

## Workstream - The 12 Pedagogical Principles

### Difference made

- Schools are developing further as self-improving schools with a deepened understanding of a collegiate approach to improving teaching and learning
- Schools are developing as learning organisations by collaborating in research and to implement shared understanding, consistency in planning and delivering the pedagogical principles in schools across the 3-16 continuum within the clusters
- Raising standards of teaching and learning in schools and a solid foundation for Curriculum for Wales
- An agreed vision for pedagogy in place in the clusters that contributes to realising the 4 Purposes
- Deepen 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.
- Pupils taking responsibility for their own learning and developing their metacognitive skills.
- Pupil voice having a more integral role in the teaching and learning.
- Pupils can make connections to solve rich, authentic real-life problems by using their critical and creative thinking skills.

## Workstream - Formative Assessment

### Difference made

- Participating schools have developed well as learning organisations, undertaken action research , and have had valuable opportunities to collaborate with schools across the region
- Teachers have deepened their understanding of effective pedagogy based on extensive and current local and international research
- Consistency of messages on effective teaching principles
- Positive impact on learner independence, wellbeing and attitude to learning
- Positive impact on learning climate, teaching and learning quality
- Has made a significant contribution to schools' readiness and preparations for the Reform Journey and the CfW

## Workstream - Formative Assessment and Assessment

### Difference made

- 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 have a clearer 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.
- Greater understanding that assessment needs to be an ongoing process embedded into day-to-day practice, in a way that is indistinguishable from teaching and learning



# GwE and Shirley Clarke Formative Assessment Action Research Implementation, Impact and Evolving Practice



GwE

Cychwethlo - Dysgu - Llwyddo  
Collaborating - Learning - Succeeding

# Aims

- ▶ Build expertise across the region to collaborate on pedagogy and self-improvement
- ▶ Raise teaching standards and ensure consistently high quality teaching across and within schools
- ▶ Develop teams of teachers to be active researchers
- ▶ Update teachers with current research findings
- ▶ Support teachers as they review and adapt their practice, develop their confidence and expertise to lead others.
- ▶ Share and celebrate successes and passion for teaching
- ▶ All this in preparation for Curriculum for Wales and the national reform journey

# The vision/ the plan

## **Tier 1 ( October 2017 - Nov 2018)**

27 schools - 54 teachers

Formative Assessment Action Research Teams led by Shirley Clarke

## **Tier 2 (Sept 2018- Sept 2019)**

Formative Assessment Action Research Teams led by Tier 1 and GwE following Shirley Clarke's work

## **Tier 3 (Sept 2019- Sept 2020)**

The remainder of the schools in the region.

Formative Assessment Action Research Teams led by Tiers 1, 2 and GwE following Shirley Clarke's work

## Numbers

89% of the region's schools

- 96% Primary
- 80% Secondary
- 70% Special

	Schools	Teachers
<b>Tier 1</b>	27	54
<b>Tier 2</b>	193	386
<b>Tier 3</b>	140	261
<b>TOTAL</b>	360	701

# Research Areas - over a year

Growth mindset ,learning powers, Learning zone 'bullseye' diagram

Talk Partners

Prior Knowledge Questioning

Learning Intentions - out of context, when to present, recording, Open and closed

Success Criteria - pupils co- constructing, closed (compulsory) and open (choice) SC, exemplification of 'excellence

Feedback - oral and written, before, during and after a lesson.

Eliminate ability grouping

Eliminate comparative reward

Reducing cognitive load

# Measuring Impact

Used both qualitative and quantitative data to evaluate the impact of teacher's action research

## **Project teachers;**

Discussion in structured review meetings,

Discussions with their schools' Supporting Improvement Adviser

Questionnaires

## **Collaboration with Bangor University:**

Administered 3 questionnaires

- Teachers' Evidence Informed Practice
- Teachers' understanding and confidence with Formative assessment strategies
- Pupils feedback questionnaire

PhD Student Research - Tier 2 schools - using a health economics perspective to evaluate the regional action research

**Estyn** - for Tiers 1 and 2. Inspection Area 2 (Wellbeing and Attitudes to Learning) and Inspection Area 3 (Teaching and Learning Experiences).



# Workstream - Developing Pedagogy during the lockdown (Digital Learning)

## Difference made

Increased number of schools using a range of digital services to support teaching and learning and early evidence shows that the enhanced usage during the lockdown period has been sustained since returning to school.

In response to the pandemic we hosted a series of webinars and produced online training that focused on making effective use of learning platforms to support teaching and learning through periods of distance and blended learning. Following the training offered, there has been an average increase of 326% in the number of learners logging in to Hwb monthly. There is a 341% increase in the number of times each learner engages with Hwb on average each month compared to pre covid months. In 2021 'Google Workspace for Education' login data increased by 904% through Hwb. In 2022 to date the average remains 771% above pre-pandemic levels suggesting that these platforms continue to be used regularly within schools.

- Total number of asynchronous support videos views - 9,693 views
- Total number of users participated on online asynchronous courses – 948
- Regional Hwb engagement average for Quarter 3 – 98.3%

## Number of effective examples uploaded to GSC (School to School) - [GwE Support Centre - School to School](#)

- Total number of page views of effective examples uploaded to GSC (School to School) - 27,576

## Number of useful resources uploaded to GSC – [GwE Support Centre](#)

- Total number of page views - 123,690
- Total number of downloads - 23,067

## Workstream - Assessment

### Difference made

- Most schools in the region are part of an emerging dialogue on revising and developing assessment processes
- Small number of schools trialling a progress record

## Workstream - MAT

### Difference made

- Increased focus on needs of MAT pupils
- Schools adopting T and L approaches suited to MAT and useful for all pupils.
- Increased precision in pedagogical approaches in schools.
- Refined understanding of what challenge in T and L is – and isn't
- Providing teachers with practical teaching strategies based on recent research
- Ensuring the issue of challenge and high aspiration feeds into development of CfW

## Workstream - Differentiation

### Difference made

- Schools had access to bilingual resources on differentiation covering a range of learning needs
- Schools had ongoing support to embed and develop according to own school needs
- Additional support for English and Welsh departments provided a depth and focus on application

## Workstream - Developing Pedagogy during the lockdown (Distance Learning, Blended Learning and Live Learning)

### Difference made

- A greater understanding of how adaptations to the school day structures can be further developed to support learning within the new curriculum
- Pupil and parent voice have contributed to monitoring of engagement and wellbeing. Schools have responded better to feedback and adapted their provision appropriately.
- An effective blended approach to remote learning including live learning adopted in most schools. A variety of methods used including recorded video presentations, use of breakout rooms, online quizzes and opportunities for independent study time to apply new knowledge and skills. Schools continue to build upon this to further develop their teaching and learning.
- SIAs have supported all schools to evaluate their provision and with planning to build on successes to develop CfW.
- Evolved GwE PL offer - recordings of all PL virtual sessions has offered flexibility and access to all members of staff in schools

## Workstream – Evolving and Strengthening Peer Engagement

### Difference made

- Strengthened collaboration at all levels across the region
- Greater ownership within partnerships of the improvement journey for each school
- Increasing readiness and confidence to share practice between schools, clusters and alliances
  
- Number of schools / clusters participating in the program: 105/18
- Number of trained Peer Reviewers: 161
- Number of Improvement Facilitators trained: 154
- Number of schools / clusters for the next tier: 154/20

## Workstream - ALN

### Difference made

- Develops effective collaboration between ALNcos
- Schools fully aware of the Transformation requirements.
- Schools able to identify effectively areas for further development with implementation of the transformation.

## Workstream – Trauma Informed Practice (Wellbeing)

### Difference made

- Nearly all schools/settings have accessed 1-day whole school training on TIS practice. Over 120 schools have gone on to complete the 11-day Diploma. As a result, schools are now using a neuro-science based approach within teaching and learning. Staff are more confidence tin their approaches and pupils are more able to self-regulate and reflect on their behaviours and feelings (a key element to reducing toxic stress and mitigating a life-long trajectory of mental ill-health).
- We are the first region in the country to develop a Trauma Informed Community network that brings together education with other sectors who work holistically with children.
- Networks of practitioners built and offering both formal and peer supervision and support building well-being and capacity of staff.
- We have teachers training as trainers to further develop capacity and embed a common language and practice across the region and Wales. We also have 16 short films showcasing effective practise and impact.

## Workstream – Wellbeing of Leaders/Staff

### Difference made

- All leaders who have taken part in the pilot have embraced the opportunity to access 6 x reflective sessions.
- Nearly all, 17 out of 20 colleagues in the initial phase of the offer have requested continuing sessions and the offer now has a waiting list.

## Workstream – Universal Wellbeing Support

### Difference made

- Aligned funding to develop better collaborative practice
- More settings confident in using a range of Impact and evaluation measures regarding wellbeing.
- Stronger communication and collaboration in place with local authorities and key stakeholders
- A range of evidence-based resources/ guidance is available to support schools with wellbeing models and professional learning offer

## Workstream - Supporting Parents

### Difference made

- Enables parents to play a critical role in providing learning opportunities at home and in linking what children learn at school with what happens elsewhere.
- Builds upon increased parental engagement that developed during COVID pandemic and provides a valuable tool for schools if there are further lockdown.

## Workstream – Supporting Teaching Assistants with their teaching

### Difference made

- Increase in engagement of teaching assistants in professional development.
- Google Classroom has raised the awareness of teaching assistants of the training available to them and led to an increase in numbers on the national programmes within the region. It is also a valuable tool for schools for INSET days and should a further lockdown arise.
- Improved awareness of the new curriculum and the ability to support pupils.
- Induction – changing the delivery of this training has resulted in numbers doubling during 2020-21 to over 100.
- Aspiring HLTA – raising professional skills leading towards HLTA status, with 85% achieving the status at the end of Cylch 1.

### Difference made

- As a result of establishing and delivering the collaborative 'Ein Llais Ni' project (between GwE and Bangor University), teachers involved in the project now have a better understanding of the importance of purposeful planning to improve opportunities and the quality of learners' speaking and listening skills. This has also resulted in developing teachers' action research skills and increasing their use of evidence in order to select successful and specific teaching methods for their learners.
- Partnership working with Bangor University, amongst others, has resulted in Welsh-medium evidence-based intervention programmes being compiled and evaluated (reading, language comprehension and vocabulary recognition).
- By empowering discussions and collaborations with local authorities, arrangements and activities involving the cluster plans to support Welsh have deepened and developed effectively. There is robust evidence that collaboration and joint-development have resulted in strengthening the provision for learners across sectors and in every linguistic context.
- Full commitment to the Sabbatical courses has been successful and has further built teachers' confidence to speak Welsh and inspired them to continue to develop their skills.
- GwE staff continue to receive weekly Welsh lessons and are becoming more confident and are fully committed to attending a week-long course at Nant Gwrtheyrn at the beginning of April.

# Workstream - Recruit, Recover, Raise Standards: The Accelerating Learning Programme

## RRRS projects:

- **Improving Fluency in Oral Reading (iFOR) Project:** These resources are focused on the use of evidence-informed teaching and fluency-building strategies to help pupils improve basic reading skills. 42 schools signed up for training in spring term 2021-22. 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. 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. 103 teachers that have accessed the bilingual Google Classroom resources.
- **Remote Instruction of Language and Literacy (RILL) Project:** RILL is an 8-week teaching programme that can be delivered either remotely or in school. It is designed to help maintain and/or improve reading and spelling skills for children with and without literacy difficulties, and targets core skills for word-level literacy (phonological awareness, vocabulary, word reading and spelling). In 2021 we developed a bilingual version of RILL. 54 schools have signed up for training in September 2021, the majority being Welsh medium schools. 31 schools and 55 teachers have been trained in RILL so far. 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.
- **Keeping Pupils Reading (KPR) Project:** This is a continuation of our longstanding Headsprout implementation projects. Headsprout Early reading and comprehension programme is an evidence-based intervention to help struggling readers in primary schools. This project is designed to support schools and parents make effective use of Headsprout programmes. 63 schools have engaged with this support since 2020. This includes over 700 views of the teacher and parent support videos and resource centre. 74 teachers have joined the Hwb support network, and many of these are literacy and/or ALN specialists.



# Workstream - Recruit, Recover, Raise Standards: The Accelerating Learning Programme

## RRRS projects:

- **Evidence Reviews:** These four reviews provide a summary of the current evidence for a range of commonly used programmes and interventions. For each programme, a range of practical information useful for school leaders is presented, including information on efficacy, cost, training requirements and curriculum links. These are hosted on the GwE Support Centre. These reviews are on the GwE Support Centre and have been promoted as part of Welsh Government's Evidence Informed Profession Project (EIPP).
- **SAFMEDS numeracy support:** Say All Fast Minute Every Day Shuffled (SAFMEDS) is an evidence-based teaching strategy designed to help pupils improve their fluency and progress in mathematics. This resource is focused on the use of evidence-informed teaching and fluency-building strategies to help pupils improve basic number skills. The strategies have been identified as having a strong theoretical research base and alongside positive evidence from efficacy trials. The strategy can be used in class, online and at home. 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 PRUs; Promotion of SAFMEDS through the Bulletin and GwE Support Centre; Creation of bilingual resources; SAFMEDS online tutorial; SAFMEDS bespoke online website; 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.

## Work stream - Research and Evaluation

- **Evidence-Informed Profession Project (EIPP):** We have recruited 11 clusters (41 schools) to 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. We have delivered two 'active ingredient' evidence sessions for schools in 2022, namely 'using logic models' and using evidence reviews'.
- **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. We meet these schools regularly to support their enquiry and evaluation work.
- **Developing a model for collaborative research with schools:** Two research papers accepted for publication this year:
  - Owen, K., Watkins, R. C. and Hughes, J. C. (2022). 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. (2022). Assessing the Range and Evidence-Base of Interventions in a Typical School Cluster. *Review of Education*

# Workstream – REGIONAL AND LOCAL AOLE NETWORKS

## Brief Overview

- All schools invited to be part of regional and local Curriculum for Wales networks. **300+** expressions of interest in July 2021, rising to **700+** expressions of interest by October 2021.
- March 2022, currently have **733** members from schools, GwE SIAs, LA colleagues, CABAN staff
- **49** networks have been established - 6 x AOLEs, curriculum design, progression & assessment
- Infrastructure 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
- Communication key aspect in sharing work with all schools through GwE SIAs, website, regular updates at Headteacher forums
- Established a TEAMS infrastructure where regional and all local networks have dedicated TEAMS to share work and collaborate
- Realises GwE strategy to support both leaders and teachers to engage in professional learning and collaboration

### Difference made

- Between **117-130** Regional group members meeting monthly has enabled understanding of the Curriculum for Wales framework and principles of working to **deepen significantly**
- Regional chairs, who are school practitioners report they have **increased confidence and ownership** to establish local communication channels, leading discussions in local forums and across clusters of schools
- **Increased number of schools** developing and sharing examples of their approaches to curriculum design and planning
- **Increased number of website hits** accessing **greater number of materials and examples** shared by networks & schools – 3923 hits on the Networks page within Curriculum for Wales Jan - March 2022
- **Increased usage and communication across TEAMS** areas where Individuals within networks share key messages and examples of further sharing within their clusters and secondary alliances.
- **Confidence in the system** that there is a clear and transparent strategy to respond to the statutory requirements of September 2022.

### **Curriculum for Wales Workshops:**

- Leading Change sessions took place in Feb 2021 with 30 sessions and 732 SLT practitioners attending
- 54 sessions during June – July 2021 based on shared vision, planning for curriculum change sessions (108 hours of PL)
- % who've attended 1 session or more in June/July was 80.3%
- 1155 attended the sessions = 2310 hours of Professional Learning for school leaders
- All clusters have access to bespoke website link with padlets and collaborative documents which act as central resource base for PL work, capture discussions and identify areas for further local discussions (examples available)

### **Curriculum Design Workshops**

- Target audience was SLT members and 10 sessions run virtually over a week period in March 2022
- 101 Secondary SLT members, 504 primary SLT members, Special schools/PRUs 16 and 8 other consortia/Estyn attended
- Many SLTs used these sessions to have wider staff join the webinar for discussions
- All schools have had access to this material and follow up sessions with SIAs taking place in most schools/clusters
- CFW regional and local networks able to feed into PL with examples of high level curriculum summaries and principles of design in line with Journey to Rollout expectations

### **Progression & Assessment Workshops**

- Target audience was SLT members and 10 sessions run virtually over a week period in March 2022
- 141 Secondary SLT members, 620 primary SLT members, Special schools/PRUs 18 and 11 other consortia/Estyn attended
- CFW networks feeding into examples shared on the purposes of assessment, along with Heads sharing their experiences
- Very positive feedback received 'the session was spot on! Excellent messages presented in a clear and simple way.'
- All materials and recordings available on GwE CFW support centre – xxx hits

**Principles of planning workshops to follow in April 2022 (rearranged due to feedback from schools on their capacity)**

**Next phases of cross-regional national PL programme for CFW to be shared in April.**

## Workstream – PROFESSIONAL LEARNING

### Difference made

1. **Increased levels of engagement** across the region by SLT members and teachers since Summer 2021 – **all schools** engaging with PL offer
2. **Increased confidence** of SLT members and teachers in understanding the principles of CFW framework and their planning to reach new statutory requirements
3. All SIAs engaged in regular professional dialogue with SLT members across all schools as follow up to the local PL offer and offering bespoke PL to individual school needs where appropriate
4. **Increased number of schools** on track to meet new statutory requirements by September 2022 (6 steps report)
5. Increasing number of examples of Senior Leaders in schools using PL resources to engage wider with all staff e.g. leading change
6. Clear programme in place for SIAs regular professional learning with input from Graham Donaldson has led to increased understanding and confidence across the team – bringing secondary and primary colleagues to better understand the 3-16 continuum (#sessions & hours).
7. **Sharing integrated messages** across team allows all SIAs to follow up in classrooms and staffrooms e.g. CFW PL – many examples of schools sharing developing their vision and using road map to plan implementation priorities for 2020-21, high level curriculum design follow up work

# Workstream – PROFESSIONAL LEARNING

**Next phases of cross-regional national PL programme for CFW to be shared in April – e.g. focus on progression, strategic planning 2022 and beyond**

## Senior Leaders

## Middle Leaders, Teachers

What do we mean by progression?

Understanding the CFW framework / AOLES

How do we design high level progression / different models

What do we mean by progression?

Strategic planning for curriculum development Sept 2022 and beyond

Planning for progression within disciplines / AOLES

Designing mandatory and wider elements

Planning different curriculum models

Curriculum design across 3-16 continuum

Planning for cross-curricular skills

Purposes of assessment within CfW

Planning for integral skills

The role of assessment within accountability

Planning for cross-cutting themes

Evaluating CfW within your schools

Planning for increasing breadth & depth across 3-16

CFW within a smaller school setting

Planning for the Principles of Progression within AOLES

Purposes of assessment

Role of research & enquiry in curriculum planning



## Workstream – PROFESSIONAL LEARNING

Data that shows the engagement during Summer term 2021 – vision / planning for curriculum change 1 & 2

Cod ALI	Awdurdod Lleol	Nifer o Ysgolion	Nifer wedi Mynychu 3 sesiwn	% wedi Mynychu 3 sesiwn	Nifer heb fynychu dim un sesiwn	% heb fynychu sesiwn	Nifer wedi Mynychu 1 neu fwy o sesiynau	%wedi Mynychu 1 neu fwy o sesiynau	Nifer wedi Mynychu 2 neu fwy o sesiynau	%wedi Mynychu 2 neu fwy o sesiynau
660	Ynys Môn	<b>46</b>	<b>34</b>	<b>73.9%</b>	4	8.7%	42	91.3%	37	80.4%
661	Gwynedd	<b>96</b>	<b>49</b>	<b>51.0%</b>	10	10.4%	86	89.6%	69	71.9%
662	Conwy	<b>60</b>	<b>31</b>	<b>51.7%</b>	5	8.3%	55	91.7%	49	81.7%
663	Sir Ddinbych	<b>54</b>	<b>18</b>	<b>33.3%</b>	16	29.6%	38	70.4%	26	48.1%
664	Sir y Fflint	<b>77</b>	<b>26</b>	<b>33.8%</b>	15	19.5%	62	80.5%	45	58.4%
665	Wrecsam	<b>68</b>	<b>28</b>	<b>41.2%</b>	14	20.6%	54	79.4%	43	63.2%
	Cyfanswm	<b>401</b>	<b>186</b>	<b>46.4%</b>	64	16.0%	337	84.0%	269	67.1%



# Workstream – Leadership Development

## Difference made

- School leaders on all levels participating in the Leadership programmes are showing a general increased confidence and understanding of effective leadership. Delegates are developing into self-reflecting leaders who demonstrate competence, innovation, high expectations, clearly articulated goals and the ability to develop and influence others.
  - All Programmes lead delegates to develop close professional peer to peer collaboration networks which will help them contribute on cluster and regional levels to the national reform agenda.
  - By undertaking whole school 'Leadership Development Tasks' to improve aspects of the work of their schools, delegates have developed their leadership skills and have a specific responsibility within their organisations to drive whole school improvement.
  - By contributing to driving priorities within their schools the individuals on the programmes are accountable for improvement activity. In addition, they are able to self-evaluate their personal actions against the Professional Standards for Leadership, adopting personal responsibility for their own professional development.
  - Through critical reflection and consideration of the impact of their actions, individuals are able to exemplify how following the programmes not only help develop their organisations but also how they themselves have grown and developed as leaders.
- 
- Middle Leadership Development Programme: 98
  - Senior Leaders Development Programme: 61
  - Aspiring Headteacher Development Programme (preparing for NPQH): 72
  - New and Acting Headteacher Development Programme: 37
  - Experienced Headteacher Development Programme: 17
- TOTAL: 285