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GwE Business Plan 2021-2022 Quarter 3 Progress Report



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1. GwE REGIONAL BUSINESS PLAN

REGIONAL PRIORITIES & PROVISION 2021-2022

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

OBJECTIVE 1 - CURRICULUM & ASSESSMENT

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

EDUCATION CONTINUUM 3 TO 16

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

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

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

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

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

GwE and Shirley Clarke Action research project – Tier 3

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

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

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

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

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

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

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

Monitoring Report).

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

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

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

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

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

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

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

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

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

CURRICULUM REALISATION (CURRICULUM FOR WALES)

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

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

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

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

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

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

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

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

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

AREAS OF LEARNING AND EXPERIENCE (AoLE) TEAMS

To deliver a professional learning offer for the 6 AoLEs

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

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

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

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

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

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

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

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

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

OBJECTIVE 2- DEVELOPING A HIGH-QUALITY EDUCATION PROFESSION

Improving the teaching & learning in our schools

MODERN FOREIGN LANGUAGES (MFL)

GwE Support Centre: International Languages in the primary sector.

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

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

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

Lead primary schools

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

Starter pack

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

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

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

Power language subscriptions

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

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

Network meeting drop-in sessions:

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

Secondary sector

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

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

School to school support

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

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

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

Other needs/questions or suggestions:

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

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

Network meetings:

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

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

A more detailed analysis of the results is available.

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

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

KS4 tutorials:

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

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

Network meetings for MFL NQTs:

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

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

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

HLTA - TALP

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

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

Newly appointed Teaching Assistants

Training is provided in the form of a National Playlist on Hwb - 4 Modules to be completed at a time that is

convenient for both the assistant and school.

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

Teaching assistants at work

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

Aspiring HLTA

Welsh-medium Aspiring HLTA Programmes are held nationally on-line with the other Consortia - due to reduced numbers. English-medium Aspiring HLTA programmes are held on-line, jointly in Partnership.

The content of the programme is reviewed on a regular basis by the National group, ensuring that key messages and a CfW update are included.

Aspiring HLTA Cohort 2

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

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

Aspiring HLTA Cohort 3

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

Aspiring HLTA Cohort 4

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

HLTA Status – Cohort 2

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

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

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

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

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

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

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

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

Welsh Language

Cluster Work

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

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

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

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

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

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

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

Develop the language skills of the workforce

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

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

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

To summarise:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Leadership Development

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

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

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

Developing Partnerships

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

workload.

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

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

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

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

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

A LEVEL

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

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

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

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

E-sgol

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

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

RESEARCH AND EVALUATION

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

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

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

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

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

RILL update:

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

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

Precision Teaching and SAFMEDS collaborative PhD project

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

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

SAFMEDS update:

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

Viewing figures for online materials as follows:

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

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

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

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

Improving fluency in Oral Reading (iFOR)

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

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

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

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

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

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

Improving Standards Through Effective Revision (iStER)

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

Positive Readiness for Learning (PR4L) Project

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

Warwick Collaborative Well-being Project

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

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

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

UK KiVa Study

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

Evidence-Informed Profession Project (EIPP)

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

National Professional Enquiry Project (NPEP)

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

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

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

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

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

ITE

Collaborate with the Universities to ensure that initial teacher education and induction is a seamless process.

The 4 consortia and the ITE providers have collaborated this year on a Welsh Government project to improve the

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

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

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

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

Specialist subject Networks are in the initial stage of development.

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

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

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

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

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

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

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

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

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

Cymraeg

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

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

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

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

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

DIGITAL

Digital Resilience

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

Developing Digital Leadership

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

Hwb

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

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

Professional Learning Opportunities

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

Support for the new curriculum

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

MATHS AND NUMERACY

Schools causing concern

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

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

Regional support

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

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

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

Primary: Curriculum for Wales

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

Update

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

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

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

Maths.Cymru

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

ENGLISH AND LITERACY

Schools causing concern

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

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

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

Network Meetings

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

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

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

Curriculum for Wales

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

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

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

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

THE WELSH LANGUAGE AND LITERACY

Network meetings

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

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

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

Curriculum for Wales Regional Networks

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

'Ein Llais Ni' Project

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

'Y Stordy' – The GwE Support Centre

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

The National Working Groups

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

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

Support for Welsh Language NQT's 2021-22

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

SCIENCE

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

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

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

Bespoke school support

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

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

Supporting teachers and learners

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

Curriculum for Wales

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

FOUNDATION PHASE

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

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

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

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

Foundation Phase Network Meeting

250 attended the live Autumn Term Network meeting (recording also available on GwEs Support Centre)

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

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

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

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

Training sessions have:

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

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

OBJECTIVE 3 - LEADERSHIP

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

LEADERSHIP

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

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

academic year.

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

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

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

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

GOVERNORS

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

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

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

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

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

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

ALLIANCES / NETWORKS / CLUSTERS

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

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

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

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

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

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

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

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

OBJECTIVE 4 - STRONG & INCLUSIVE SCHOOLS

Committed to excellence, equity & well-being

PDG LAC

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

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

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

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

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

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

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

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

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

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

WORKFORCE WELL-BEING (GwE and schools)

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

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

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

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

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

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

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

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

WHOLE SCHOOL WELLBEING (AoLE)

Promoting 'Ethically Informed Citizens of Wales'

Develop a Whole School Approach to wellbeing.

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

TEDxGwE Initiative

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

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

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

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

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

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

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

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

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

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

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

STRATEGY TO SUPPORT PARENTS / CARERS

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

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

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

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

RE-IGNITE LEARNING

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

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

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

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

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

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

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

Precision Teaching and SAFMEDS collaborative PhD project

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

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

SAFMEDS update:

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

Viewing figures for online materials as follows:

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

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

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

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

Improving fluency in Oral Reading (iFOR)

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

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

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

Secondary maths

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

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

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

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

Secondary literacy

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

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

OBJECTIVE 5 - SUPPORTING A SELF-IMPROVING SYSTEM

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

PEER ENGAGEMENT

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

To build leadership capacity across the system.

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

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

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

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

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

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

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

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

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

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

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

COACHING AND MENTORING

Provide Coaching and Mentoring training

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

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

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

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

SCHOOLS CAUSING CONCERN

National SCC Pilot Programme

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

Strengthening regional structures and processes to support and challenge SCC

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

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

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

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

SCHOOLS AND SERVICE AS LEARNING ORGANISATIONS (SLO)

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

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

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

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

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

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

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

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

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

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

QUALITY ENHANCEMENT FRAMEWORK

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

Creating greater synthesis across the priorities for the Four Purposes.

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

Planned actions for completion from the Autumn term onwards:

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

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

OBJECTIVE 6 – BUSINESS

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

Performance Management and Accountability

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

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

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

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

Value for Money

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

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

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

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

Risk Register

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

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

Information sharing systems

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

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

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

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

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

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

2. APPENDIX

Regional Data.