after / formally looked after.





LLES

Wellbeing

Universal wellbeing

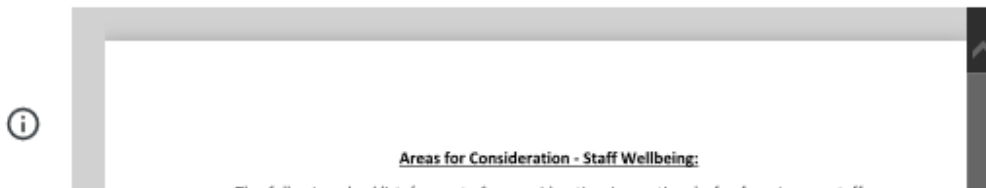
Targeted /  
Differentiated  
Wellbeing Approaches  
approaches

**Staff Wellbeing**

Engaging with Learners



## AREAS FOR CONSIDERATION



Checklist / framework for schools to use in regard to supporting staff wellbeing. There is also a section on further information and guidance with practical







## Leadership

### Leadership

Risk Assessment

School Development  
Plan



<https://sites.google.com/hwbcymru.net/leadership/leadership>



### PARATOADAU I AIL-AGOR YSGOLION

- Trosolwg Dashfwrdd
- Egwyddorion Trosfwaol
- Diogelwch
- Safle a Chyfleusterau
- Trafnidiaeth
- Staffio
- Dysgu ac Addysgu
- Cefnogi Dysgwyr
- Cyfathrebu
- Tasgau Rheolaethol Allweddol Eraill
- Dogfennaeth a Chanllawiau LIC
- Aseidiadau Risg
- Trosolwg
- Sgorio
- Canllawiau
- Ysgol Gynradd
- Ysgol Uwchradd
- Ysgol Arbennig
- UCD

### PREPARATION TO RE-OPEN SCHOOLS

- Dashboard Overview
- Overarching Principles
- Safety
- Site & Facilities
- Transport
- Staffing
- Teaching & Learning
- Learner Support
- Communication
- Other Key Management Tasks
- WG Guidance Documents
- Risk Assessments
- Overview
- Scoring
- Guidance
- Primary Schools
- Secondary Schools
- Special Schools
- PRU

Fel ar y 15-06-2020



As at 15-06-2020



Preparation to re-open schools

| COVID-19 - PREPARATION TO RE-OPEN SCHOOLS - SECONDARY SCHOOL RISK ASSESSMENT |                        |  |            |          |       |  |            |          |       |  |                |  |
|--|------------------------|--|------------|----------|-------|--|------------|----------|-------|--|----------------|--|
| Grouping   | Area of Concern        | Existing Measures  | Likelihood | Severity | Score | Additional Controls  | Likelihood | Severity | Score | Additional Comments  | responsibility | Are you satisfied identified risks have been |
|  |                        |  |            |          |       |  |            |          |       |  |                |  |
| Logistics  | Accommodation          | <ul style="list-style-type: none"> <li>School capacity calculation</li> </ul>  | 4          | 3        | 12    | <ul style="list-style-type: none"> <li>Capacity calculations suggest that a standard 56 m<sup>2</sup> could accommodate 8 learners under 2 metre social distancing.</li> <li>For a typical school with a variety of accommodation this would suggest a potential capacity of 35% of normal usage.</li> <li>The modal average classroom, with furniture and additional staff, is 6 learners.</li> <li>Schools may wish to apply other constraining factors or look to phase capacity from a range of 20% to 33% dependent on their individual constraints.</li> <li>Schools may wish to start at the</li> </ul> |            |          |       | <ul style="list-style-type: none"> <li>LAs have capacity data and it may be possible to run a variety of models as the advice on social distancing matures with the prevailing scientific advice.</li> <li>The same safeguarding principles should be applied to staffroom.</li> </ul>   |                |  |
| Logistics  | Accommodation Function | <ul style="list-style-type: none"> <li>Health and safety requirements related to school classroom and infrastructure</li> <li>Very school specific, ranging from minimal requirements with the majority living within 3 miles with safe travel to school to schools that require the majority of their learners to be</li> </ul> | 4          | 4        | 16    | <ul style="list-style-type: none"> <li>Schools will need to conduct an audit of controls related to cleaning, hand washing, toilets, catering and social space usage.</li> </ul>   |            |          |       | <ul style="list-style-type: none"> <li>Schools need to ensure that all the necessary health and safety checks have been undertaken after period of closedown such as Legionnaires' disease, sprinkler and fire alarm testing, dust extraction, etc.</li> <li>Please note this is not an exhaustive list and schools will need to liaise with their Health and</li> </ul>   |                |  |
| Logistics  | Transport              | <ul style="list-style-type: none"> <li>Very school specific, ranging from minimal requirements with the majority living within 3 miles with safe travel to school to schools that require the majority of their learners to be</li> </ul>  | 3          | 4        | 12    | <ul style="list-style-type: none"> <li>Liaise with LA over transport related to revised school day and volume required.</li> <li>Continue to reduce numbers in transport.</li> </ul>   |            |          |       | <ul style="list-style-type: none"> <li>All gates other than front gate will be closed.</li> <li>SLT on gate to let buses and taxis in and out once safe.</li> <li>This has to be relevant to each site - should be flexible for each school.</li> <li>Children on buses will need to be on a rota as well.</li> <li>Drop off zones created - nearby car parks, etc.</li> <li>It may be required that learners do not use public transport at peak times and as a result</li> </ul> |                |  |



# SCHOOL DEVELOPMENT PLAN

## PROGRESS TOWARDS SDP PRIORITIES 2019-20

Reviewing the progress of the 2019-20 school development plan remains statutory. Most schools have reviewed their priorities up to March 2020. This document offers sentences and possible content to report on progress since then. It can usually be reviewed at the school's G6 site or an annex to the SDP 2019-20 document.

[Click here to open the document in a new window](#) - there will be an option here for you to download.

<https://sites.google.com/hwbcymru.net/school-development-plan/school-development-plan>

## Teaching Assistants

### Introduction

Classroom content

Joining the classroom



Welcome to the page for the professional development of teaching assistants. The aim of the page is to introduce you to the Google Classroom that has been created in Hwb, for the promotion of professional development for teaching assistants. For those of you who have not seen or joined the Google Classroom, here is a taster below.



GwE Cymorthyddion + | Teaching Assistants +

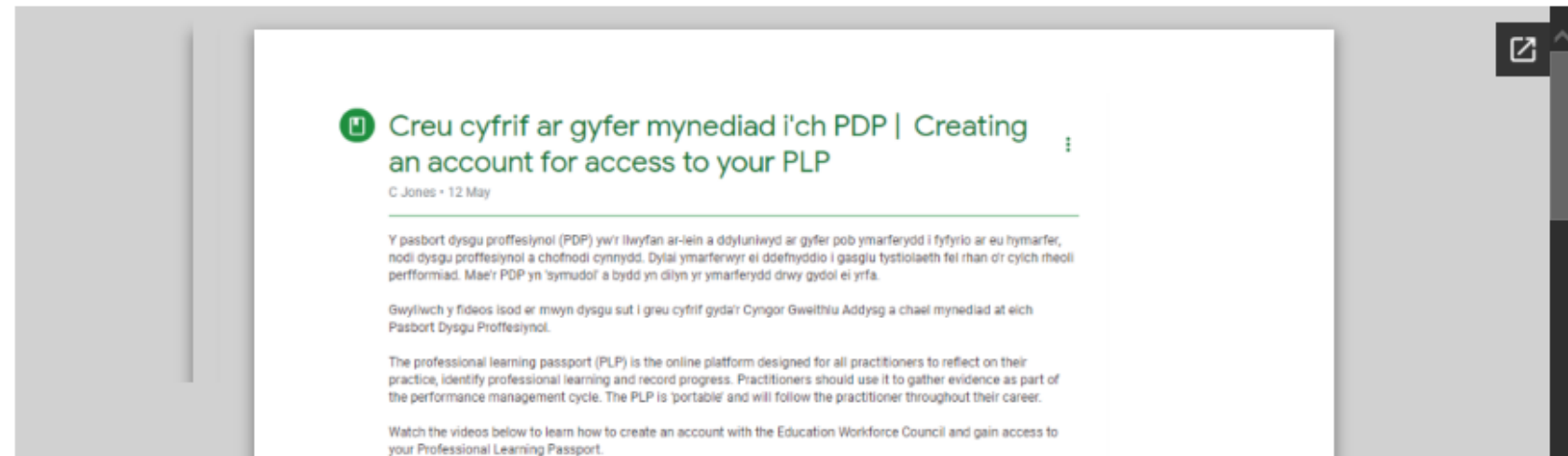
Class code



<https://sites.google.com/hwbcymru.net/teaching-assistants/introduction>

# CLASSROOM CONTENT

There are a variety of professional development resources included within the topics and the sub-sections in the Google Classroom. These resources include links to online training, reading materials, video clips, webinars, instructions for using digital tools and much more. Examples are shown below.



The screenshot shows a Google Classroom post with the following content:

- Title:** Creu cyfrif ar gyfer mynediad i'ch PDP | Creating an account for access to your PLP
- Author:** C Jones • 12 May
- Text:**

Y pasbort dysgu proffesiynol (PDP) yw'r llwyfan ar-lein a ddytuniwyd ar gyfer pob ymarferydd i fyfyrlo ar eu hymarfer, nodi dysgu proffesiynol a chofnodi cynnydd. Dylai ymarferwyr ei ddefnyddio i gasgu tystiolaeth fel rhan o'r cyich rheoli perfformiad. Mae'r PDP yn 'symudol' a bydd yn dilyn yr ymarferydd drwy gydol ei yrfa.

Gwylwch y fideos isod er mwyn dysgu sut i greu cyfrif gyda'r Cyngor Gwethlu Addysg a chael mynediad at eich Pasbort Dysgu Proffesiynol.

The professional learning passport (PLP) is the online platform designed for all practitioners to reflect on their practice, identify professional learning and record progress. Practitioners should use it to gather evidence as part of the performance management cycle. The PLP is 'portable' and will follow the practitioner throughout their career.

Watch the videos below to learn how to create an account with the Education Workforce Council and gain access to your Professional Learning Passport.



# Teaching Assistants

## Teaching Assistants

Introduction

Classroom content

**Joining the classroom**

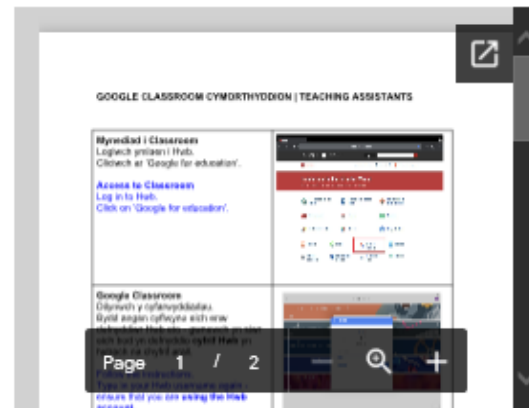
### How to join the Classroom

The code for joining the Google Classroom for teaching assistants has been shared with all head teachers within the region. Ask your head teacher for the code, or contact WendyWilliams@gwegogledd.cymru or CarysEirijones@gwegogledd.cymru to receive the code through email, stating your name, school and local authority.

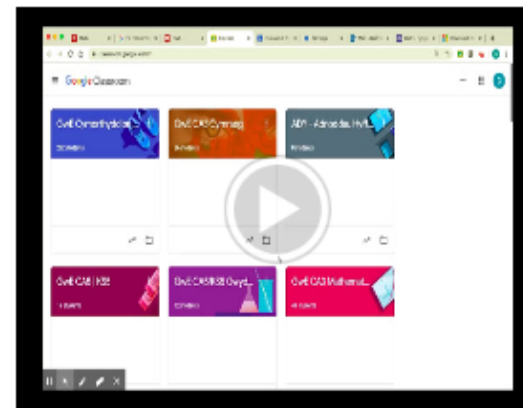
You will need to use your Hwb account to register for access to the Classroom.

### Guidelines on how to join the Classroom

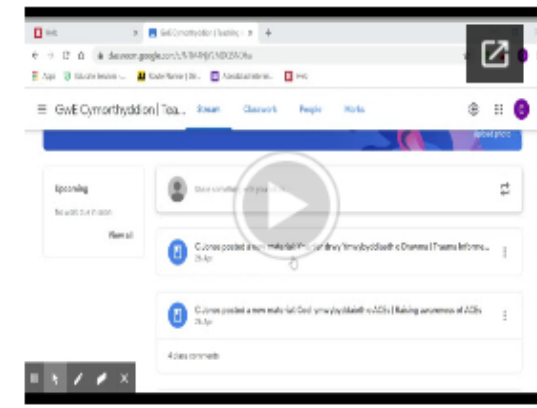
There are written guidelines on how to join the Classroom, and two videos with voiceovers are available through following the links below. The first voiceover explains how to gain access to your Hwb account, and the second one explains how to gain access to the Google Classroom. (The code included in the voiceover is no longer valid).



Written instructions to access Hwb and join the Classroom



Voiceover on how to access your Hwb account



Voiceover on how to join the Classroom

<https://sites.google.com/hwbcymru.net/teaching-assistants/joining-the-classroom>





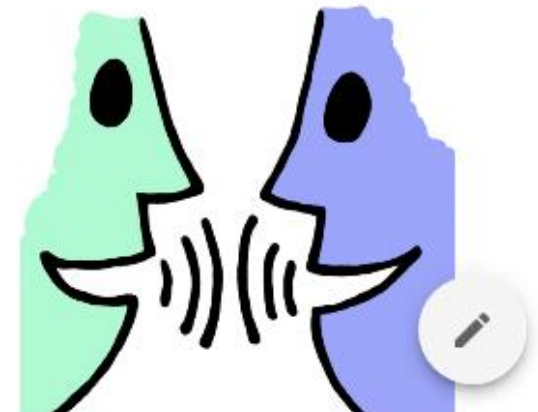
## Y GYMRAEG

### Y Gymraeg

- ▼ Cynradd
- ▼ Uwchradd

Newyddlenni

Cynllun Gwefeillio





## Y GYMRAEG

Y Gymraeg

▼ Cynradd

▼ **Cyfnod Sylfaen**

Adnoddau

Modelau Dysgu  
o Bell

Modelau Dysgu  
Cyfunol

Model  
Dwyieithog i  
Rieni Di-  
Gymraeg

▼ Cyfnod Allweddol  
2

▼ Uwchradd

Newyddlenni

# CYFNOD SYLFAEN



ADNODDAU



MODELAU DYSGU  
O BELL



MODELAU DYSGU  
CYFUNOL



MODEL  
DWYIEITHOG I  
RIENI DI-  
GYMRAEG





## Y GYMRAEG

Y Gymraeg

▼ Cynradd

▼ Cyfnod Sylfaen

▼ **Cyfnod Allweddol 2**

Llythrennedd

Siarad a Gwrando

Ysgrifennu

Darllen

Cymraeg Ail-iaith

Cyffredinol

▼ Uwchradd



# CYFNOD ALLWEDDOL 2



LLYTHRENNEDD



SIARAD A GWRANDO



YSGRIFENNU





## Y GYMRAEG

Y Gymraeg

▼ Cynradd

▼ Uwchradd

Adnoddau Dysgu o  
Bell / Dysgu  
Cyfunol  
Cenedlaethol

▼ **CA3**

Adnoddau CA3

Model Dysgu  
Cyfunol "Ein  
Byd" Bl. 9

Model Dysgu  
Cyfunol "Ein  
Byd" Bl. 5-9

Model Dysgu  
Cyfunol "Ein

# CA3



ADNODDAU CA3



MODEL DYSGU  
CYFUNOL "EIN  
BYD" BL. 9



MODEL DYSGU  
CYFUNOL "EIN  
BYD" BL. 5-9



MODEL DYSGU  
CYFUNOL "EIN  
BYD" AIL-IAITH  
BL. 7-8



## Y GYMRAEG

Y Gymraeg

▼ Cynradd

▼ Uwchradd

Adnoddau Dysgu o  
Bell / Dysgu  
Cyfunol  
Cenedlaethol

▼ CA3

▼ **CA4**

Adnoddau CA4

Model Dysgu  
Cyfunol  
Cymraeg CA4

Model Dysgu  
Cyfunol "Ein  
Byd" Bl. 10

# CA4



ADNODDAU CA4



MODEL DYSGU  
CYFUNOL  
CYMRAEG CA4



MODEL DYSGU  
CYFUNOL "EIN  
BYD" BL. 10



MODEL DYSGU  
CYFUNOL "EIN  
BYD" AIL-IAITH  
BL. 10



## Y GYMRAEG

Y Gymraeg

▼ Cynradd

▼ Uwchradd

### Newyddlenni

Cynllun Gwfeillio

# NEWYDDLENNI

Yn ystod y cyfnod clo fe greoedd Tîm Cymraeg fel pwnc Uwchradd GwE gyfres o Newyddlenni sy'n coladu gwahanol adnoddau defnyddiol yn y Gymraeg i athrawon Cymraeg ac athrawon cyfrwng Cymraeg. Mae thema penodol i bob newyddlen.



## NEWYDDLEN MIS EBRILL

Canolbwynt y Newyddlen gyntaf yma ym mis Ebrill oedd Adnoddau Dysgu o Bell.

<https://sites.google.com/hwbcymru.net/ygymraeg/newyddlenni>



## Y GYMRAEG

Y Gymraeg

▼ Cynradd

▼ Uwchradd

Newyddlenni

**Cynllun Gwefeillio**



# CYNLLUN GWEFEILLIO

**GWEfeillio**

CYNLLUN I GEFNOGI'R DEFNYDD O SIARAD,  
SGWRSIO A DEFNYDDIO'R GYMRAEG AR  
BLATFFORM NEWYDD.



' Dyma gynllun sy'n cynnig cyfleon i'n dysgwyr siarad Cymraeg ac mae'r syniad o o rwydweithio yn ddigidol yn wirioneddol gyffrous gan osod swyddu a safon datblygiadu pellach i'r safonau uwch hys awrth



ITE/NQT

Early Professional Development Pathways

▼ ITE





## ITE/NQT

Early Professional Development Pathways

▼ ITE

### Learning to teach

Thinking of teaching?

Professional learning and schools information



For further information on learning to teach in North Wales please see [gwegogledd.cymru/ITE](http://gwegogledd.cymru/ITE)

As a newly qualified teacher, we have programmes for you including further training and an extensive support network of other NQTs are more experienced teachers. Visit [gwegogledd.cymru/NQT](http://gwegogledd.cymru/NQT)

# Professional Learning Opportunities

Digital Learning

Teaching & Learning

Wellbeing

Leadership

Teaching Assistants

Y Gymraeg

Early PL Pathways



| Brief Overview   | Initial impact  | Time and attendees  |
|--|---|---|
| <p>Live and recorded webinars for leaders and teachers that included:</p> <ul style="list-style-type: none"><li>• Introduction to Hwb</li><li>• Presentations on how to use Flipgrid, Office 365, Google for Education, Screencastify, Adobe Spark</li><li>• Sharing of further professional learning resources should the audience require additional information</li></ul> | <ul style="list-style-type: none"><li>• Raised awareness of tools and services offered through Hwb</li><li>• Increased understanding amongst schools of the advantages of using Hwb</li><li>• Increased use of Hwb to support distance learning</li></ul> | <p>5 sessions<br/>14 hours<br/>470 attended live sessions<br/>720 watched recorded sessions</p> |

| Brief Overview   | Initial impact   | Time and attendees                                |
|--|--|---|
| <p>Digital learning workshops delivered to GwE staff to enable them to support all schools and clusters across the region with their distance and blended learning strategies.</p> | <ul style="list-style-type: none"><li>• Support available and delivered to all 413 schools and 53 clusters across the region</li><li>• Increased confidence and use of digital learning across all schools</li><li>• Increased professional learning opportunities and resources available to schools to support distance and blended learning</li></ul> | <p>60 sessions<br/>132 hours<br/>65 GwE staff</p> |

| Brief Overview   | Initial impact   | Time and attendees   |
|--|--|--|
| <p>Professional learning opportunities provided to all leaders and teachers in all schools across the region by:</p> <ul style="list-style-type: none"><li>• Creating distance learning website to share information and tools to support schools</li><li>• Creating Google Classrooms to share resources and good practice with teaching staff</li><li>• Creating Google Classroom to offer professional learning for teaching assistants</li><li>• Creating blended learning website to present blended learning modules and approaches to schools</li></ul> | <ul style="list-style-type: none"><li>• Resources and information available and delivered to all 413 schools and 53 clusters across the region</li><li>• Information collated in one place for ease of access</li><li>• Raised awareness of different methodologies and approaches to distance and blended learning</li><li>• Increased professional learning opportunities and resources available to schools to support distance and blended learning</li><li>• Sharing of good practice across the region</li></ul> | <p>25 hours</p> <p>Resources and guidance available to all 413 schools and 53 clusters across the region</p> |

| Brief Overview  | Initial impact   | Time and attendees                                |
|---|--|---|
| <p>Up-skilling <b>Foundation Phase Practitioners and SLT</b>, providing bespoke training and support on FP provision for individual schools and clusters of schools.</p> <ul style="list-style-type: none"><li>• Guidance and support for the re-opening of schools, focused upon foundation phase provision for individual schools, clusters and SIAs.</li><li>• Outdoor Learning cluster training sessions and using the outdoors effectively when pupils return to school and ongoing provision.</li><li>• Bespoke guidance, support and training to schools in Estyn category and schools at risk with their planning and delivery of distance learning.</li><li>• Maths and Numeracy training to support FP staff to plan purposeful learning experiences through distance and blended learning.</li><li>• Shared FP Blended Learning model and exemplar activities with SIAs and clusters of schools across the region to support transition and localised school closures.</li></ul> | <ul style="list-style-type: none"><li>• Up-skilling FP practitioners and SLT on good FP pedagogy.</li><li>• Increased knowledge and understanding of the need to provide a beneficial and high quality environment for pupils to return to school.</li><li>• An increased understanding of the need to plan purposeful activities and provide step by step instructions/materials, to support parents and pupils with distance learning.</li></ul> | <p>33 sessions<br/>50 hours<br/>172 attendees</p> |

## Brief Overview

### Guidance for GwE staff on KS2 blended learning guidance and exemplar models - content and school support

- A team of 6 Supporting Improvement Advisers collaborated to write blended learning exemplar plans supported by 5 other SIAs with Literacy, Numeracy and Digital specialties. Three different exemplar plans, were written with a guidance to parents accompanying each one. All 3 examples are in line with the pedagogical principles and 4 purposes of Curriculum for Wales and the guidance on curriculum planning
- A PowerPoint presentation accompanies the examples, providing guidance to the different blended learning models, considerations for effective implementation and digital guidance for teachers
- Information about the examples shared with every primary SIA through presentations in core and local meetings across the region. Guidance was also shared to prepare SIAs for sharing information with all regional primary schools as part of the Blended Learning workshops held in the final weeks of the summer term

## Initial impact

The SIAs had clear guidance to help them share information with schools across the region to give clear and consistent messages to schools.

As a result:

- The region's primary schools are well informed about the exemplar materials and their content.
- Schools have a clear guidance on the different blended learning models. They also have practical guidance and ideas to help teachers plan for September and beyond
- Leaders and teachers have welcomed the materials noting that they will be very useful.
- Seeing and discussing the materials has reduced uncertainty among teachers, deepening their understanding of how blended learning could look in practice and has reduced teacher planning workload.

## Time and attendees

- Material preparation 400 hours
- Meetings 5 hours
- 32 primary school SIAs

| Brief Overview  | Initial impact   | Time and attendees   |
|---|--|--|
| <p><b>PL for primary Distance Learning models and provision</b></p> <ul style="list-style-type: none"> <li>• Further upskilling GwE staff and producing exemplar DL models - sharing of distance learning models developed by GwE primary team for FP N/R, FL1/2, Y3/4, Y5/6</li> <li>• PL meetings with LAs (through BAS meetings) to ensure clarity and feedback on DL approaches.</li> <li>• Professional learning for head teachers – all SIAs held individual PL sessions by phone with all head teachers, follow up emails were sent containing all documentation and models, so that models were not sent out cold and misinterpreted – week of 20/04/20</li> <li>• SIAs professional developed head teachers on an individual basis on how to use teams and how to work the models SIAs – follow up professional learning and sharing of best practice cluster meetings, bespoke professional learning to clusters</li> </ul> | <ul style="list-style-type: none"> <li>• Team members more effectively equipped to support schools.</li> <li>• Consistency in messaging, guidance and support to schools.</li> <li>• High quality professional learning opportunities delivered to schools [including bespoke guidance when and where required].</li> <li>• Greater degree of consistency in adopted approaches across schools and within LAs</li> <li>• Upskilling of head teachers and teachers in skills and resources available and tools for distance learning</li> <li>• Improved collaboration across clusters</li> <li>• Improved distance learning provision for children</li> <li>• Improved standards of children’s engagement, wellbeing and skills</li> </ul> | <ul style="list-style-type: none"> <li>• 330+ individual head teacher professional learning conversations <ul style="list-style-type: none"> <li>54 cluster meetings x2 (revisit)</li> <li>1 primary team meeting</li> <li>1 FTM – 30 mins</li> <li>3 local area meetings x3 (revisit)</li> <li>6 x heads stakeholder meetings</li> <li>6 x BAS meetings</li> </ul> </li> <li>• 240 hours</li> </ul> |

| Brief Overview   | Initial impact  | Time and attendees   |
|--|---|--|
| <p><b>Blended Learning Workshops for KS2</b></p> <p>The session was designed to develop an initial understanding of the basics of Blended Learning in order to prepare schools to provide effective provision for pupils.</p> <p>Individuals / schools were expected to:</p> <ul style="list-style-type: none"><li>• Contribute to conversations and discussions following background reading about Blended Learning before the workshop</li><li>• Watch a video about the basics of Blended Learning, discuss possible definitions and models</li><li>• Identify what opportunities there are for schools in adapting their provision for September 2020 (specifically under the themes of Wellbeing, Pedagogy, CfW , Blended Learning and Feedback).</li><li>• Consider how they might respond to any challenges of adapting for September 2020.</li><li>• Consider what further support they will need for the successful delivery of Blended Learning and consider how cluster collaboration can assist in moving forward.</li></ul> | <ul style="list-style-type: none"><li>• Improved understanding of the basics of Blended Learning. Motivate Head teachers and Teaching and Learning Leads to develop Blended Learning models in their schools</li><li>• Teaching and Learning Leads upskilled and equipped to develop Blended Learning in their schools and be able to better support their teaching staff.</li><li>• All cluster schools able to work with the SIA to identify what further support is required for effective delivery through Blended Learning so that these can be targeted in follow-up meetings.</li><li>• Improvement in Head teachers and T&amp;L Leads' digital skills through participation in an online workshop. Heads and Leads able to successfully discuss and engage with practical tasks in a digital manner.</li><li>• Developing skills to digital collaboration amongst cluster schools - e.g., create a joint document to respond to current opportunities and challenges.</li></ul> | <p>54 sessions</p> <p>54 hours</p> <p>330 schools (with up to 2 reps per school attending)</p> |

# Teaching and Learning

| Brief Overview   | Initial impact   | Time and attendees   |
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| <p><b>PL delivered to secondary team to effectively support schools with Distance Learning</b></p> <ul style="list-style-type: none"><li>• In the initial lockdown period, a significant amount of time was invested in communicating with schools regarding their understanding of distance learning, leading to research into current national and international practice, in order to support schools effectively. This time included researching DL from the perspective of school leaders, teachers, pupils and parents.</li><li>• Much time was spent then in creating a rationale for DL that recognised best practice, was realistic, yet aspirational for all learners.</li><li>• The rationale led to discussion and creation of a number of structural and organisational approaches to DL for schools, ranging from fairly rigid plans that recognised a curricular need to consolidate learning and explore new ideas, to more fluid plans that encouraged thematic learning and flexibility and choice for parents and learners.</li></ul> | <ul style="list-style-type: none"><li>• Up-skilling of secondary team members, through either direct involvement or subsequent sharing, of the fundamental principles of DL and its application in various school settings</li><li>• Team members more effectively equipped to support schools, having a wide understanding of DL and knowledge of various approaches that could work within a school's individual context.</li><li>• As a result, Head teachers and SLT members were more effectively equipped to support teachers within their own schools, in providing suitable leaning for pupils, and supporting parents.</li><li>• Consistency in messaging, guidance and support to schools.</li><li>• High quality models shared with all schools across region, through confident delivery by GWE staff, due to the investment of time in research and creating a rationale.</li><li>• Schools developing their own Distance Learning strategy based on GwE Guidance.</li><li>• Greater understanding by all schools of planning either a subject-based or a multi-disciplinary approach in KS3 and deploying staff to work collaboratively to plan and deliver.</li><li>• Empowered Headteachers and SMT to lead, develop and support staff in their schools.</li><li>• High quality professional learning opportunities delivered to schools [including bespoke guidance when and where required].</li></ul> | <ul style="list-style-type: none"><li>• All staff in full GWE meeting when ideas shared and rationale explained</li><li>• 6+ staff in Core team, and 13+ staff in secondary team meetings to share ideas and update staff in order for them to work productively in schools, informed with the necessary detail.</li><li>• 6 GWE secondary staff worked on the DL research, rationale and modelling.</li><li>• 350 hours</li></ul> |



# Teaching and Learning

| Brief Overview   | Initial impact   | Time and attendees   |
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| <p>Professional learning delivered through <b>secondary forums and networks</b> and supplemented by webinars to raise awareness of the principles of effective <b>Distance Learning</b> and the considerations that could impact any planning.</p> | <ul style="list-style-type: none"><li>• All regional secondary schools compliant with Welsh Government guidance and most schools adopted the GwE models and adapted practice to be in line with the guidance and models.</li><li>• Greater understanding by all schools of the fundamentals of effective Distance Learning.</li><li>• Greater understanding by all schools of planning a multi-disciplinary approach in KS3 and deploying staff to work collaboratively to plan and deliver.</li><li>• Greater degree of consistency in adopted approaches across schools and within LAs.</li><li>• Good practice shared through the '10 Ways' document and the wider June teaching and learning guidance.</li></ul> | <ul style="list-style-type: none"><li>• 12 sessions + SIA regular meetings and contact with Head teachers and SMT- 325 hours</li><li>• 200 (Head teachers, SLT, Core Subject forums and teachers who attended webinars)</li><li>• Additional bespoke support also delivered to individual schools as needed.</li></ul> |

| Brief Overview  | Initial impact   | Time and attendees  |
|---|--|---|
| <p><b>Professional learning on Blended Learning for Head teachers and SLT Learning Leads</b></p> <ul style="list-style-type: none"> <li>• To develop an understanding of blended learning in order to prepare schools for providing effective provision for pupils To give an overview of the blended learning guidance developed by the GwE team</li> <li>• Focus on the key tasks for school leaders to undertake before the end of the summer term</li> <li>• Raise awareness of considerations that could impact any planning for the autumn term</li> <li>• Focus on specific blended learning models including subject exemplars and KS3 multi-disciplinary models ( Learning Together )</li> <li>• Support HTs and learning leads in using technology to deliver blended learning and maximise pupil engagement</li> <li>• Enable schools to share ideas and good practice</li> <li>• Use SIA links to provide bespoke support to schools</li> </ul> | <ul style="list-style-type: none"> <li>• High quality professional learning opportunities provided to schools including bespoke guidance as and when required</li> <li>• HTs and SLT leads more effectively equipped to support their staff teams in planning and delivering blended learning</li> <li>• Greater awareness and understanding of blended learning, the various models and how to plan for them</li> <li>• Consistency in support, messaging and guidance to schools achieved</li> <li>• Schools across the region responded well to the quality and usefulness of the GwE guidance and developed their strategies based on it</li> <li>• Guidance informed schools' decisions on professional learning requirements for the autumn term. Teaching and learning leads empowered to deliver inset on blended learning in their own schools.</li> <li>• Teaching and learning groups provided opportunities for collaboration and the sharing of good practice</li> <li>• Blended learning forms part of schools contingency planning for the autumn term</li> </ul> | <ul style="list-style-type: none"> <li>• 12 HT meetings and 18 teaching and learning group meetings</li> <li>• 54 HTs and 62 teaching and learning leads</li> <li>• 65 hours</li> </ul> |

| Brief Overview   | Initial impact  | Time and attendees  |
|--|---|---|
| <p><b>Professional learning on Blended Learning delivered through secondary forums, teaching and learning groups and middle leader core subject networks.</b></p> <ul style="list-style-type: none"><li>• Sharing GwE blended learning guidance including a summary of international research around effective models and the latest guidance on effective teaching and learning</li><li>• Guidance on effective planning for blended learning</li><li>• Use of digital tools to support blended learning</li><li>• Sharing of subject specific exemplar materials for English, Welsh, Literature, science, maths and history to provide practical examples of the above</li></ul> | <ul style="list-style-type: none"><li>• Senior and middle leaders in schools better able to plan for the opportunities and challenges of blended learning. Guidance very positively received.</li><li>• Teachers supported at a practical level to plan and deliver blended learning. This has been used by schools and adapted to context.</li><li>• Schools able to build on the experience of distance learning in areas such as the use of digital tools</li><li>• Blended learning guidance used by schools to model effective teaching and learning</li><li>• Consistency in messaging, guidance and support for schools across the region achieved</li></ul> | <ul style="list-style-type: none"><li>• 46 sessions</li><li>• 350 hours</li><li>• 236 ( 54 HTs, 62 teaching and learning leads, 120 core subject middle leaders )</li></ul> |

## Brief Overview

### Blended Learning secondary working group

- A central theme of the sessions was the researching and writing of the guidance to schools for the 'check in, catch up and prepare' period which started on 29 June. This was shared with schools on 16 June as the secondary teaching and learning section of the Dashboard
- The 29 June guidance included key principles to guide learning in this period, supporting health and wellbeing, blending in-school and distance learning, the implications for curriculum, timetable and classroom practice and guidance on learning fitness
- The 29 June guidance also signposted other materials developed and included on the Dashboard. These materials were on feedback and assessment, models of blended learning, 10 ways to develop distance learning, health and wellbeing, transition and the recovery curriculum
- A second central theme of the sessions was the researching and writing of the GwE blended learning guidance to support schools with their planning and preparations for September. This was shared with schools on 30 June. An updated version was shared on 6 July
- The blended learning guidance included definitions of the key terms, common principles, key summer term tasks, whole school planning for blended learning, models of blended learning, subject planning, exemplar materials for six subjects and a review of the digital tools available to support the delivery of blended learning.
- The guidance was shared and explained in detail to HTs, teaching and learning leads and core subject leaders across the region by GwE core and core subject leads
- Support materials shared with schools also included webinars in English and Welsh to further explain the guidance
- Led by MH, GwE collaborated with the other regional consortia and Estyn to devise a national blended learning guidance document

## Initial impact

- Dashboard approach provided schools with a one stop shop for the full range of guidance on reopening.
- Schools were given ready access to the latest research and support materials in the key health and wellbeing and learning fitness aspects of provision and were better able to support pupils as they returned
- The guidance supported schools in planning their curriculum and in ensuring effective classroom practice in the context of social distancing
- Collaboration between and within schools was improved by providing a common framework and definitions as the basis of planning. Good practice was developed and shared at the various forums.
- The key considerations approach supported effective whole school and departmental planning for blended learning and provided access to the latest research
- The practical, exemplar subject materials in English, Welsh, literature, science, maths and history were used to plan autumn term provision. The format was accessible and could be used by all subject teams
- The guidance was recognised to include best teaching and learning practice and is being used on an ongoing basis to inform professional learning in schools

## Time and attendees

- 18 sessions
- 36 hours plus preparation time
- 6 SIAs

| Brief Overview  | Initial impact   | Time and attendees  |
|---|--|---|
| <p><b>Upskilling GwE SIAs to support with KS3 <i>Learning Together Materials</i></b></p> <ul style="list-style-type: none"><li>• PL of team creating materials - research undertaken into effective distance and then blended learning models</li><li>• Presentation to Secondary SIA's on the journey taken and the principles behind the creation of the first '<i>Learning Together</i>' unit</li><li>• 2 x updates for Core Leads on the developments of the '<i>Learning Together</i>' materials</li></ul> | <ul style="list-style-type: none"><li>• Provide SIA's with information about the '<i>Learning Together</i>' materials in order to support schools effectively and consistently</li><li>• Provide Core Leads with up to date information on the materials in order to be relayed to all Head Teachers across the region</li></ul> | <ul style="list-style-type: none"><li>• 3 sessions</li><li>• 25 attendees</li></ul> |

| Brief Overview  | Initial impact   | Time and attendees   |
|---|--|--|
| <p><b>KS3 Learning Together Materials</b></p> <ul style="list-style-type: none"><li>• PL of team creating materials - research undertaken into effective distance and then blended learning models)</li><li>• Initial Power Point presentation prepared for Core Leads to present '<i>Learning Together</i>' materials to Head Teachers across all counties</li><li>• Further discussions and more in-depth presentations to Head Teachers on how '<i>Learning Together</i>' materials support distance/blended learning at KS3</li><li>• Detailed presentation on the '<i>Learning Together</i>' materials to Teaching &amp; Learning Leads</li><li>• Meetings with subject leads to discuss possible use for materials</li><li>• Follow on meetings and discussions with individual schools to discuss implementation of the '<i>Learning Together</i>' materials</li></ul> | <ul style="list-style-type: none"><li>• Consistent guidance and support to schools across all counties</li><li>• Raise awareness and understanding of schools to the exemplar integrated learning units to support blended learning at KS3</li><li>• High quality professional learning opportunities delivered to individual schools</li><li>• Meetings of Teaching and Learning Leads provided opportunity for collaboration and sharing of good practice</li><li>• Empowered Teaching and Learning leads to lead and support staff in their schools</li><li>• A few schools make use of an exemplar unit as a basis for providing learning experiences during pre 29<sup>th</sup> June phase</li><li>• Some schools make use of exemplar units as a basis for learning experiences during post 29<sup>th</sup> June phase</li></ul> | <ul style="list-style-type: none"><li>• 22 sessions plus individual school support</li><li>• 500 hours creating materials</li><li>• 105 hours delivery</li><li>• 108 attendees</li></ul> |

| Brief Overview  | Initial impact  | Time and attendees   |
|---|---|--|
| <p data-bbox="183 297 914 389"><b>English subject network for Heads of English and English Teachers</b></p> <ul data-bbox="183 458 914 1305" style="list-style-type: none"><li data-bbox="183 458 914 596">• Principles of effective distance learning methods shared and discussed</li><li data-bbox="183 611 914 749">• Practical training on the use of various digital tools to improve engagement and quality of learning</li><li data-bbox="183 763 914 902">• Principles of effective blended learning model shared and each aspect explored in detail</li><li data-bbox="183 916 914 1055">• Research around retrieval practice and connecting learning shared</li><li data-bbox="183 1069 914 1208">• Curriculum planning and the importance of mapping knowledge as well as skills in English</li><li data-bbox="183 1222 914 1305">• Exemplar curriculum planning documentation shared and strengths discussed</li></ul> | <ul data-bbox="935 297 1684 1043" style="list-style-type: none"><li data-bbox="935 297 1684 435">• Improvement in skills and expertise of teachers when using digital tools available on Hwb</li><li data-bbox="935 449 1684 492">• Improved provision for learners</li><li data-bbox="935 506 1684 645">• Increased understanding of the features of effective blended learning and practical strategies</li><li data-bbox="935 659 1684 841">• Greater understanding of the importance of curriculum planning and the impact this has on classroom teachers</li><li data-bbox="935 855 1684 1043">• Greater understanding of the need to plan knowledge to be taught, as well as skills, in order to improve performance in English</li></ul> | <ul data-bbox="1704 297 2125 439" style="list-style-type: none"><li data-bbox="1704 297 2125 339">• 18 session (3 per LA)</li><li data-bbox="1704 354 2125 396">• 28 hours</li><li data-bbox="1704 411 2125 439">• 110 attendees</li></ul> |

| Brief Overview  | Initial impact   | Time and attendees   |
|---|--|--|
| <p><b>Global Futures network and support through Google Classroom</b></p> <ul style="list-style-type: none"><li>• Research useful and effective digital tools or websites to facilitate remote language learning.</li><li>• Compile and share resources easy to use for remote learning (digital or not).</li><li>• Watch and share the most useful webinars on digital tools and pedagogical advice for remote learning.</li><li>• All secondary and pilot primary schools were contacted via email to inform about any developments and to offer support if needed.</li></ul> | <ul style="list-style-type: none"><li>• Primary teachers felt supported and were, as a result, able to set appropriate and quality work.</li><li>• Secondary teachers who needed support could rely on the network and access upskilling training as and when they felt it necessary.</li><li>• Good practice modelled and shared.</li></ul> | <ul style="list-style-type: none"><li>• 70 hours</li><li>• Available to all Modern Foreign Language Heads of Department and teachers</li></ul> |



| Brief Overview  | Initial impact  | Time and attendees  |
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| <p><b>Post 16 networks</b><br/>Network forums have focussed on:</p> <ul style="list-style-type: none"><li>• Supporting schools in putting in place effective strategies for transition into Year 12 in a distance learning environment</li><li>• Supporting schools in preparing Year 13 for transition to university</li><li>• Sharing materials and effective booklets to support Year 11 transition</li><li>• Sharing ideas around effective distance learning work with Year 12</li><li>• Disseminating and looking at implications of national ‘How to approach’ results’ days. Sharing ideas and approaches</li></ul> <p>A session for schools in the VESPA project – led by the VESPA team. Reviewing progress so far and planning interventions for next year – 10 schools attended)</p> <p>Discrete session for national post-16 leadership delegates – ‘catch up’ session - held on a cross-consortia basis. Topic – impact of pandemic on practice in schools post-16.</p> | <ul style="list-style-type: none"><li>• Feedback on transition material has been very good. Schools have used them with Year 11 students and also used them to augment existing provision in some cases (response across Wales has been good)</li><li>• Colleagues have commented on how helpful they have found heads of 6 network meetings –particularly at this time</li><li>• VESPA review – all schools have found the programme useful and plan to implement it further next year</li></ul> | <ul style="list-style-type: none"><li>• 8 sessions</li><li>• 10 hours</li><li>• 40+ attendees</li></ul> |

| Brief Overview   | Initial impact   | Time and attendees   |
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| <p><b>Curriculum for Wales</b></p> <ul style="list-style-type: none"><li>• Provided access to CFW national resources as requested and approached by schools.</li><li>• Shared overview of regional workshops previously delivered prior to lockdown through G6 resource base to include summary of CFW principles, information on the structure of the new curriculum, Professional Learning and support available from GwE.</li></ul> | <ul style="list-style-type: none"><li>• Those individuals who wanted to access resources were able to do this at their discretion to engage in further reading, develop a deeper understanding of the CFW principles and in particular familiarise with Health and Wellbeing AoLE</li><li>• GwE able to provide equity of access to resources and consistent messaging</li></ul> | <ul style="list-style-type: none"><li>• In line with regional and national agreement, no formal sessions offered however SIAs able to respond to sharing information as requested from schools/clusters during regular link sessions</li></ul> |

| Brief Overview   | Initial impact   | Time and attendees  |
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| <p><b>Guidance on assessment and feedback</b></p> <ul style="list-style-type: none"><li>• Develop and share guidance and principles based on current. Research.</li><li>• Upskill staff on use so that they can effectively support schools.</li></ul> | <ul style="list-style-type: none"><li>• All SIAs have resources and relevant information to effectively support schools</li><li>• Clear guidance and consistency of message and support offered to all schools across the region.</li><li>• Guidance shared will all consortia across Wales.</li></ul> | <p>Full GwE team meeting attended by all SIAs.</p> <p>SIAs in regular contact to offer advice to all 413 schools and clusters</p> |

# Teaching and Learning

| Brief Overview  | Initial impact   | Time and attendees  |
|---|--|---|
| <p><b>Accelerated skills workshops to develop guidance for schools</b></p> <p>The identification of effective teaching strategies is an important feature of schools' blended learning plans. However, during the period of school closure, it is likely that many learners will require additional support—in the form of high quality, structured, targeted interventions—to accelerate their learning.</p> <p>Through a review of the available research literature, together with research undertaken with GwE schools, this guide aims to help schools identify the most effective teaching strategies and online programmes that could help schools improve the following core skills:</p> <ul style="list-style-type: none"> <li>• Basic reading and reading fluency</li> <li>• Reading comprehension and vocabulary skills</li> <li>• Basic numeracy and numeracy fluency skills</li> </ul> <p>Some of the strategies and support materials in this guidance have been specifically designed to be used in school and by parents at home to support their child's learning.</p> | <ul style="list-style-type: none"> <li>• GwE officers gained an understanding of best practice in planning for teaching discrete skills in a blended learning context, and were able to augment and improve existing blended learning models for schools.</li> <li>• GwE officers benefited from several meetings with research students to learn how to undertake a rapid review of the evidence base for literacy, numeracy and well-being programmes.</li> <li>• GwE staff learned about key aspects of effective instruction, and worked with external authors to design bespoke Welsh medium materials</li> <li>• GwE staff learned about key aspects of effective instruction as well as precision teaching and direct instruction strategies</li> <li>• GwE staff learned about key aspects of effective instruction for synchronous and asynchronous provision.</li> </ul> | <ul style="list-style-type: none"> <li>• 5 GwE officers</li> <li>• 4 Bangor University research staff</li> <li>• 2 Bangor University research students</li> <li>• 1 Denbighshire teacher</li> <li>• 15 sessions</li> <li>• 30 hours</li> <li>• Many of the resources and strategies in this proposal stem from recent collaborative research projects undertaken by CIEREI, Bangor University, with GwE schools.</li> </ul> |

| Brief Overview  | Initial impact   | Time and attendees  |
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| <p><b>Accelerated skills workshops for all primary, special and secondary schools</b></p> <p>The main features of the new <i>Accelerated Learning</i> resources to be shared through workshops are:</p> <ul style="list-style-type: none"><li>• Worked examples of effective literacy and numeracy teaching strategies using the EEF planning framework (from Foundation Phase to key stage 2)</li><li>• A systematic search of the evidence for commonly used targeted approaches for improving literacy skills</li><li>• A systematic search of the evidence for commonly used targeted approaches for improving numeracy skills</li><li>• A systematic search of the evidence for commonly used targeted approaches for improving behaviour and well-being</li><li>• An evidence review for online teaching programmes</li><li>• Projects to help schools and parents/carers rebuild pupils' literacy and numeracy skills in English and Welsh from Foundation Phase to key stage 3.</li></ul> | <ul style="list-style-type: none"><li>• School leaders and teachers will gain an understanding of best practice in planning for teaching discrete skills in a blended learning context, and were able to augment and improve existing blended learning models for schools</li><li>• School leaders will gain an understanding of the key features of effective literacy, numeracy and well-being programmes, and the primary and secondary inclusion criteria that should be used to judge whether to adopt a particular programme</li><li>• Schools will have access to a suite of school and parental teaching materials that will be available in both languages by September 2020.</li><li>• Parents engaging and supporting their learners to improve basic skills.</li></ul> | <ul style="list-style-type: none"><li>• Up to 55 cluster training events and termly LA implementation support sessions thereafter</li><li>• All GwE clusters invited</li><li>• Parental support materials also available</li><li>• Time allocated TBC</li></ul> |

| Brief Overview  | Initial impact   | Time and attendees   |
|---|--|--|
| <p><b>Return to School Trauma Informed Schools PL</b><br/>A whole School approach session facilitated by Dr Coral Harper, Trauma Informed Schools on strategies to consider when learners return to schools in relation to impact of pandemic &amp; school ethos / key principles and models within teaching and learning. Session funded by Local Authority targeting all schools across the authority, but with focus on schools/settings who have already done the 1 day professional learning via GwE and the LAC PDG funds. Also targeted settings with high numbers of learners who are looked after. LA - Gwynedd / Anglesey/Denbighshire and Conwy had the 3 hour session via ZOOM. GwE SIA's also had the opportunity to attend and the regional PRU/LACE group.</p> | <ul style="list-style-type: none"><li>• Stronger communication strategies in place to inform LACE coordinators, LA staff / school staff and wider stakeholders of the processes for accessing funding that is linked to evidence based research and practises.</li><li>• Increase in the number of schools /settings who are trauma informed/ACE aware. This will impact on teaching staff being more confident in dealing with learners and identifying suitable support and provision and more schools who have an inclusive approach in relation to the teaching and learning with focus on the blended learning.</li><li>• More settings confident in using a range of Impact and evaluation measures in regards to vulnerable learners.</li></ul> | <ul style="list-style-type: none"><li>• 1308 attendees</li><li>• 12 hour delivery for Trauma Informed Schools</li><li>• Support for individual organisations (6 hours)</li></ul> |

| Brief Overview   | Initial impact   | Time and attendees  |
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| <p><b>Regional LACE PDG Group</b></p> <p>The group had fortnightly meetings with focus on sharing key approaches / research for supporting children who are looked after across the schools of the region. Information available on each LA's shared drive and on the Regional Dashboard. In 1 of the meetings, PL was delivered by Fostering Network on the wellbeing masterclasses. In addition a session on the effective use of the LAC PDG was delivered to the team to share key information on PDG for 2020/21 across the schools and LA.</p> | <ul style="list-style-type: none"><li>• Consistency in key approaches / research for supporting children who are looked after across the region.</li><li>• Raised awareness of issues regarding wellbeing.</li><li>• Sharing of good practice / masterclasses.</li></ul> | <ul style="list-style-type: none"><li>• 18 attendees</li><li>• 12 hours</li></ul> |

| Brief Overview  | Initial impact   | Time and attendees  |
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| <p><b>Regional ALN/Inclusion Team</b></p> <p>The group is facilitated by the LA and meet fortnightly, the focus of the collaboration with GwE was to identify the key challenges in regards to return to school and impact on key groups of learners. A range of key documents have been developed in addition to some information sessions on the regional dashboard / update on the GwE distance learning and blended learning models and a session on the PDG for LAC for 2020/21.</p> | <ul style="list-style-type: none"><li>• Consistence of messaging and support to schools.</li><li>• Raised awareness of issues and shared good practice</li></ul> | <ul style="list-style-type: none"><li>• 6 attendees</li><li>• 6 hours</li></ul> |



| Brief Overview  | Initial impact  | Time and attendees   |
|---|---|--|
| <p><b>LAC PDG</b></p> <p>Sharing of information delivery session on the universal and targeted support with PDG FSM and PDG for LAC</p> | <ul style="list-style-type: none"><li>• Consistency in support for schools and raised awareness of issues and shared good practice.</li></ul> | <ul style="list-style-type: none"><li>• 18 attendees</li><li>• 6 hours</li></ul> |

| Brief Overview  | Initial impact   | Time and attendees   |
|---|--|--|
| <p><b>Universal Wellbeing &amp; Learner Support dashboard</b></p> <p>A range of guidance / professional learning directory has been developed and shared with all schools / settings across the region. This was communicated via the cluster approach and core leads meetings with LA. A clear overview was produced for Core Leads / SIA's in regards to this element on the dashboard. This information will be captured by Core Leads time.</p> | <ul style="list-style-type: none"><li>• Clear guidance shared with school.</li><li>• Consistent approach to ensure SIA's are aware of the key strategies to support schools in regards to wellbeing models and learning offer.</li><li>• Effective co-ordination and collaboration with LA key staff in regards to developing the Learner Support and Wellbeing dashboard for schools.</li></ul> | <ul style="list-style-type: none"><li>• Information captured within SIA work programme.</li><li>• Guidance shared with all 53 primary clusters and secondary head teacher forums.</li><li>• Bespoke support provided to individual school through SIAs.</li><li>• Approach communicated with LA through weekly local quality boards.</li></ul> |

| Brief Overview   | Initial impact  | Time and attendees  |
|--|---|---|
| <p><b>Learner Engagement (Key Themes)</b><br/>7 key themed digital sessions (webinars / screencastify) have been produced for schools and settings across the region in regards to sharing effective practise on learner’s engagement in regards to the distance learning and approaches taken by schools during school lockdown. 6 can be accessed through our Wellbeing Section and available to all settings and key partners</p> | <ul style="list-style-type: none"><li>• Sharing of effective practice on learner’s engagement in regards to the distance learning and approaches taken by schools during lockdown.</li><li>• Increase in learner engagement following initial period of lockdown.</li></ul> | <ul style="list-style-type: none"><li>• 50 hours for overall production.</li><li>• Available to all staff across 413 schools and key partners.</li><li>• Regular SIA contact will all schools/cluster with focus on improving learner engagement and sharing good practice.</li></ul> |

| Brief Overview   | Initial impact  | Time and attendees  |
|--|---|---|
| <p><b>Engagement with Learners and Parents</b></p> <ul style="list-style-type: none"><li>• Work collaboratively with schools to complete a series of questions in regards to engagement of learners.</li><li>• Develop a regional overview of current practice in regards to how learners are accessing distance learning and engaging.</li><li>• Identify effective practice to inform and support regional guidance and models going forward</li><li>• Identify key barriers and how to support schools in collaboration with Local Authority and partners</li></ul> | <ul style="list-style-type: none"><li>• This work has resulted in a valuable overview of the regional picture of how schools are engaging with learners.</li><li>• The report fed into a national report which has been used to share the best practice nationally.</li><li>• The content of the report has been used to build on the effective and successful practice identified from across the region and also to develop and provide support to schools regarding key areas that need strengthening.</li><li>• A bank of webinars showcasing the best practice is to be made available to schools.</li></ul> | <ul style="list-style-type: none"><li>• Sessions with whole GwE team x3</li><li>• All SIAs held discussions with cluster x 53 involving all 413 schools</li><li>• One SIA collated each LA's information x 6</li><li>• Sessions with team who pulled the work together x 3</li><li>• 60 hours</li></ul> |

| Brief Overview   | Initial impact  | Time and attendees  |
|--|---|---|
| <p><b>Bespoke School / Cluster Support</b></p> <p>Individual support has been delivered to specific schools as required in regards to whole school wellbeing strategies /wellbeing measures such as PASS / Boxall /individual guidance on good practise models and effective use of the PDG to support children who are looked after with the LAC PDG.</p> | <ul style="list-style-type: none"><li>• Raised awareness of whole school wellbeing strategies /wellbeing measures such as PASS / Boxall.</li><li>• Sharing of individual guidance on good practice and effective use of PDG / LAC PDG.</li><li>• Strengthened cluster collaboration in regard to the LAC PDG.</li></ul> | <ul style="list-style-type: none"><li>• 14 sessions</li><li>• 26 attendees</li><li>• 18 hours</li></ul> |

| Brief Overview  | Initial impact   | Time and attendees  |
|---|--|---|
| <p><b>Primary Core Lead Meetings</b> have been held regularly to agree upon the professional learning focus for local area meetings. The objective was to ensure SIA capabilities, knowledge and skills were promptly updated and enhanced in order to deliver what schools required.</p> <p>Professional learning for SIAs has included:</p> <ul style="list-style-type: none"><li>• <i>How to develop a cluster approach to professional learning for schools</i></li><li>• <i>How to develop distance learning across clusters and in schools</i></li><li>• <i>How to support and develop the return to school, including risk assessments</i></li><li>• <i>How to develop blended learning across clusters</i></li><li>• Individual SIAs have been further supported by Core Lead and by SIAs who have identified areas of expertise.</li></ul> | <ul style="list-style-type: none"><li>• Team members were effectively upskilled with knowledge and skills to support schools e.g. IT skills. SIAs were also equipped with consistent answers and responses to questions raised by schools.</li><li>• SIAs had a shared understanding of WG strategies and National guidance. As a result, consistent messaging, guidance and support to schools was pertinent to schools across the region.</li><li>• High quality professional learning opportunities were provided to all schools (including bespoke guidance when and where required).</li><li>• Greater consistency in adopted approaches within local authorities and across the region. .</li><li>• Improved collaborative working in Local Area Primary Team Meetings, including sharing of identified SIA expertise.</li><li>• Improved consistency and collaboration across the full primary team.</li><li>• SIAs encouraged resilience in schools, facilitating schools to plan for more than one scenario in order to be better prepared.</li></ul> | <ul style="list-style-type: none"><li>• 1 Full Primary Team Meeting</li><li>• 12 Local Area Primary Team Meetings held in each area (36 meetings in total).</li><li>• 39 hours</li><li>• 35 SIAs attended</li></ul> |

| Brief Overview  | Initial impact  | Time and attendees  |
|---|---|---|
| <p><b>Briefing sessions to upskill head teachers on various aspects of support available to school during pandemic including:</b></p> <ul style="list-style-type: none"><li>• Distance Learning - Sharing of information, delivery processes and resources. Bespoke sessions with some clusters.</li><li>• Blended Learning - Sharing of information, processes models and exemplar materials. Bespoke and individualised sessions with some clusters.</li><li>• Continuity of learning - Sharing of key guidance documents and approaches for supporting schools with planning provision and for the re-opening of schools.</li><li>• Sharing of research findings and good practice models.</li><li>• Sharing of information to ensure consistent approach for supporting schools across the region.</li><li>• Risk assessment - Identification of key challenges and approaches/models for mitigating risks to schools.</li><li>• Digital Learning – sharing of digital tools and training on the effective use of the tools to support distant and blended learning</li></ul> | <ul style="list-style-type: none"><li>• All head teachers informed and updated on the support available to schools.</li><li>• Consistency in messaging across the region, guidance and support to schools.</li><li>• Head teachers aware and informed on the professional learning opportunities available to schools [including bespoke guidance when and where required].</li><li>• Improved use of digital tools to engage with pupils and their learning.</li></ul> | <ul style="list-style-type: none"><li>• 60 sessions across the 6 LAs</li><li>• 119 hours</li><li>• Primary head teachers and cluster chairs</li></ul> |

| Brief Overview  | Initial impact  | Time and attendees  |
|---|---|---|
| <p><b>PL for GwE team to support schools with re-opening of schools including:</b></p> <p>Guidance on regional framework/dashboard jointly developed by LA and GwE Officers to support schools with planning for reopening schools including:</p> <ul style="list-style-type: none"><li>• Health and safety requirements</li><li>• Site and facilities arrangements</li><li>• Transport</li><li>• Staffing arrangements</li><li>• Blended teaching and learning</li><li>• Inclusion and pupil support</li><li>• Key management tasks</li></ul> <p>PL offered to all GwE staff so that they are upskilled to provide school/cluster training and clusters and follow up bespoke support.</p> | <ul style="list-style-type: none"><li>• Regional approach in place for developing a supportive framework to ensure that all regional schools had the right policies in place together with a comprehensive risk assessment in order to create a safe environment to reopen schools</li><li>• Effective collegiate and collective regional approach between the six local authorities and GwE to support schools during the pandemic lockdown</li><li>• All GwE staff upskilled and confident to provide training and bespoke support for schools/clusters</li></ul> | <ul style="list-style-type: none"><li>• 12 sessions</li><li>• 6hours</li><li>• 60 attendees</li><li>• SIAs upskilled to support all schools and clusters in bespoke sessions.</li></ul> |



| Brief Overview   | Initial impact   | Time and attendees   |
|--|--|--|
| <p><b>PL for re-opening of schools including:</b></p> <p>Joint guidance and support provided by LA and GwE Officers through regional framework/dashboard to support schools with planning for reopening schools including:</p> <ul style="list-style-type: none"><li>• Health and safety requirements</li><li>• Site and facilities arrangements</li><li>• Transport</li><li>• Staffing arrangements</li><li>• Blended teaching and learning</li><li>• Inclusion and pupil support</li><li>• Key management tasks</li></ul> <p>This included a comprehensive modelled risk assessment in order to create a safe environment to welcome the children back into schools.</p> <p>Formal training sessions/workshops and bespoke support offered to all regional schools/clusters.</p> | <ul style="list-style-type: none"><li>• Regional approach in place for developing a supportive framework to ensure that all regional schools had the right policies in place together with a comprehensive risk assessment in order to create a safe environment to welcome learners back into schools</li><li>• Effective collegiate and collective regional approach between the six local authorities and GwE to support schools during the pandemic lockdown</li><li>• Head teachers' response has been positive with appreciation of the support and guidance available</li><li>• Head teachers, Core Leads and LA representatives shared views and concerns, learning from best practice</li></ul> | <ul style="list-style-type: none"><li>• All 413 regional secondary, primary, special school and PRU Heads</li><li>• Secondary 30 sessions</li><li>• 53 Primary Clusters delivered jointly with LA Officers x 2 meetings</li><li>• 272 hours</li><li>• Follow up bespoke support by SIAs/LA Officers to individual schools and clusters</li></ul> |

| Brief Overview  | Initial impact   | Time and attendees  |
|---|--|---|
| <p>Up-skilling of Local Authority Education members on various aspects related to effective support provided to schools/clusters:</p> <ul style="list-style-type: none"><li>• Distance Learning - Sharing of information, delivery processes and resources.</li><li>• Blended Learning - Sharing of information, processes models and exemplar materials.</li><li>• Continuity of learning - Sharing of key guidance documents and approaches for supporting schools with planning provision and for the re-opening of schools.</li><li>• Sharing of research findings and good practice models.</li><li>• Sharing of information to ensure consistent approach for supporting schools across the region.</li><li>• Risk assessment - Identification of key challenges and approaches/models for mitigating risks to schools.</li></ul> | <ul style="list-style-type: none"><li>• Local authority members informed and updated on the support for schools.</li><li>• Consistency in messaging across the region, guidance and support to schools.</li><li>• Local authority members informed on the professional learning opportunities delivered to schools [including bespoke guidance when and where required].</li></ul> | <ul style="list-style-type: none"><li>• 35 sessions across the 6 LAs</li><li>• 52 hours</li><li>• 210+ attendees (6 per session with some additional members depending on agenda)</li></ul> |

# Teaching Assistants

| Brief Overview   | Initial impact  | Time and attendees  |
|--|---|---|
| <p>Professional learning platform developed and shared with schools. Google Classroom containing several PL activities for the following aspects:</p> <ul style="list-style-type: none"><li>• EWC Professional Passport</li><li>• Learning Pathway for Teaching Assistants</li><li>• HLTA</li><li>• Essential Skills</li><li>• Professional Standards</li><li>• Curriculum for Wales</li><li>• Schools as Learning Organisations</li><li>• Hwb</li><li>• Teaching and Learning</li><li>• ALN</li><li>• Autistic Spectrum Disorders</li><li>• Children's rights</li><li>• Safeguarding</li><li>• Inspirational speakers</li><li>• Information sources</li></ul> | <ul style="list-style-type: none"><li>• Over 1,700 TAs accessing professional learning activities during the COVID-19 period</li><li>• Positive feedback and evaluations from regional TAs</li><li>• Many TAs have taken advantage of the lockdown period to update certificates, e.g. food hygiene</li><li>• Many TAs have indicated an increased knowledge, understanding and skill set to help them in their daily work in supporting learners</li><li>• Many indicated an increase in their digital skills and application</li><li>• Increased interest in HLTA development programme</li></ul> | <p>Over 1,700 teaching assistants have joined the classroom and undertaken professional learning activities</p> |

# Teaching Assistants

| Brief Overview  | Initial impact   | Time and attendees  |
|---|--|---|
| <p><b>Prepare and develop national programme to support prospective HLTAs</b></p> <p>Series of national meetings/workshops for whole group and sub-groups for programme design and development.</p> | <ul style="list-style-type: none"><li>• Programme delivery materials available for consortium to use regionally (power points / training materials) available and ready.</li><li>• Candidate handbook, Assessors Handbook and Facilitator Handbook either completed or being produced.</li><li>• Assessment process and criteria under development</li></ul> | <ul style="list-style-type: none"><li>• 171 hours (meeting and preparation/development of national materials)</li></ul> |

# Welsh language

| Brief Overview  | Initial impact   | Time and attendees   |
|---|--|--|
| <p>Support for <b>Foundation Phase</b> practitioners, Senior Leadership Teams and Supporting Improvement Advisers with planning and preparing instructions/resources to promote the use of Welsh with pupils from non-Welsh speaking/second language homes with regard to distance learning and blended learning.</p> | <ul style="list-style-type: none"><li>• Raised awareness among teachers, SLT and SIAs of the FP Welsh medium resources available on 'Google classroom' to support learning. FP teachers use them when searching for resources and ideas as part of their planning for distance learning.</li><li>• Teachers plan and prepare step by step, bilingual instructions with voice overs so that pupils hear the Welsh language, listen and follow instructions.</li></ul> | <ul style="list-style-type: none"><li>• 11 sessions</li><li>• 13 hours</li><li>• 140 attendees</li></ul> |

| Brief Overview   | Initial impact  | Time and attendees  |
|--|---|---|
| <p>Support for <b>Key Stage 2</b> practitioners, Senior Leadership Teams and Supporting Improvement Advisers with planning and preparing instructions/resources to promote the use of Welsh with pupils from non-Welsh speaking/second language homes with regard to distance learning and blended learning.</p> | <ul style="list-style-type: none"><li>• 10 resources to fire the imagination and five different activities within each resource that support KS 2 and 3 Welsh first language learners' literacy skills. Available for all Welsh medium schools.</li><li>• Guidance available for parents to support their children.</li><li>• Modelling effective ways of presenting tasks to learners. Talking frames available for schools to promote Welsh oracy skills.</li></ul> | <ul style="list-style-type: none"><li>• Resources and guidance shared with all Welsh-medium schools in the region</li></ul> |

| Brief Overview  | Initial impact  | Time and attendees  |
|---|---|---|
| <p>Preparation of 'Google Classroom' distance learning materials for <b>KS3 and KS4</b>.</p> <p>GwE teachers were informed of the resource via direct emails to schools, the GwE Bulletin and GwE's Welsh Language Newsletter. Teachers were regularly updated by email about the content of the classroom and guidance on the resources was given in network meetings.</p> | <ul style="list-style-type: none"><li>• Ensuring teachers have access to the best resources for promoting distance learning and blended learning in their departments</li><li>• Ensuring opportunities for pupils to hear and see Welsh and to speak Welsh</li><li>• Modelling good practice, in respect of distance learning and blended learning, to head teachers, heads of department and teachers</li><li>• Sharing digital copies of reading texts, with publishers' permission, in order to give learners opportunities to read in Welsh.</li><li>• Digital guidance and training for teachers on how to use Hwb software, such as Google Classroom, Screencastify, Adobe Spark, Flipgrid and webinars for their professional development.</li></ul> | <ul style="list-style-type: none"><li>• 134 members in the KS3 class</li><li>• 116 members in the KS4 class</li></ul> |

| Brief Overview   | Initial impact   | Time and attendees  |
|--|--|---|
| <p>Meetings of the <b>Welsh Language Network</b> to present the <b>KS3 and KS4</b> Blended Learning Models 'Ein Byd' (<i>'Our World'</i>).</p> <ul style="list-style-type: none"><li>Professional learning sessions were held in digital network meetings for heads of Welsh language departments via Teams. In the meetings, attention was given to the different platforms available for Welsh language teachers to access materials that have been modified for distance learning and blended learning:<ul style="list-style-type: none"><li>➤ The two Google Classrooms</li><li>➤ The 'GwE Welsh Language' network in Hwb</li><li>➤ 'Y Pair' in Hwb.</li></ul></li><li>Time was also allocated at the meeting to explain the Blended Learning Model created on the 'Our World' topic for Y.5-9 learners, for Y.9 learners transferring to Y.10 and for Y.10 learners. The main principles and research behind these models were explained and the research was shared with the middle leaders. The model was also presented and its versatility explained – it could be used as a complete work scheme from September onwards (with sufficient tasks for half a term) or the tasks could be used individually.</li></ul> | <ul style="list-style-type: none"><li>The materials give middle leaders guidance on the best practice for distance learning/ blended learning by using primary and secondary sources (see below)</li><li>Middle leaders will be more confident returning to their departments to lead on effective blended learning</li><li>The Models are ready to go and accessible and can be used with learners from September onwards. Everyone appreciated this – it offered a clear model in a period of uncertainty.</li></ul> | <ul style="list-style-type: none"><li>3 sessions</li><li>3 hours</li><li>26 attendees</li></ul> |



| Brief Overview  | Initial impact  | Time and attendees  |
|---|---|---|
| <p><b>Y GIST – Secondary Teachers’ Welsh as a Second Language Network on HWB</b></p> <p><b>The following were provided:</b></p> <ul style="list-style-type: none"><li>• Useful advice and guidance</li><li>• Digital Help and Guidance</li><li>• Blended Learning Models:</li><li>• Various challenges</li><li>• Writing forms</li><li>• Language resources</li><li>• Literature resources</li><li>• Skills development/language patterns/opinion</li><li>• Newsletters</li><li>• KS4 Work Packs</li><li>• Google Classroom materials for KS3 and 4</li></ul> | <ul style="list-style-type: none"><li>• Resources and guidance provided for heads of department and practitioners.</li><li>• Improved teachers’ confidence to share good practice, show curiosity, engage interest and broaden horizons by suggesting alternative / cross-curricular topics to promote and learn Welsh.</li></ul> | <ul style="list-style-type: none"><li>• Guidance and resources shared with all secondary schools that provide Welsh Second Language</li></ul> |

| Brief Overview  | Initial impact  | Time and attendees  |
|---|---|---|
| <p><b>Welsh Language Advisers' Improvement Support Network (secondary) – the four consortia's response to Welsh Government's D9 objective.</b></p> <p>The purpose of the collaboration was to create and share appropriate distance learning resources in Welsh to be shared with teachers of Welsh-medium and bilingual schools. Another purpose was to ensure accessibility to those materials for non-Welsh speaking parents supporting their children at home – this was done by providing a bilingual explanation of the tasks and/or translating the resource as required.</p> <p>Representatives from Estyn, WJEC, Welsh Government, Yr Academi and leaders of the Welsh Language Plan were also involved and were very supportive of the work done.</p> <p>From the start, it was decided to invite teachers (4 from GwE) to be part of the national collaboration and they were split into two groups – KS3 Resource Team and KS4 Resource Team.</p> | <ul style="list-style-type: none"><li>• Effective collaboration at national level to support and develop middle leaders and teachers to share good practice when promoting Welsh in their schools – among learners and non-Welsh speaking parents</li><li>• It was a valuable professional development for the teachers involved in the working groups as they had the opportunity to share their distance learning experiences and share successful materials with each other</li><li>• The principles of distance learning and blended learning were explored in the working groups and formed the basis of the models for Welsh produced by GwE's Welsh language advisers</li><li>• Emphasis was placed on listening, watching and discussing in Welsh as there was grave concern that there were no opportunities for Welsh learners to hear and speak Welsh because of school closures</li><li>• It was decided to start a new national network on Hwb so that Welsh teachers can easily share their distance and blended learning materials</li></ul> | <ul style="list-style-type: none"><li>• 40 sessions</li><li>• 45 hours</li><li>• 29 attendees</li></ul> |

| Brief Overview  | Initial impact  | Time and attendees  |
|---|---|---|
| <p><b><i>Y Pair</i> – a national network within Hwb to share Welsh language distance learning / blended learning materials</b></p> <p>Establishing '<i>Y Pair</i>' during lockdown, attention was given to teaching methods that work best in distance learning. We also looked at the findings of the international report on distance learning and the findings of the Parentkind report. The messages and principles of this research underpin all the resources in '<i>Y Pair</i>'.</p> | <ul style="list-style-type: none"><li>• Distance learning research shared with Welsh language teachers via emails, two Google classrooms and in Welsh language network meetings.</li><li>• Upskilling middle leaders on distance learning requirements and best practice. This set a direction for their work in their departments so that they could identify issues to be developed e.g. using Flipgrid, recording lessons using Screencastify.</li><li>• Emphasis on watching, listening and discussion tasks and resources with teacher's recorded voice (e.g. a video on to explain a task, reading text/story).</li></ul> | <ul style="list-style-type: none"><li>• 168 members</li><li>• Around half of GwE's Welsh departments have shared their most successful distance learning materials.</li></ul> |

| Brief Overview   | Initial impact  | Time and attendees  |
|--|---|---|
| <p><b>GwE Welsh Language Newsletters</b></p> <p>It was decided to collate the Welsh language materials relevant to the distance learning and blended learning period. The newsletters were bilingual. They were shared via bilingual emails to secondary head teachers and also via direct emails to heads of Welsh language departments in GwE schools. The newsletters were also shared in the two Google classrooms and in GwE bulletins. They were also shared trans-regionally with Welsh language advisers in the other consortia to support their work.</p> <p>The newsletters had specific themes that were decided as a result of listening to teachers' voice e.g. Distance learning, Reading, Digital, National Welsh Language Resources on Hwb. They offered professional learning for teachers using them, as they explain best practice in relation to distance learning / blended learning and enrich their ideas by setting contemporary and relevant work for learners. The digital newsletter was also a way of offering teachers opportunities to improve their digital skills and to improve their engagement with learners e.g, by recording videos on Screencastify or by using Adobe Spark.</p> | <ul style="list-style-type: none"><li>• Distance learning research shared with Welsh language teachers via emails, two Google classrooms and in Welsh language network meetings.</li><li>• Upskilling middle leaders on distance learning requirements and best practice. This set a direction for their work in their departments so that they could identify issues to be developed e.g. using Flipgrid, recording lessons using Screencastify.</li><li>• Emphasis on watching, listening and discussion tasks and resources with teacher's recorded voice (e.g. a video on to explain a task, reading text/story).</li></ul> | <ul style="list-style-type: none"><li>• 14</li><li>• 14 hours</li><li>• 6 SIAs</li><li>• Newsletter shared with 413 GwE schools and 53 Welsh language leaders in each cluster</li></ul> |

| Brief Overview   | Initial impact   | Time and attendees  |
|--|--|---|
| <p><b>CA2 and CA3 Transition</b></p> <p>Introduction of a Journal model that could facilitate KS2/3 transition and a model that could be adapted and tailored for KS3 including reading and writing tasks to adapt to learners' needs. It includes long-term activities that can be developed in a blended approach covering distance learning and face-to-face learning. A pack was presented before the two sessions which highlighted the principles / guidance for teachers/pupils and exemplar tasks. The pack is available in English for non-Welsh speaking parents.</p> <p>Discussions were held on the following:</p> <ul style="list-style-type: none"><li>• How the model promotes Well-being, Pedagogy, Blended Learning and CfW.</li><li>• How the mode offers opportunities to nurture and stimulate writers, stretching more able and talented pupils and supporting the more vulnerable pupils</li></ul> | <ul style="list-style-type: none"><li>• A model o good practice for transition shared with schools.</li><li>• Clear guidance shared on how to adapt the model so that schools can take ownership of the resource and develop further examples.</li><li>• The model has been piloted and evaluated.</li></ul> | <ul style="list-style-type: none"><li>• 2 sessions</li><li>• 2 hours</li><li>• 20 attendees</li></ul> |

| Brief Overview   | Initial impact  | Time and attendees   |
|--|---|--|
| <p><b>The <i>Gwfeillio</i> scheme</b></p> <p>A scheme to support <b>speaking Welsh through live streaming sessions</b></p> <p>Presentations were given on:</p> <ul style="list-style-type: none"><li>• background/ aims of the scheme</li><li>• safeguarding guidance and arrangements /</li><li>• examples of models/pilot schemes</li><li>• support pack/</li><li>• guide for parents.</li></ul> <p>A question and answer session was held by the Language Charter Coordinator following piloting and modelling of the scheme in Gwynedd.</p> <p>It is intended to present the scheme to schools in the autumn term.</p> | <p>Ensure an understanding of the scheme's essentials and how it could:</p> <ul style="list-style-type: none"><li>• offer rich provision for pupils from non-Welsh speaking homes as they practice their oral skills and close the deprivation gap in terms of linguistic opportunities</li><li>• ensure pioneering opportunities for digital interaction</li><li>• promote late immersion</li><li>• promote the Language Charter</li><li>• provide opportunities for pupils to talk to other pupils in new communities - transition key stages / within a school, cluster and across county and regional</li><li>• influence the use of language and establish the 'habit' of speaking Welsh</li></ul> | <ul style="list-style-type: none"><li>• 30 representatives of the national D9 Group</li></ul> <p>To be developed further with the region's schools</p> |

# Early Professional Learning Pathways

| Brief Overview  | Initial impact   | Time and attendees                    |
|---|--|---------------------------------------|
| <p><b>ITE</b></p> <ul style="list-style-type: none"><li>Professional learning for SIAs – sharing of next steps in ITE and future collaborative work in FTM 28/04/20. Individual queries and support provided following this</li><li>Professional learning offers made to CaBan programmes by GwE staff for 2020-21 and planning materials – 23 GwE staff</li><li>Professional learning planning meetings for joint Doc Ed and Masters</li></ul> | <ul style="list-style-type: none"><li>Team members more effectively equipped to support schools in their ITE needs.</li><li>Consistency in messaging, guidance and support to schools.</li><li>Professional Ed Doc and Masters programmes for school, GwE and LA staff, including improved closer to practice research</li></ul> | <p>Full Team Meeting<br/>All SIAs</p> |

# Early Professional Learning Pathways

| Brief Overview  | Initial impact   | Time and attendees  |
|---|--|---|
| <ul style="list-style-type: none"> <li>• During lockdown, meetings were attended for both OU and CaBan where professional learning for schools (including student teachers and mentors) was planned for 2020-21</li> <li>• Professional learning for SIAs – sharing of next steps in ITE and future collaborative work in FTM</li> <li>• Follow up professional learning for LA and school staff through BAS update 26/05/20</li> <li>• Individual professional learning for schools on how OU programme will run and how they could get involved in the partnership, through phone calls</li> <li>• Prior to lockdown, meetings were attended for both OU and CaBan where professional learning was planned for schools, some of which was delivered, during lockdown, by the universities, for example, since lockdown, OU has delivered training to school staff on mentoring and tutoring, based on professional learning materials which were contributed to prior to lockdown</li> <li>• Professional learning document produced for schools on how to develop a timetable for students in OU schools</li> <li>• Professional learning for graduating CaBan students on induction process provided by IGJ Professional learning contribution made by attendance in CaBan staff development days</li> <li>• Contribution to development of professional learning materials for CaBan programmes with CaBan staff – blended learning</li> <li>• Professional learning offers made to CaBan programmes by GwE staff for 2020-21 and planning materials – 24 GwE staff</li> <li>• Professional learning planning meetings for joint Doc Ed and Masters</li> </ul> | <ul style="list-style-type: none"> <li>• Consistency in messaging, guidance and support to schools.</li> <li>• Improved collaboration between GwE and universities</li> <li>• Improved professional learning opportunities for students and mentors</li> <li>• Improved university programmes – closer to practice in schools, for example, blended learning</li> <li>• Professional Ed Doc and Masters programmes for school, GwE and LA staff</li> <li>• Planned joint webinars for schools</li> </ul> | <ul style="list-style-type: none"> <li>• 1 Full Team Meeting</li> <li>• 6 BAS meetings</li> <li>• 1 delivery to students</li> <li>• 6 university meetings</li> <li>• 12 x meetings with individual schools</li> <li>• 10 hours</li> </ul> |



# Early Professional Learning Pathways

| Brief Overview  | Initial impact  | Time and attendees  |
|---|---|---|
| <p><b>Support for NQTs through initial online training:</b></p> <ul style="list-style-type: none"><li>• Statutory Induction Arrangements for Newly Qualified Teachers, Induction Mentors and External Verifiers</li><li>• Roles and responsibilities</li><li>• Professional Standards for Teaching and Leadership</li><li>• The induction profile / PLEs</li><li>• Information regarding the LA / Authoritative Body / Consortium</li><li>• “Induction for Newly Qualified Teachers”- EWC presentation.</li></ul> | <ul style="list-style-type: none"><li>• Consistency in structure and support for all NQT’s in North Wales</li><li>• High quality experience for the NQT</li><li>• Fair and equitable process for all NQT’s</li><li>• Greater understanding of the NQT on-line Profile</li><li>• Greater understanding of logging NQT experiences (PLE’s)</li><li>• Rigorous and consistent assessment for all NQT’s</li><li>• Recognise the flexibility that exists within different patterns of NQT employment</li></ul> | <ul style="list-style-type: none"><li>• 15 sessions</li><li>• 30 hours</li><li>• 300+ attendees</li></ul> |