

Resources available to schools as part of Accelerating Skills support materials.

Resource 1: Examples of Learning Sequences

The **Accelerated Skills models** are extended teaching sequences that aim to help teachers focus on the isolated literacy and numeracy skills to ensure they have the necessary skills to access the whole curriculum at the appropriate level. They include isolated literacy skills such as oracy, higher order reading, writing/grammar/spelling, vocabulary building and money, multiplication, time and mathematical language, etc, in numeracy. They are designed to support learners to access the rest of their learning.

Each model is based on the Education Endowment Foundation recommended teaching sequence for a flexible approach to teaching and whole-school strategies, targeted support to accelerate learning and wider strategies (including supporting parents and carers). They can be adapted for use at home or school, a learner’s ability and age ranges and act as a model on which the teacher could further develop their own models.

Activities are designed to incorporate DCF and be based on a wider curriculum and learning in the outdoors, where appropriate, to motivate and continue to build learner well-being, independence and confidence.

Each model includes a voice-over briefing for teachers and a set of short videos for parents to help them support their children at home, should schools choose to share them.

They have been produced in both languages with contexts and reading materials selected to best reflect the culture and flavour of each language.

Resources 2-5: Evidence reviews

These four reviews provide a summary of the current evidence for a range of commonly used programmes and interventions. For each programme, a range of practical information useful for school leaders is presented, including information on efficacy, cost, training requirements and curriculum links.

| | |
|----------|---|
| 2 | Literacy programmes evidence review |
| 3 | Numeracy programmes evidence review |
| 4 | Behaviour & well-being programmes evidence review |
| 5 | Online programmes (literacy and numeracy) evidence review |

Resource 6: Teaching and fluency-building packages

These packages build on a range of existing strategies and resources made available to schools via projects delivered by GwE and the Collaborative Institute for Education Research, Evidence and Impact (CIEREI), Bangor University. They focus on the use of evidence-informed teaching and fluency-building strategies to help pupils’ basic reading and reading fluency, reading comprehension and vocabulary skills and basic numeracy and numeracy fluency skills

The strategies have been identified as having a strong theoretical research base, alongside positive evidence from efficacy trials. They are all relatively simple to use at scale without the need for lengthy INSET training. They are also suitable for parents to use.



| | |
|-----------|---|
| 6a | Keeping Pupils Reading! (HEADSPROUTS, FP-KS2 parental support project) |
| 6b | Repeated Reading & High Frequency Word Fluency strategies (KS2-3 currently being amended for Welsh language, bespoke Welsh texts being written) |
| 6c | SAFMEDS numeracy strategy (KS2 parental support project) |
| 6d | SAFMEDS numeracy strategy/Quizizz app (KS2-3) |
| 6e | Remote Instruction for Literacy & Language (RILL - Currently being amended for Welsh language, bespoke Welsh texts being written) |

Resource 7: Secondary Literacy Offer

In the secondary sector it is essential that we further develop literacy skills across the curriculum in order for learners to unlock learning and acquire knowledge. The challenge of improving literacy skills is a particular priority for learners from disadvantaged backgrounds.

The first package offered to schools is a digital Literacy Toolkit. The toolkit makes four key recommendations based on EEF research with each recommendation supported by practical examples which classroom teachers can adapt to support and enhance the literacy skills of their learners. A package of professional learners, again open to all classroom teachers across the region, accompanies the resource. The second package available to schools focusses on literacy intervention which is vital for identified learners across all ability ranges. An interactive literacy intervention programme, available in English and Welsh, has been developed and is available for schools to utilise. The programme can be used in school or at home as we recognise the importance of parental support in accelerating learning. Effective intervention also identifies learners early; uses assessment to target need and reviews impact regularly and the programme also supports schools in doing this. A comprehensive professional learning package for teachers or teaching assistants has also been developed in order to support schools in ensuring effective implementation.

Resource 8: Secondary numeracy packages

These resources are a package that will enable secondary colleagues to support the numeracy drive within the school. Resources included are suitable for use within the classroom (including cross-curricular links), for learners working away from school and for parents to support the learners. Where possible the resources are evidence-based and include a range of learning resources that can be used for different learners' needs as and when appropriate.

| | | |
|-----------|---|------------|
| 8a | Universal support materials | KS3 |
| i | <p>Organisation of the numeracy curriculum for years 7-9 to prioritise aspects of the curriculum. This includes the combining of topics that can be taught together to create the following:</p> <ul style="list-style-type: none"> • Links between the current framework and the new curriculum. • Topics organised into progression ladders to provide resources for all ability ranges at KS3. • Topics linked to the other projects – SAFMEDS and iSTer where appropriate. | |

| | | |
|---------------|---|---------------------|
| 8a ii | <p>Universal support materials Materials to support teachers to guide learners with independent and distance learning. The resources include a toolkit which is suitable for learners, learners with parental support, learners with non-specialist support, learners' under teachers' direction. The toolkit includes the following:</p> <ul style="list-style-type: none"> • Diagnostic questions – to be completed at the beginning and end of the series of learning opportunities. • Lesson that can be followed, including supporting video clips and examples. • Tasks to be completed and self-marked so that learners can assess their own development. | KS3 |
| 8a iii | <p>Universal support materials</p> <ul style="list-style-type: none"> • Materials supported from the Maths.Cymru website to enable free and easy access for all teachers, learners and their parents/guardians. • Promotion of the brand 'Maths.Cymru' as a one-stop shop for supporting materials. • Specific areas targeted for KS3 within the website (with an area for KS4 which learners will need to access as they progress through the school). • Release of materials over the next two terms with different stakeholder groups. | KS3- KS4 |
| | <p>Targeted support package to include</p> <ul style="list-style-type: none"> • Resources to support the workforce, to support personalised learning, additional support materials and for supporting the parental role in the learning. | KS3 |
| 8b i | <p>Targeted support materials</p> <ul style="list-style-type: none"> • Promote and develop a package that Senior leaders within schools can use to develop the workforce in order to accelerate the learning for all. | KS3 |
| 8b ii | <p>Targeted support materials</p> <ul style="list-style-type: none"> • Develop a professional learning package to support senior learners to develop the personalised learning experiences in order to accelerate learning for all. | KS3 |
| 8b iii | <p>Targeted support materials</p> <ul style="list-style-type: none"> • Develop a professional learning package to support SLT/AENCO/ Numeracy Coordinators to develop the workforce within the school to further invest in small group numeracy intervention. | KS3 |
| 8b iv | <p>Targeted support materials Develop a range of resources that can support the sessions that schools may choose to deliver to the wider community in order to strengthen links with parents and the wider community to support numeracy development</p> | KS3 |

| | | |
|-----------|--|------------|
| 8c | iSTeR Development Retrieval & Spaced practice strategies for maths (KS3-4) developed alongside the work with Bangor University to further support the development of topics considered in 8a and 8b. | KS3 |
| 8d | SAFMEDS Development Materials developed as a collaboration between Bangor University, KS2 and KS3 colleagues. Linked to the developments of topics considered in 8a and 8b where appropriate. | KS3 |

