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GwE Business Plan 2022-2023 Quarter 2 Progress Report



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1. GwE REGIONAL BUSINESS PLAN

REGIONAL PRIORITIES & PROVISION 2022-2023

Progress report for Quarter 2

OBJECTIVE 1 - CURRICULUM & ASSESSMENT

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

EDUCATION CONTINUUM 3 TO 16

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

In-house formative assessment training for SIAs has resulted in individual SIAs being well prepared to support individual schools and clusters.

During the GwE 'Inspiring Leadership' Headteacher conference in September 2022, workshops were held by SIAs, including two with focus on pedagogy– 'Formative Assessment across the continuum - deepening the roots' and 'Planning for the Principles of Progression using Solo Taxonomy strategies'. Schools who attended the workshops had the opportunity to review formative assessment practices in light of recent research and messages shared. They also gained an understanding of SOLO taxonomy and its potential for teaching and learner progression. Interest has been generated in SOLO taxonomy in schools with follow up sessions requested.

Upskill GwE SIAs to be able to provide bespoke support to their schools with pedagogy, formative assessment the 4 purposes, assessment, planning and transition

In-house formative assessment training for all SIAs on principles and effective strategies has ensured that all SIAs are updated and well equipped and informed to be able to support schools with formative assessment development. An updated SIA support/ training/ research pack and resources has also been shared.

The Train the Trainer support for 15 GwE Secondary and 15 Primary Advisers from Mike Gershon has ensured that SIAs further developed their skills to present and manage workshops, in order to engage and develop teaching staff pedagogy skills. This will be repeated for more SIAs in the near future.

Assessment

Pupil progress tracker has been piloted, reviewed and fully developed and finalised in collaboration with key schools. Training in implementing this has been led this term for all SIAs to support their schools and clusters. Bespoke training is available for schools and clusters on request, and for all schools through a series of face to face training events across the region. The training has been very well received as the tracker meets what schools require currently. A number of schools and / or Alliances have shared their processes and tracking sheets as part of the regional training. As a result, a number of schools have been able to identify processes that would best fit their situation.

On-going support for schools in developing assessment has taken place, including sharing of successful practice, either bespoke by SIAs for schools and clusters, and LA staff where relevant, or through accessing on-line sessions delivered last term. SIAs have had access to these sessions in order to support their own clusters.

Partnership working with schools to develop professional dialogue has taken place on a bespoke basis, as well as key messages being shared through regional training. Schools having successful practice in this area have been identified and their practice shared.

Some schools are now fully implementing the Pupil Progress tracker and /or other tracking processes and are beginning to use this effectively to stimulate professional dialogue and track learning and achievement linked to the Curriculum for Wales. This will enhance learning and improve progression through improving communication and targeting support. Awareness has been raised about the usefulness and relevance of the tracker; this has underlined key messages about the Curriculum for Wales and underpinned principles.

Due to the upskilling of the workforce in assessment within the Curriculum for Wales, schools are aware of their

next steps and are further developing, designing and embedding assessment provision. This is making a key difference in improving schools' focus upon assessing learners holistically.

On-Entry Assessment

A regional session has been delivered and presentation shared with schools and SIAs on 'On Entry' Assessment arrangements for September 22, including strategies to make effective transitions and on entry assessments including observations against statutory requirements and one-page profiles. Key messages have been shared to aid transition into Nursery.

Transition

ITE students have been updated in planning for successful transition (GwE Keynote lecture and 2-hour workshop for 140 PGCE students in CaBan.)

Schools are beginning to develop new arrangements for cluster collaboration to support 3-16 progression.

The 'Pontio GwE Workshop' took place on 7/10/2022, focusing on successful transition in line with CfW. Two primary schools and the secondary were invited from all clusters and most clusters were present. Those who did not attend are in the process of being identified to target support needs.

Schools and clusters, and ITE teachers across the region have been upskilled in ways to support successful transition. Feedback from the workshop has been very positive and practical and next steps have been planned by each cluster which should prove impactful.

The next steps following the Pontio GwE workshop are as follows:

- Provide information to schools which clarifies new transition plan requirements and arrangements under the Curriculum for Wales, with key message from the workshop as 'mop up' for very few clusters (regionally) who did not attend
- Support clusters in transition of pedagogy pilot project.
- Provide sharing platform as part of sharing event in early January 2023 to broaden successful practice
- Support individual and groups of clusters in developing a cluster vision for transition.
- Support individual clusters and schools in improving transition – Building relationships, collaboration, sharing learning (middle school concept), progression in skills, explore wider context of transition, particularly beyond Y6-7.
- Develop sharing success workshop for January 2023 with clusters from each LA invited to attend.

CURRICULUM REALISATION (CURRICULUM FOR WALES)

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

A series of National CfW Professional Learning online sessions have started in Autumn term to support leaders and teachers to continue their work on CfW. Cross regional team have worked to update the national programme to include school examples and opportunities for schools to discuss practice with other schools across Wales within breakouts. Sessions are being co-delivered by cross regional and partnership colleagues as part of equity of access to all schools across Wales. A cross-regional website has been launched which raises awareness of the programme and to share recordings and materials with all schools. Across GwE, staff are working within teams to identify support packs as part of the regional PL programme.

The impact is as follows:

- Increasing number of PL sessions to support teachers with practical examples shared from schools on sharing their process.
- Positive levels of engagement from schools across Wales with over 228 practitioners attending with the majority of these being members of SLT – GwE schools have over 100 practitioners attending.
- Evaluation forms of the CfW programme show that of participants who have completed evaluation forms, 100% strongly agree or agree that they are satisfied with the learning experience.
- Bespoke cluster and school PL sessions being requested from GwE to support whole school and staff training to support curriculum discussions.
- All SIAs engaged in regular professional dialogue with SLT members across all schools during Autumn term

to identify professional learning for school staff.

- Increased number of hits on the Curriculum for Wales support centre indicates that school practitioners are accessing the recorded PL sessions and exemplars.

AREAS OF LEARNING AND EXPERIENCE (AoLE) TEAMS

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

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

The impact is as follows:

- Increased number of schools developing and sharing examples of their approaches to whole school design and planning of mandatory elements, including cross-curricular skills.
- Increased number of schools developing and sharing of their approaches to whole school design and planning e.g. workshops during the regional Conference in September 2022.
- Increased number of website hits accessing greater number of materials and examples shared by networks and schools:

1/9/21 - 23/3/22

2845 Cfw GwE Support Centre

2674 CiG Canolfan Cefnogaeth GwE

1/9/21 - 18/7/22

6587 GwE Support Centre

6492 Canolfan Cefnogaeth GwE

1/9/21 - 10/10/22

7358 Cfw GwE Support Centre

7239 CiG Canolfan Cefnogaeth GwE

The first Curriculum for Wales regional network meeting for the Autumn term is scheduled for 26/10/22 allowing schools and practitioners to be able to settle into the new curriculum, share initial experiences and any learning to date and agree foci for regional networks

Further to schools' preparedness and strategy to respond to the statutory requirements of September 2022, all primary school settings and those secondary starting CFW in September 2023 have designed curriculum summaries and agreed these with their governors for sharing wider.

OBJECTIVE 2- DEVELOPING A HIGH-QUALITY EDUCATION PROFESSION

Improving the teaching & learning in our schools

MODERN FOREIGN LANGUAGES (MFL)

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

Work with the regional and local groups is developing this awareness across sectors. Regular updates and resources around multilingualism is provided on the GwE Support Centre MFL section as well as the newsletter. It is our

intention to develop this aspect further and try and work with the lead schools and possibly recruit schools to pilot using resources to develop and raise the value of multilingualism in their settings and show case this to other schools in the region.

Support schools and settings to plan their International Language (IL) provision.

School to school and cluster support primary:

The uptake on the Professional Learning offer is good. The lead schools have continued to work within their cluster and contacts. Support at cluster and school level is provided when requests have been made to the team. When support or meetings have occurred, schools feedback show they welcome the Global Futures offer and opportunities for schools. Schools applying for the funded Power Language subscription continues to grow (+ 15 schools in the last quarter: total number to date 105 schools). Contacts have also increased (+21 in the last quarter: total of direct contacts on mailing list: 202).

School to school support secondary

Hub Leaders and IL Lead are providing support to individual schools or cluster to respond to requests. Network meetings are planned termly: the next meeting will take place in the next quarter. The Global Futures GwE offer outlined in the half-termly newsletter, including professional learning and CfW development projects, are responding directly to the needs identified by Heads of Department in the summer. Schools are signing up to the various opportunities which will take place in the next quarter.

BSL developments

More links with schools have been established, including schools, teachers of BSL and the North Wales Teachers of the Deaf group. Contacts, details of possible support have been collated to develop support for schools where BSL is their choice. Follow up meetings have been arranged to continue to grow a range of tools and resources to ensure the provision for BSL is appropriate and curriculum planning aligns with the expectations and vision of CfW.

Creating across languages: Using poetry across the LLC AoLE as a means to use language creatively - Secondary sector

Project pilot schools trial 2021-2022: The project trialled by the two secondary schools have come to an end. Students' work has been displayed in Pontio in July. School feedback was very positive and enabled practitioners to develop ideas to plan within the AoLE. Practitioners felt the project gave the opportunity to gain a deeper understanding of the commonalities and where connections can be made between the subject within the LLC and possibly across AoLEs. The project and developmental work will be shared to schools in the region via the GwE Support Centre and INSET days when relevant.

Designing for Languages within CfW: Programme for Pilot schools 2022-2023.

Secondary sector

Schools have been invited to register their interest for this pilot programme. This is a unique opportunity for International Languages and Welsh practitioners to work alongside Professor Jenny Eddy of Queens' College, New York University, to design and implement their plans within the AoLE which will best suit the vision and their whole school curriculum design in order to realise the four purposes for all learners. Members of the Regional group for LLC have also been invited. To date, 33 practitioners and 26 schools have registered. 4 members of the Regional Group will also attend, representing two primary schools and two English secondary. Programme to start on 5 and 6 October 2022.

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

Lead schools are continuing with their planning and developing their next stages of development. Through the various communications with schools engaging with the Global Futures events and offer, guidance and support is provided to develop the curriculum which best suits their school and context.

Projects in progress:

- International projects and Taith Programme in progress: Rugby in France and Wales — Normandy / Power Language training and links with France, Spain and Germany 2023-2024: PL schools.
- BSL: developing curriculum and SoL for BSL as IL beginner level.
- Power language Resources: Embedding languages within the curriculum: training session- 16 Nov 22
- Upskilling course: French Languages for primary teachers - 9 November and January 2022-2023

- Primary Network meetings for IL: termly face to face or hybrid meeting, dates and location (according to LA or Hub- best suit needs of schools). Discussions in progress.

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

The GwE Support Centre MFL/ IL section provides links to useful websites and resources to promote languages. In addition, we have been promoting the MFL mentoring and are organising “Let’s Take Languages” days for students in year 9 at Bangor University to try and raise uptake at KS4. The Curriculum design programme ‘Designing for languages within CfW’ will aim to provide pilot schools with a process to ensure their planning is innovative, based around relevant and current contexts and essential cultural and societal questions whilst developing the appropriate language skills and knowledge at the right pace and depth.

Links with MFL mentoring

Year 8/9 mentoring:

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

Let’s take languages: Bangor University Day 10/ 11/22

Schools have been invited to register for the event organised by the GwE Team in collaboration with Routes Cymru. The day will offer a range of workshops aimed at Year 9 pupils, featuring language tasters and useful information about studying languages at university and careers. Discussions for additional days are in progress to respond to the high demand.

Designing for Languages within CfW: Programme for Pilot schools 2022-2023.

To date, 26 schools and 33 practitioners have registered. Dissemination and development of programme from March 2023.

Provide our practitioners with the skills, knowledge and experiences to plan and deliver international languages provision.

Regional Education Consortia and partnerships to continue to provide support for primary and secondary schools across their regions to prepare for the CfW.

Power language resources funding: 105 schools have applied to date. Offer remains open to other schools.

All offers from Global Futures partners are shared with schools regularly and through the various channels available.

Increase the opportunities for learners to experience languages at primary school and at secondary to experience languages alongside examination courses.

All offers from Global Futures partners are shared with schools regularly through the various channels. The GF Team work very closely with schools and identify some offers which may be more relevant to their context.

Taith: The details for the International links programme have been shared and promoted. Schools are encouraged to make use of the funding to develop links with partner schools and engage in various projects and professional developments. GF GwE Team are in close contact with Taith and ensure that relevant and current details, development and support offer are shared regularly.

Oneworld: meeting with the programme director took place in September 2022. Details of opportunities have been shared with schools to connect with schools around the world.

Power Language training and International links: GF GwE is planning, in collaboration with PL, to apply for Taith funding and organise a project which will combine International links with schools and immersion training in Spain, France and Germany in 2022-2024. Details of schools involved and of project to be confirmed in next quarter.

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

All schools enrolled on the course have been sponsored by GF GwE. To date, 50 teachers have enrolled on the course. 10 of these teachers have enrolled in the second year of the course. One of them is now a teacher associate for Open University and supports current teachers on the course. The course enables practitioners to develop their language skills and confidence in language pedagogy. This year, we would like to evaluate the impact the course has had for the workforce and explore a way to involve these teachers in supporting other practitioners.

Provide direct support to secondary schools via the Cardiff University MFL Student Mentoring Project for 2022-2023.

Mentoring 22-23: GF GwE has encouraged schools to register their interests and targeted schools where numbers were low or who have not engaged with the programme before. Recruitment is promising: 21 schools have been offered a place with the project, with 4 of these schools engaging in a new stream called Linking Languages. 4 schools are on the reserve list.

Work with our language institute colleagues to highlight the wide range of support available to schools including qualifications, expertise and classroom support.

All opportunities and events organised by the Language Institutes are shared regularly with schools. Participation is encouraged and network meetings enable schools to share the impact of such events on their learners. This is on-going and will continue.

Challenge the misconceptions around language learning.

Expand our collaboration work with our Global Futures partners to ensure consistent messages are disseminated to raise the profile of international languages.

Provide positive messages and communications that challenge the negative perceptions of language learning.

Collaboration with partners is on-going to agree and share materials such as promotional videos, communication and marketing to address the issues.

Promote the Global Futures brand to all schools across Wales in order to ensure equality of access to support for all learners

On-going communication and marketing in constant development. The aim for this year is to use social network to promote what is happening in Languages and in North Wales.

HLTA - TALP

Newly appointed teaching assistants

The effectiveness of the digital 'Induction' programme implemented during 2021-22 was monitored, revising it in line with feedback and any updates for 2022-23, especially as regards the Curriculum for Wales. 77 teaching assistants registered for the 4-module training (playlist) during 2021-2022, and due to access granted to the programme at any time during the academic year it was seen that teaching assistants registered for the training at different times of the academic year. There has been very positive feedback overall to this training during 2021-22, with the majority noting training has had a high impact on their practice.

Data collection systems were jointly revised with the other Consortia in July 2022. It was decided nationally that teaching assistants need to be encouraged to complete the 4 modules. At present there is no specific time to complete the training e.g. 2/3 terms. A TEAMS has been created for teaching assistants who are registering for the programme, as a contact point with the Co-ordinator. The programme was advertised again in the GwE Bulletin and in the Google Classroom for Teaching Assistants in September.

Practising teaching assistants

Two clusters completed the 'Practising teaching assistants' programme, and the programme has commenced with 2 other clusters. The content of the programme was reviewed with the other Consortia in July. Three other clusters are eager to undertake the training during this next academic year. The programme will be available regionally once again (face to face) from the end of the autumn term onwards - preparations are underway. Training will be held in 3 locations across the region - Mold, St Asaph and Caernarfon/Bangor.

Aspiring HLTA

Cylch 4 - the programme was finished in June. A 'PLR surgery' was offered, to discuss Personal Learning Reflections and assessment arrangements. This had a very positive impact, with many teaching assistants improving their reflections on professional learning following these meetings.

A review session was held on 12/9/2022 for applicants for Cylch 4 assessments, and Cylch 4 assessments will be held 17/10/22 – 11/11/2022. Fifteen applications were submitted for the HLTA Assessment.

The number of Cylch 4 Assessments is down Nationally due to illness, school circumstances, not enough experience of leading classes due to the situation in schools during the last academic year, lack of qualifications, not completing the Aspiring HLTA programme. Comments received by teaching assistants, facilitators and assessors note a much better understanding of Professional Standards and Curriculum for Wales following the training. Teaching assistants have also valued working with other teaching assistants across the region and nationally and appreciate their digital skills have improved, with the technical session very helpful in this regard. The oral feedback received was that the majority would prefer face to face training.

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

HLTA status

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

HLTA assessors

National refresher training was held on 3/10/22 over TEAMS, and a drop-in session for GwE Assessors on 10/10/2022. Four Assessors have left as they are no longer working in a school.

Introduction to Curriculum for Wales

New training has been jointly created with the other Consortia, in order to give teaching assistants an introduction to the Curriculum for Wales. The training was split into 2 sessions, and was available in both Welsh and English. The sessions were delivered nationally at a variety of times, so that teaching assistants may be released. The training was adapted to create bespoke training for one primary school in GwE (25 teaching assistants).

Y Gymraeg

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

Discussions with Local Authority officers have continued, with a member of the GwE Team attending Headteacher forums as required and the Language Forums Sub-committees, established to respond to the requirements of the new WESPs.

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

A regional plan has been drawn up to support English-medium secondary schools and lead practitioners identified. Discussions with authority officers are continuing, leading to a joint understanding of the provision for schools and highlighting any gaps in order to support further. There is national agreement for all regions to jointly develop a professional learning offer to support practitioners in English-medium schools, which is aligned to the Framework. A working group has been established and initial ideas noted. Consequently, there is joint understanding of what is available to support schools as a basis for any local amendments as required.

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

- Schools are getting in touch to discuss further support for developing pedagogy and plan for improving the

language skills of the workforce.

- On demand sessions have continued for secondary Welsh leads (Welsh-medium and bilingual schools).
- A small network of English-medium schools has been established and is to be developed further.
- Applications for support for specific schools continue via SIAs and the support is incorporated into the school support plan and in consultation with an officer from the Authority where relevant.

Developing skills:

Ein Llais Ni

Analysis of the case studies continues with discussions on the most effective approach to categorising them e.g. in alignment with the Literacy Framework, according to sector. Two presented their work in a workshop during GwE's Regional Conference in September 2022. Planning is underway for a project celebration event in November 2022 - '*Ein Llais Ni – Datblygu siaradwyr y dyfodol*'. Bangor University is undertaking an evaluation of the provision by GwE following interviews with teachers and analysis of the questionnaires for learners.

Develop informal use of Welsh - 'Siarter Iaith' and 'Cymraeg Campus'.

The planning work with co-ordinators continues. The need to share successful practice at the end of the spring term was identified. A number of Welsh leads across the region have attended the Siarter Iaith (Secondary) national network meeting and created national connections. The next meeting will be held in January 2023 and it is hoped a representation of regional schools will contribute to this national meeting.

Promote the profile of the Welsh language amongst leaders in preparation for the Curriculum of Wales and WG's target of a million Welsh speakers.

The Leadership Academy co-ordinated a meeting to draw together the supporting provision for schools to evaluate Welsh, which has led to ensuring a joint understanding of the lines of enquiry for leaders.

Develop the Welsh and Welsh-medium workforce - the language skills of the education workforce

The resource to browse the National Centre for Learning Welsh website is being promoted regionally, leading to an increase in the declarations of interest in the Sabbaticals course. Members of the GwE team are involved in national discussions on developing the language skills of the education workforce.

A LEVEL

Develop effective leaders

A Middle Leadership Training Programme (post-16) is provided again this year, now with an option for ILM Level 5 accreditation. The first session on 18/10/2022. Six Heads of Sixth Form from the region are undertaking the national course. Network meetings have been arranged for October. There is a Post-16 Conference in the pipeline and a Google form to gather views on provision has been shared with regional Heads of Sixth/colleges.

Ensure post-16 teaching and learning provision of a high standard

A post-16 effective teaching programme for NQTs has been jointly planned with the other consortia, which will be ready to be delivered during the next quarter.

Support schools to monitor the progress of post-16 students

Use of ALPs on a regional level: Regional schools' ALPs data has been gathered for 2022 outcomes. County and local consortia reports are being prepared. Access for schools to their reports. Some schools are using ALPs to track learner progress. ALPs training is available for schools.

Support schools to provide a range of approaches to promote their learners' well-being.

Heads of Sixth network meetings have provided opportunities to share VESPA/Bloom good practice and express any general concerns about learner well-being.

RESEARCH AND EVALUATION

KiVa Anti-Bullying Research Project

As part of GwE's ongoing initiatives to focus policy and practice on more evidence-informed approaches, this project was undertaken with schools in North Wales to evaluate the effectiveness and cost-effectiveness of KiVa anti-bullying programme in reducing child reported bullying in UK schools compared to usual practice. GwE is a co-applicant on this large-scale research project to evaluate the impact of the KiVa anti-bullying programme in primary

schools. Following a pause due to the COVID-19 pandemic, 30 schools in North Wales have been recruited for the study. Fifteen of the schools were randomised to receive KiVa in 2021-22, and the remaining 15 schools will receive KiVa in 2022-23. The intervention schools were trained in the summer term 2021, and have been delivering KiVa from September 2021. The funding here is for the training and support materials to allow the 15 control schools to receive KiVa in 2022-23. Twelve of the control schools have confirmed they wish to receive the training.

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

[The UK stand together trial: protocol for a multicentre cluster randomised controlled trial to evaluate the effectiveness and cost-effectiveness of KiVa to reduce bullying in primary schools | BMC Public Health | Full Text \(biomedcentral.com\)](https://doi.org/10.1186/s12916-022-02444-4)

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

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

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

KESS ALN Reading Research

This is a proposal for up to 4 SEN schools in the KESS East region to collaborate with us on a funded KESS2 East MRes project from October 2022 - June 2023. This will involve Bangor University, GwE, and SEN schools in the region. The MRes student and supervisors will work closely with participating schools to conduct an audit and rapid review of assessment and intervention approaches being used, to explore staff experiences and perceptions of current provision, and to reflect on the findings, current practices, and ideas for further development and evaluation. We hope this collaborative project will enable us to further develop and evaluate areas of strong practice, as well as identifying areas for developing provision to help improve reading outcomes for a wide range of learners. Initial discussions have taken place with GwE core leads. Schools will be confirmed in October 2022. The advert to recruit the KESS master's student has gone live and we hope to appoint in early November.

Health Economics and PBMA

This project aims to support and develop headteacher decision making processes using effective decision-making methodology and to investigate if schools produce robust effectiveness and social validity data to support interventions in the school and consider value for money. It also aims to evaluate the impact of the project by tracking changes in provision.

ITE

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

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

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

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

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

progress and wellbeing

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

Full programme of national NQT training is in place this term (6 different sessions). This will be enhanced further through regional training next term. Consistency and collaboration are ensured through regular meetings with consortia colleagues nationally and key messages are shared regionally through regular local meetings.

Good progress is being made with the National NQT, EV and IM training programmes:

- Number of GwE NQTs having attended Session 1 is 216 (approx 72% of this year's cohort)
- Number of GwE External Verifiers having attended training is 78 (approx 92% of the EV's working in the GwE consortium)
- Number of GwE Induction Mentors having attended Session 1 is 62

NQTs are supported consistently across the region, including through their access to professional Learning. Through early identification of the STS we believe there is an improvement in the Support/guidance provided for the STS NQTs (short term Supply) this year. We have seen an increase of 30% in the number of STS NQTs attending the NQT training.

Accreditation meetings have taken place. EWC have provided further guidance and next steps. Full submission of ITE ALN programmes will take place in March 2023 for accreditation from September 2024; potentially this will be the first accredited ALN ITE programme in Wales. Meetings with WG continue for relevant advice and to ensure programmes fit with national priorities for vulnerable learners and ALN. Currently documentation in development is focussed upon aligning the programmes to the accreditation criteria and Professional Standards for Teaching and Leadership.

Further alignment and collaboration continue - shared meetings and professional learning have taken place between key staff. 11 GwE staff have delivered sessions on the CaBan ITE programmes this term; these have included on-line and face to face lectures and workshops, and a key note lecture. These have focussed upon pedagogy, Curriculum for Wales, Human Rights and RVE, digital skills, curriculum design and planning, literacy and numeracy. Further sessions are planned. GwE CaBan Memorandum of Understanding has been updated to reflect recent work. There are further planned update, Professional learning and information sharing sessions taking place throughout the year. These include Estyn where appropriate, for example, through engagement with stakeholder meetings.

GwE staff have taken part in CaBan quality assurance meetings - there are planned shared quality assurance and enhancement engagement opportunities such as lesson studies and monitoring in lead schools throughout the academic year.

Regional consistency is strengthened through strong collaboration between GwE and CaBan – it ensures a common approach to research, professional learning and improved integration as a learning organisation across the region. As a consequence of the consistent cultural approaches of the organisations, teachers access up to date and impactful upskilling as they progress through their teaching careers, and programmes and learning is personalised to the unique needs of the region, as well as responsive to national priorities.

Collaboration with the OU continues through regular partnership meetings. Provision has been updated and improved to include further funding for Welsh medium students in secondary settings. Information sharing has taken place and there is planned further activity to update stakeholders. Students have access to a range of different ways of becoming teachers, including work-based programmes through the OU as well as traditional route to ITE.

Next steps:

- Consistent pathways for professional learning are currently being addressed and mapped, further work in this area is needed. Currently working on constructing a Regional NQT programme which is to be delivered during term 2 and 3.
- Continued accreditation process for ALN ITE pathways including collaboration with the EWC and WG, as well as lead schools through stakeholder meetings and programme development.

- Further planned shared professional learning opportunities to ensure cohesion and consistency between organisations, including shared quality assurance and enhancement.
- Updates to be provided to stakeholders to further ensure consistency and collaboration.

DIGITAL

Develop digital leadership in regional schools

The digital facilitators programme continues to develop. The first briefing session of the academic year was held in September when objectives were set for this year. The feedback was positive and there is a general sense that the collaboration within clusters is beginning to build momentum. Following a recent review of the programme, 84% of clusters present noted they have started the work in their clusters, with 65% noting they have been able to hold several meetings. A number of clusters noted that establishing a working group in the cluster has proved challenging in the last year due to a number of Covid related challenges, and staffing problems making it very difficult to secure schools' commitment to the programme. Despite the challenges, we are confident that the programme has progressed successfully. In response to this, we will be offering more individual support for digital facilitators/clusters in order to ensure the work is progressing effectively. A number of clusters have successfully embedded the programme in their cluster and are examples of working groups that are taking effective action during the first phases of the programme. Some of the digital facilitators have also contributed to the professional learning offer this year. Due to new roles and posts, 16 new facilitators have undertaken the role during September and we will be meeting these individuals to support them to commence their duties as soon as possible.

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

The digital professional learning offer - 275 practitioners have registered to attend training sessions. Training was held for digital leaders during September. This was the first day of a 2-day programme focusing on the practical elements of leading the digital field in schools. Forty-six digital leaders from across the region attended the session. Day 2 will be held in November, and another cohort of leaders will start in January 2023. The aim of this programme is to develop leadership capacity within clusters, and that more individuals are upskilled to support the work of the digital facilitators.

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

To date, 226 of the region's schools have registered on the digital learning self-evaluation system, 360 Digi Cymru. 105 schools have revisited the system to update their evaluation. We continue to encourage schools to engage with this review. We have recorded a series of webinars to ensure there is on demand support available to enable schools to engage. As part of the digital facilitators programme, the facilitators are responsible for encouraging schools to use the self-evaluation system, asking each school in their cluster to complete the review over the next term. The data will then be discussed on a cluster level to ascertain strengths within the cluster as well as general aspects for development.

MATHS AND NUMERACY

Bespoke support for schools causing concern

Primary and Secondary

Bespoke support has continued for regional schools deemed 'at risk' or in ESTYN category. This has resulted in improved planning for the teaching and learning of Mathematics and a greater understanding of how numeracy supports learning across the curriculum. Repeated, regular visits/meetings with schools have involved training staff, collaboratively support them in planning and assessing learner progress, how to track and use this to move learners forward and inform their provision, monitoring the impact of activities to date and identifying and sharing resources pertinent to school/learner needs within the setting as they implement and move towards Curriculum for Wales reform. New bespoke support requests have been submitted by individual SIA's as part of their support plans for schools.

Current regional support & CfW

Heads of Maths local network meeting (July 6th & July 8th)

This has resulted in schools sharing good practice, collaborating on familiarising with the Mathematics & Numeracy AoLE, gaining a better understanding of the 5 mathematical proficiencies and the pedagogical implications. Schools clearer with their understanding of the next steps needed on the journey to fully implement CfW.

Personalised Assessments

SIA's have continued to support regional Primary, Secondary and Special schools with the effective use of the Online Personalised Assessments. This has included bespoke training and sharing of Welsh Government guidance. This has ensured schools have been up to date with current guidance and effective practice.

Basic number skills package

A 'Basic Number Skills' pack which includes whole class resources and individual resources which can be adapted according to the needs of learners across the continuum has been created. They are written in Welsh and English and include an answer pack. The resources give learners the opportunity to reinforce and revisit skills that are key skills to develop across the continuum, ensuring learners fluency in this area. The resources have been hosted on a Google Classroom and shared with various schools to trial. It is too early to determine impact to date; an evaluation will take place next term before sharing regionally.

Spring Primary/Secondary Mathematics Workshop

Plans have been submitted to SLT and approved, to organise a regional Primary/Secondary Mathematics workshop in the Spring term. Guest speakers and venue have been booked in line with the Primary & Secondary Business Plan budget. The objectives of the workshop are to promote collaboration across the continuum, develop effective pedagogy and ensure clear consistent messages are shared regionally.

Mathematics Research and Innovation Working Groups

Plans have been submitted to SLT for the formation of Research and innovation working groups to explore one of the following themes, aligning with the continued work of the CfW regional networks:

- Effective use of manipulatives and representations
- Effective use of problem-solving strategies
- Effective use of questioning and differentiation
- Using the proficiencies to plan for progression
- Successful transition in Mathematics between Primary and Secondary school

The aim of these working groups is to facilitate opportunities for practitioners to:

- Share and discuss good practice across the continuum
- Familiarise with relevant research
- Collaborate on planning which is evidence informed
- Review and evaluate trialed practices
- Broaden and deepen understanding of the Mathematics & Numeracy AoLE

CaBan/Bangor University September 2022

Primary Mathematics and Numeracy SIA have delivered four lectures – introduction to Mathematics and Numeracy AOLE/ to Welsh Medium Primary PGCE students. (approx. 27 students). These sessions supported new practitioners to gain a better understanding of the 5 mathematical proficiencies and effective pedagogy in mathematics to deliver CfW in regional classrooms during this academic year.

ENGLISH AND LITERACY

Provide bespoke support for schools causing concern, enabling them to drive their own improvement journey. Support schools to understand and implement curriculum reform.

Primary:

All referrals for bespoke support for schools causing concern/ who have specific provision improvements to be made in literacy and language, have been met, with either support completed or continuing.

Development of CfW curriculum provision has continued within the LLC regional and local networks, with sharing of effective practice from specific network schools used in regional and National PL on CfW.

Effective practice schools have been commissioned to provide basic literacy skills pedagogical presentations/resources to supplement PL packs for basic literacy skills, to be available end of Autumn/Spring 2022/23.

Secondary:

Bespoke requests from schools have been supported and delivered by the team.

Continued training session for Building Reading Power – impact referenced in recent Estyn report. Additional training has been rolled out to all schools in the area in July 2022. Talk the Talk training has been delivered to NQT and RQT in July 22. Development of CFW provision are discussed within the LLC regional and local networks.

Plans and some dates are now in place for literacy specific basic skills PL for Autumn/Spring 2022/23, in conjunction with 3-8, 8-11 and 11-16 age range colleagues.

THE WELSH LANGUAGE AND LITERACY

Welsh language Networks

During Quarter 2, an 'on demand' (Teams) Network Meeting was held for Welsh Leads (Welsh-medium and bilingual schools) following WJEC CDP training to confirm important messages and share subsequent courses of action. There are arrangements underway to hold a Welsh Leads Network Meeting (Welsh-medium and bilingual schools) in a 'host' school as well as organising a similar meeting for Welsh Leads in English-medium schools during Quarter 3. Arrangements have also been made to hold a network meeting for Literacy Co-ordinators (Welsh-medium and bilingual schools) during Quarter 3. A support network was established between Welsh departments in three English-medium schools in the region, and this model will be developed further during Quarter 3.

Consultation workshops and national working groups

During Quarter 2, regional Welsh leads were encouraged to attend consultation webinars (e.g. LLC AoLE Consultation Webinar - Qualifications Wales) as well as continuing to encourage and facilitate leaders to become members of national working groups (e.g. Welsh Subject Level Working Group - Qualifications Wales) in order to ensure the voice of the region is heard in these national discussions. During Quarter 3 there will be meetings to encourage and facilitate responses to the survey by Qualifications Wales on the design proposals for the new GCSE courses (Qualified for the Future).

GwE Regional Conference Workshops - September 2022

Leaders of two Welsh Departments in the region contributed to two of the workshops held during GwE's Regional Conference in September 2022. These were attended by Headteachers and Authority Officers across the region.

'Ein Llais Ni' Project - During Quarter 2, one regional secondary Welsh Department involved in the 'Ein Llais Ni' project this year contributed to the project workshop held during GwE's Regional Conference. A number of other secondary schools in the project will be contributing to an event entitled '*Datblygu siaradwyr y dyfodol*' to be held during Quarter 3, as well as contributing to the project research report and the CPD training resource to be submitted to WG and shared regionally and nationally during Quarter 3.

The Secondary Language Charter

A number of regional Welsh leads attended a Secondary Language Charter national network meeting held during Quarter 2, establishing national connections. The next meeting will be held in January 2023 and it is hoped a representation of regional schools will contribute to this national meeting.

Design Space - CfW Welsh language design

Following collaboration with the SIA for International Languages (see IL/Global Futures Business Plan), curriculum design workshops were arranged for languages within the LLC AoLE as part of a whole school design. These were led by Professor Jenny Eddy from Queens College, New York and were aimed at secondary schools across the region. A representation of Welsh departments from Welsh-medium, bilingual and English-medium schools attended the workshops. The work of schools that are part of this project will continue during Quarter 3 and 4.

NQT

During Quarter 2 there was input into an on-line training session for NQTs in English-medium schools in one regional LA, introducing Welsh as a mandatory element of the CfW.

GwE Support Centre

Work continues with developing the Welsh pages on GwE's Support Centre, and the aim is for this platform to run alongside the 'live' Teams and Google Classroom digital platforms, with the former a permanent base and the latter a developmental platform. The newsletter '*O'r Stordy*' is an additional tool for sharing information with leaders

across the region, and a bilingual version of the newsletter for English-medium secondary schools will be shared during Quarter 3.

SCIENCE

Realising Curriculum for Wales

Provide professional learning and bespoke support and guidance to schools and settings on the Science and Technology AoLE, to help them implement the new curriculum within this area

Bespoke support has been provided to all departments that have requested CfW support – members of these departments are developing their understanding of the CfW framework in the context of Science and technology. The schools that have received support, and who are adopting CfW in September 2023, are beginning to plan units of work.

Provide regional and local networks for leaders and teachers of Science and Technology AoLE with clear guidance on curriculum design, planning, assessment and progression

Local Networks have taken place in all local authorities in quarter 1, and will resume again in quarter 3. Exemplars and resources have been shared by the groups and are available for other schools (including non-network schools) to view on line bilingually. These resources are providing discussion points and ideas for schools to consider.

Support schools and their Science departments to ensure development of their understanding of the elements of the curriculum for Wales including; application and development of the cross-curricular skills, the integral skills, and cross-cutting themes within Science

The Science and Technology AoLE website has been developed and translated into Welsh – the website is supporting schools and departments to consider big ideas/themes in Science and Technology and different methods of planning for learning. This link to the website has been shared with all schools. Currently developing exemplars of a thematic approach to integrating cross curricular and integral skills.

Over quarter 2, HPS has been working with MAGNOX, NDA to develop Educational Business Engagement (EBE) opportunities for schools as part of the development of CWRE (careers and work-related experiences) as a cross cutting theme in the CfW. This work will continue to establish school visits to the facilities, and STEM ambassadors to the schools.

Assessment and Accountability

Support schools and their Science departments to develop their understanding of progression and assessment Support schools and leaders of Science to evaluate and enhance their provision for the Curriculum for Wales

The second professional learning event on the Science and technology AoLE, included a strong focus on understanding and planning for progression. Feedback from this training was very positive, and the supporting resources available on the Science and Technology website have enabled teachers to further develop their understanding of progression in learning and the role of the descriptions of learning in planning for learning. In Q3, we intend to develop this further via County INSET and school support visits.

Improve Teaching

Collaboration and school to school working and sharing of best practice is being developed through the Science and Technology AoLE regional networks. Schools involved have gained valuable experience and understanding through working together and sharing ideas for planning for learning and pedagogical considerations. This work will be shared on the GwE support centre for other schools to access. Quarter 3 will see the development of teacher-expert networks, particularly in Technology (WMS 2) and Computational Thinking (WMS 6).

Developing the TANIO website – following further quality assurance processes, PowerPoints and other resources will be converted into HTMLs for faster, smoother access on the website. Separate Science GCSE resources are being developed, and bilingual flashcards to improve AO1 Science recall will become available to students during quarter 3. The website has recorded a significant number of hits and downloads over the examination period, demonstrating that the resources are being widely used across Wales.

Supporting Leadership

School visits continue to support Middle Leaders with self-evaluation, identifying priorities for improvement, evaluating the quality of provision and teaching and learning.

AGES 3-8

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

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

Develop cross sector collaboration and sharing good assessment practice

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

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

Bespoke support has been delivered to schools causing concern across the region see LA data. Nearly all schools causing concern are making steady progress against agreed actions and all staff and stakeholders upskilled during the process. Support is developing practitioners understanding of Foundation Learning principles and pedagogy and impacting upon pupils' progress.

Regional FP network has been delivered for practitioners and SIAs sharing guidance from WG on 'On Entry' Assessment arrangements for September 2022. This has included strategies to make effective transitions and on entry assessments including observations against statutory requirements and one-page profiles. Key messages shared to aid transition into Nursery.

Bespoke support has been delivered to individual schools and clusters on specific aspects of the curriculum. This has upskilled staff on the 3-11 continuum regarding expanding and deepening skills within the learning experiences and environment.

Joint practitioner and SIA delivery of cluster woodwork workshops exemplifying impact of Woodwork provision on the development of skills across AOLE's, cross-curricular skills and integral skills. Case studies shared has demonstrated effective methods of observation and assessment through real life authentic experiences which positively impacted pupil's overall progress and well-being.

A cross section of schools across the region, 4 from each LA is involved in an informed research project 'Communication Friendly Spaces Approach'. Practitioners are reflecting and reviewing their learning environment both indoors and outdoors. Schools have audited their environments and reflected upon the impact of their provision on learners in line with Enabling Learning guidance.

OBJECTIVE 3 - LEADERSHIP

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

LEADERSHIP

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

National Professional Learning, National leadership Programmes for Teachers/Headteachers

As the 2021-22 cohorts are approaching the completion of their development programmes, the team have worked on recruiting sustainable numbers of appropriately experienced applicants from across the region for the 2022-23 cohorts. The numbers of quality applicants so far are encouraging.

Informal monitoring and evaluation based on delivery team discussions indicate that all programmes continue to have a positive effect on leaders' confidence and ability to contribute to a self-improving and collaborative system. Discussions with participants and with their line managers indicate that the programmes are consistently contributing to the development of self-reflecting practitioners who are taking greater responsibility for their own professional learning and career development and are further developing their understanding of their leadership

role, particularly in regards to the successful implementation of CfW.

The programmes are continuing to ensure that delegates across all programmes reflect successfully on their own professional practice as school leaders against the National Leadership Standards.

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

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

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

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

GOVERNORS

Governing Bodies are effectively supported when appointing at Head teacher and SLT level in line with GWE protocol.

As part of our ongoing support for Governors' Professional Learning, 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.

Pre-inspection training has not been required during this quarter. Additional support has been available for schools in categories. Now that inspections are underway, GwE representatives are working with schools to ensure that Governors are aware of their responsibilities regarding preparation for inspection.

ALLIANCES / NETWORKS / CLUSTERS

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

- **primary/secondary clusters**
- **secondary alliances**
- **regional networks**

in addressing national and regional priorities

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

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

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

From September 2022, the main thrust for primary/secondary clusters will be around supporting transition and working towards a common understanding and application of 'progression'.

Almost all schools across all sectors have engaged effectively with local alliances and clusters. The focus has been primarily on CfW cluster collaboration and on contributing to evaluation and improvement planning activities. Their work has been augmented by the contributions of the AoLE, Assessment and Curriculum Design Networks at regional and local levels. As a result, a number of alliances are developing strong emerging practice around planning collaborative activities to support the reform journey and aspects of school improvement, and Primary

clusters have been able to work on developing cluster priorities around CfW for their SDP. In addition, leaders are demonstrating an increased level of confidence with curriculum roll-out.

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 GwE PDG support plan for 2022-2023 has been submitted to Welsh Government focusing on the following areas: Pupils Eligible for Free School Meals, Looked After Children, Early Years Pupil Development Grant and Pupils Eligible for free school meals who are educated in PRUs and EOTAS.

A new regional team is in place with clear roles and responsibilities. GwE have two Health and Wellbeing Supporting Improvement Advisers and Joint Leads for PDG and LAC PDG. The Supporting Improvement Advisers also work with their link schools to ensure that all schools understand and undertake their duties, with a particular focus on preparing for the Health and Well-being Area of Learning and Experience in Curriculum for Wales.

GwE has developed an overall PDG framework model that is been implemented in schools/LAs across the region. The focus has been on supporting targeted schools within specific LAs to raise the standards of FSM learners and ensuring a strategic steer to supporting SIAs to implement evidence-based interventions.

Our focus for 2022/23 is to ensure all clusters / SEN schools /PRUs receive the PDG LAC funds with focus on supporting effective teaching & learning, emotional health and wellbeing, Professional Learning in regards to a whole school approach to trauma informed practise and in addition targeted support in line with the PEP.

We will continue to work closely with the 6 LAs to ensure clear communication and collaboration in regards to additional support and interventions with the LAC PDG and that all cluster plans are approved by both GwE and the LA.

WORKFORCE WELL-BEING (GwE and schools)

Support leaders' well-being with the ongoing challenges linked with leadership, through providing 'Reflective Spaces' to school leaders across the region.

'Reflective Spaces' continue to have a positive impact across the region. Mike Armiger and Coral Harper are running at full capacity. We have instructed Mindful Visionaries to undertake a pilot and they are currently working with 3 school leaders from across the region.

WHOLE SCHOOL WELL-BEING (AoLE)

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

Planning is in progress for us to work in collaboration with Glyndwr University and the North Wales Public Service Boards to run a 'Future Leaders Pilot' to enable young people (aged 14-16) to directly contribute to the development of regional Well-being Plans, sharing their views and ideas on how well-being can actively be improved for them and people like them in their local area. We will build an increased understanding of the Well-being of Future Generations (Wales) Act 2015, develop as 'global and ethical informed citizens', and build a sense of self-efficacy and potential as future (and current) leaders. Date for delivery has been agreed for 21/11/2022. A review will take place after this to explore roll out to other settings.

STRATEGY TO SUPPORT PARENTS / CARERS

Ensure effective implementation of the roll out of "Help your child to Learn" to schools, parents and carers across Wales

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

The main developments are as follows:

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

REIGNITE LEARNING

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

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

Improving fluency in Oral Reading (iFOR)

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

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

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

Keeping Pupils Reading (KPR)

Summary of ongoing progress as follows:

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

Next steps actions completed autumn term 2022:

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

Adverts will be placed on October Bulletin for schools to sign up to the November KPR training sessions.

Remote Instruction of Language and Literacy (RILL)

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

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

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

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

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

In 2022-23, the first objective is to expand RILL to provide a 15-week tech-based language and literacy Welsh programme to disadvantaged children (i.e., non-Welsh-at-home, low SES and ability) and to test its effectiveness in improving Welsh language and reading skills. We have begun to successfully recruited 20 schools to commence this work in October 2022. We will also be recruiting a further 60 schools from across Wales to receive RILL training in the spring term 2023.

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

This project is aimed at gathering feedback and information on the feasibility of using a new set of practice testing (iStER) resources to help learners improve GCSE mathematics outcomes. We will commence work with staff at Ysgol Caergybi this term and further training for learners is scheduled for November 2022.

OBJECTIVE 5 - SUPPORTING A SELF-IMPROVING SYSTEM

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

PEER ENGAGEMENT

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

Continue to develop leadership capacity across the system.

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

For the last four years there has been agreement with Headteachers on a series of regional principles for peer engagement. A model of peer review and improvement planning was agreed (the School Partnership Programme [SPP]) for stakeholders, approved by the Management Board and Joint Committee.

All GwE SIAs have received continuous training and support on peer review, facilitation, mentoring and coaching.

By September 2022, 29 SIAs have been trained as peer reviewers and improvement facilitators as part of the SPP. All new staff members have received SPP refresher training.

During October 2021, 13 SIAs were trained to deliver the programme, and following a programme of observing training during April 2022 the first SPP training programme entirely facilitated by GwE staff was delivered to cohort 3b during May 2022. By September 2022, 10 additional SIAs have received training to deliver the programme. This means that 33 SIAs can now deliver the SPP programme successfully. Following this increased capacity to deliver the programme, initial training was delivered to 90 schools in cohort 3C by a team of GwE facilitators.

By September 2022, 37 clusters/alliances (206 schools) have received SPP training and they have already undertaken peer review, or are preparing to undertake peer review during the autumn term 2022. 266 Headteachers / senior leaders have been trained as peer reviewers across the region. 226 senior leaders / middle leaders and proficient teachers have been trained as improvement facilitators. This has enabled leaders and teachers to benefit from professional education of a high standard and it will contribute to improving leadership capacity across the region. By September 2022 both the first and second tier of primary schools and clusters involved in the programme have received extended training for their improvement facilitators, with the focus on developing increasing and effective use of research in their improvement workshops.

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

In September 2021, schools and clusters not already involved in the programme were asked to express an interest in participating in SPP training. A total of 33 clusters across the region expressed interest, which included 193 regional schools. Therefore, by the end of September 2022, half of the region's schools have received initial training and are starting, or have started, their peer review and improvement planning work.

Four clusters / alliances have been identified to be included in a case study on research into the impact of the programme in 2022-23. A researcher from the Education Development Trust will complete this work on behalf of the region.

COACHING AND MENTORING

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

The National Coaching Programme has been shared with schools and GwE staff - training to commence soon. Information on level 5 and 7 qualifications has been shared with schools and GwE staff. Information on the level 3 qualification will be shared following 'Train the Trainer' sessions. Supervision Sessions and an invitation to the Good Practice Group have been shared, and Reflective Spaces sessions shared with schools and GwE staff.

SCHOOLS CAUSING CONCERN

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

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

Planning and delivering the new curriculum for Wales.

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

Currently there are 4 secondary schools in Special Measures. It is not anticipated that any of the 4 schools will be removed from category during this educational year.

Work is continuing with Stage 3 'sustainable exit' support for the schools recently taken out of statutory category.

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

SCHOOLS AND SERVICE AS LEARNING ORGANISATIONS (SLO)

Ensure that GwE and its workforce continue to embrace all the requirements and values of a Learning Organisation.

Assist schools across the region to gain a deeper understanding of what being a Learning Organisation entails so that it becomes a natural part of the school culture.

Further strengthen our partnership with HEIs and develop students' awareness of SLOs

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

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

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

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

OBJECTIVE 6 – BUSINESS

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

Information sharing systems

A dashboard with KS4 and KS5 examination results was shared at the beginning of term. It is intended to develop and release dashboards for KS4 indicators and regional schools' PLASC data during the term, which will enable staff to harness the required information quickly.

Performance Management and Accountability

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

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

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

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

Value for Money

The consortium has effective financial management processes in place. Communication and consultation on financial arrangements is effective, and GwE staff, the host local authority and Joint Committee all review the core funding and grant expenditure on a regular basis.

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

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

Risk Register

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

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

2. APPENDIX:

Regional Data