

Pwyllgor Craffu Dysgu a Sgiliau

Man Cyfarfod
By Zoom

Dyddiad y Cyfarfod
Dydd Mercher, 2 Mawrth 2022

Amser y Cyfarfod
2.00 pm

I gael rhagor o wybodaeth cysylltwch â
**Wyn Richards, Rheolwr Craffu a
Phennaeth Gwasanaethau
Democrataidd**

wyn.richards@powys.gov.uk



Neuadd Y Sir
Llandrindod
Powys
LD1 5LG

Dyddiad Cyhoeddi

Mae croeso i'r rhai sy'n cymryd rhan ddefnyddio'r Gymraeg. Os hoffech chi siarad Cymraeg yn y cyfarfod, gofynnwn i chi roi gwybod i ni erbyn hanner dydd ddau ddiwrnod cyn y cyfarfod

AGENDA

1.	YMDDIHEURIADAU
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Derbyn ymddiheuriadau am absenoldeb.

2.	DATGANIADAU O DDIDDORDEB
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Derbyn unrhyw ddatganiadau o ddiddordeb gan Aelodau yn ymwneud ag eitemau i'w hystyried yn y cyfarfod.

3.	DATGANIADAU CHWIP Y PLEIDIAU
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Derbyn datganiadau ynglyn â gwaharddiad chwip plaid a gyflwynwyd i Aelod mewn perthynas â'r cyfarfod yn unol ag Adran 78 (3) Mesur Llywodraeth Leol 2001.

(D.S: atgoffir yr Aelodau, dan Adran 78, na all Aelodau sydd wedi derbyn gwaharddiad chwip plaid bleidleisio ar fater gerbron y Pwyllgor.

4.	DEDDF ANGHENION DYSGU YCHWANEGOL A'R TRIBIWNLYS ADDYSG (CYMRU) 2018 (ALNET) YM MHOWYS
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Derbyn ac ystyried cyflwyniad gan Hayley Smith, Rheolwr Gwasanaeth ar gyfer Gwasanaethau Cynhwysiant ac Ieuencid a Simon Anderson, Rheolwr Cynhwysiant.
(Tudalennau 1 - 36)

5.	CWRICWLWM I GYMRU A DYSGU PROFFESIYNOL
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Derbyn ac ystyried adroddiad yr Aelod Portffolio ar faterion Addysg ac Eiddo, y Cynghorydd Sir Phyl Davies.
(Tudalennau 37 - 44)

6.	RHAGLEN WAITH
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Nodi y bydd cyfarfodydd y Pwyllgor yn cael eu cynnal yn y dyfodol fel a ganlyn:

29-06-22 14.00 – 16.00	Cwricwlwm AG ar gyfer mis Medi Briffio Cynefino Posibl ar gyfer Aelodau
20-07-22 14.00 – 16.00	Perfformiad a Risg Chwarter 1 Strategaeth Ysgolion Uwchradd
21-09-22 14.00 – 16.00	
26-10-22 14.00 – 16.00	Perfformiad a Risg Chwarter 2
14-12-22 14.00 – 16.00	

Cyfnod myfyrio'r Pwyllgor

Gofynnir i'r Pwyllgor dreulio 5 i 10 munud yn fyfyrto ar y cyfarfod heddiw.

Readiness for the Additional Learning Needs and Education Tribunal (Wales) Act 2018 (ALNET) in Powys

Hayley Smith, Service Manager for Inclusion and Youth Services
Simon Anderson, Inclusion Manager

What is the Act?

Tudalen 2

Additional Learning Needs (previously 'SEN') legislation in Wales has been transformed

The new legislation brings about a fundamental change to the way additional learning needs of children and young people are met

The Act came into force on 01 September 2021, but is being implemented in stages up to 2024



The Additional Learning Needs Code for Wales 2021

Draft Code laid before and for approval by resolution of Senedd Cymru under section 5(2) of the Additional Learning Needs and Education Tribunal (Wales) Act 2018.

Welsh Government 11 Core Aims

In judging our readiness for the act, we have evaluated ourselves on the Welsh Government 11 Core Aims:

1. The introduction of the term Additional Learning Needs (ALN)
2. A 0 to 25 age range
3. A unified plan
4. Increased participation of children and young people
5. High aspirations and improved outcomes
6. A simpler and less adversarial system
7. Increased collaboration
8. Avoiding disagreements and earlier disagreement resolution
9. Clear and consistent rights of appeal
10. A mandatory Code
11. A bilingual system

Tudalen 3

Schools & the LA - Expectations

In addition we are working with schools and settings to ensure that they are prepared for the act, in particular they should:

- Ensure an inclusive ethos and culture
- Established clear vision and strategy

- Have clear leadership roles
- All schools have a named ALNCo
- Middle leader training for ALNCos
- Training on roles and responsibilities, including headteachers and governing bodies
- Model job descriptions for the role of the ALNCo and ALN Governor
- Dedicated ALNCo email address in each school

- Be a learning organisation
- Focus on collaborative and cluster working
- Upskilling schools staff

- Have high aspirations based on strong assessment practice
- A range of agreed assessments including the Welsh National Tests and the New All Wales Reading Test
- Have high aspirations based on strong assessment practice
- A range of agreed assessments including the Welsh National Tests and the New All Wales Reading Test

- Work with partners
- Schools represented at all levels through the transformation process
- Participate in the Team around the cluster model

- Invest in staff
- Postgraduate diplomas paid for by LA
- Enhanced training offer for all schools

- Support parents and pupils with:
 - Improved communication between all parties – clear and consistent
 - Joint training sessions with schools and parents
 - Strong person centred practices
 - Improved policies and systems

2. A 0-25 Age Range – Early Years (0-5)

- Appointment of Early Years Additional Learning Needs Lead Officer (EYALNLO)
- Creation of Specialist Early Years ALN Team
- Specialist Teacher
- Speech and Language Therapist
- Play Therapist

- Developed and implemented EY Consultation Group Meetings attended by health and education
- EY Referral system into PIP

- Training delivered to health visitors, integrated disability services team
- Training developed in conjunction with the region delivered to settings in conjunction with FP Team, Fly Start and Childcare Teams on the new Act and Code
- Training delivered to settings on writing play plans, child centred outcomes and tracking progress

- EYALNLO parent and LA leaflets developed
- EYALNLO parent leaflets sent to all setting in foundation Phase, Flying Start and Childcare via the said teams.

- Scoping exercise of all EY services within Powys and shared
- Data collection and analysis to identify trends and emerging needs

2. A 0-25 Age Range – Early Years (0-5)

Tudalen 6

Emerging Trends and Themes Spring Term 2021						
Contributing to Powys ALN Transformation strategy		PCC: ALN Strategy document				
ALN Areas						
<ul style="list-style-type: none"> Area 1: Llanfyllin, Welshpool, Llanfair Caereinion Area 2: Machynlleth, Llanidloes, Newtown Area 3: Presteigne, Llandrindod Wells and Builth Wells Area 4: Gwernyfed, Brecon, Crickhowell and Ystradgynlais Flying Start. 						
ALN Themes and Trends						
Gender	County	ALN Need.				
<ul style="list-style-type: none"> Boys are significantly higher than girls recorded in having ALN; however, there is an increase of girls this term. Number of girls on EYA is higher than boys. Number of boys on EYA+ is higher than girls. 	<ul style="list-style-type: none"> SLC prevalent in Area 2 and within Flying Start (FS) ASC difficulties prevalent in Area 2 BSED difficulties prevalent in Area 4 and in FS. Toilet training issues are raising linked to ASC on school entry. 	<ul style="list-style-type: none"> Number of children receiving a Statement is equal for boys and girls. SLCN has risen by 26% across the <u>county</u> ASC concerns has remained the same at 5% across the county. BSED remains at 10% 				
Response:						
<ul style="list-style-type: none"> Multi agency meetings have taken place with transition as the focus. SALT is working closely with the ALN department and now sits on PIP and EY consultations. ALN setting support and training will be the focus next term – ALN Regional training EYPIP panel stepped up to include professionals across all agencies. Increased support Area 2. ALN Regional training completed May 2021 with 3+ settings Flying Start and Childcare. 						
Graduated Approach	FS	A1	A2	A3	A4	Story behind the data
Early Years Action (EYA)	None recorded	7%	5%	4%	11%	Area 4 seem to be managing their ALN Cohort in 3+ setting without referral to PCAN.
Early Years Action Plus (EYA+)	None recorded	5%	7%	3%	8%	A2 contact with EYALN team and EY assessment is the same.

- Data collection and forecasting is key to ensuring readiness for the act and monitoring ALP
- The EYALNLO is ensuring this happens on a termly basis
- This is fed back via the Inclusion Board and Inclusion Manager Meetings

2. A 0-25 Age Range – Post - 16

- Scoping activity completed and a report provided and distributed. This report included information on current provision and destination of leavers and proposals for relevant curriculum and provision-related recommendations
- The recommendations have been included in the terms of reference for the new Post-16 Strategic Management Board and Operational Management Board

- Post-16 Strategic Management Board and Operational Management Boards have been established and first meeting taken place

- The needs of current Year 10 students (with ALN) analysed to inform the vocational offer available from Powys Sixth Forms
- Collaboration with colleagues from NPTC Colleges to discuss transitions (monthly)

- Support schools to ensure that 'transition' annual reviews are completed effectively from Year 9 onwards
- Inclusion Team part of the Adult Services Transition working group

- Collaborate regionally with FEI Lead (CD) and attend collaborative meetings regarding the new act

2. A 0-25 Age Range – Mainstream

ALN Vision: Equitable Early Identification

- *Early identification, intervention and effective transition planning*
- *Inclusive education supporting participation fully in mainstream education, wherever feasible, and a whole setting approach to meeting the needs of learners with ALN.*

Nurture Programme

Welshpool Primary School – North Powys opened April 2021

Ysgol Cefnlllys – Mid Powys opened Jan 2021

Ysgol Dyffryn Y Glowyr – Welsh medium South Powys opened Sept 2021



The groups are small, structured teaching groups for children showing signs of behavioural, social or emotional difficulties, particularly those who are experiencing disruption or distress outside school. Pupils learn in an environment where the furniture is a mixture of home and school, so the space is safe, consistent and predictable for the children. Parental involvement is encouraged and has a positive impact. **Early impact assessments show that this approach is already successful for nearly all pupils.**

2. A 0-25 Age Range – Mainstream

Tudalen 9

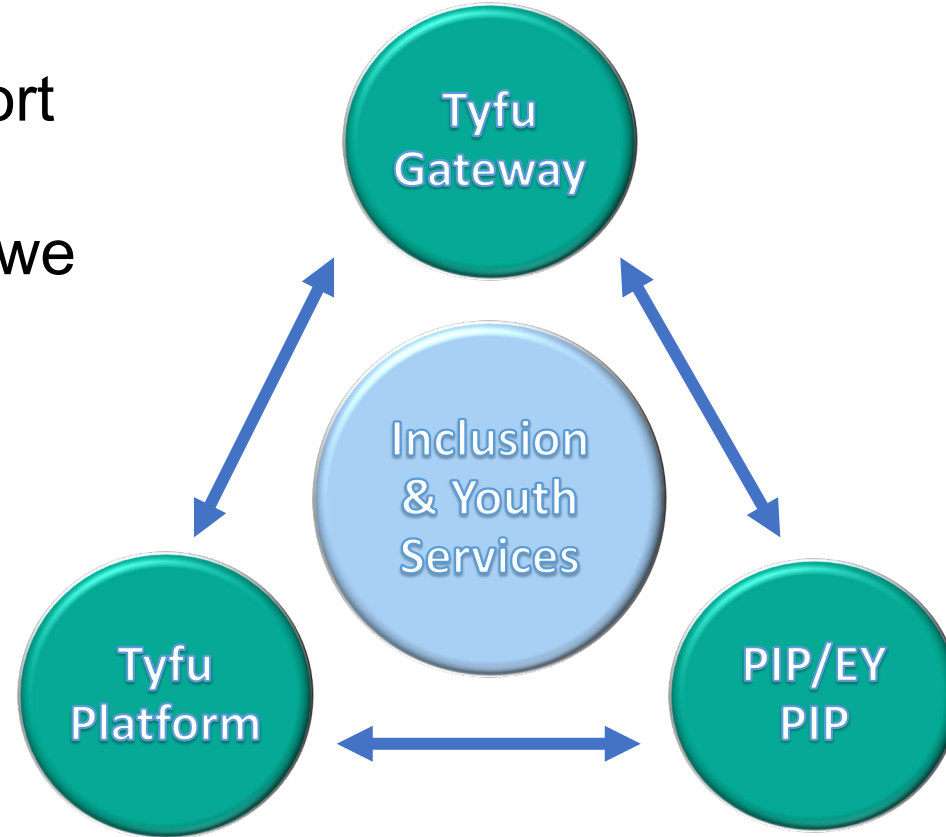
- Developing schools as learning organisations
 - Sharing of best practice
 - Seconded inclusion managers are current headteachers
 - Cluster based approach – small and rural schools grant (ALNCo)
- Training, including
 - PCP
 - One Page Profile
 - Specific SEN/ALN differentiation training
 - Disagreement resolution training
- Clarifying roles of senior leaders
- Joint SIA visits focussing on ALN and readiness for the act



3. A Unified Plan: Powys CC Inclusion System



To facilitate and support the new pathway for schools and settings, we have put a support system in place...



There are three key elements to the system, facilitated by the Council's Inclusion & Youth Services Team.

3. A Unified Plan: PCC Inclusion Gateway



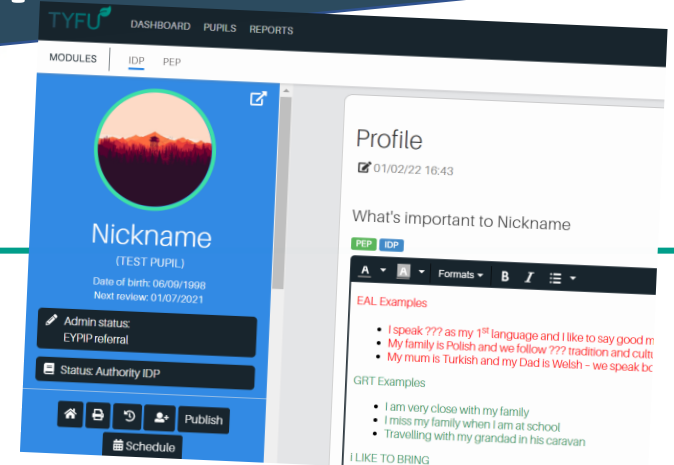
The gateway to inclusion services and support

The Tyfu gateway will provide a single point of contact for parents, carers, pupils, schools, settings, local authority and NHS for any queries relating to the inclusion pathway or Tyfu platform.

tyfu@powys.gov.uk

01597 827108

3. A Unified Plan: PCC Inclusion Platform



Tudalen 12

Powys County Council's Inclusion Platform

Tyfu will support schools, settings, the council, and other agencies to meet their statutory duties under the new Act, as well as ensuring that there is a co-ordinated approach to meeting the needs of children and young people with additional learning needs (ALN).

3. A Unified Plan: PCC Inclusion Platform



A unified plan
(individual
development plan)

Central location for
a pupil's ALN
journey records

School ULP / ALN
register

Collaboration with
parents, pupils and
professionals

Graduated
response record
and evidence

Authority referral
system

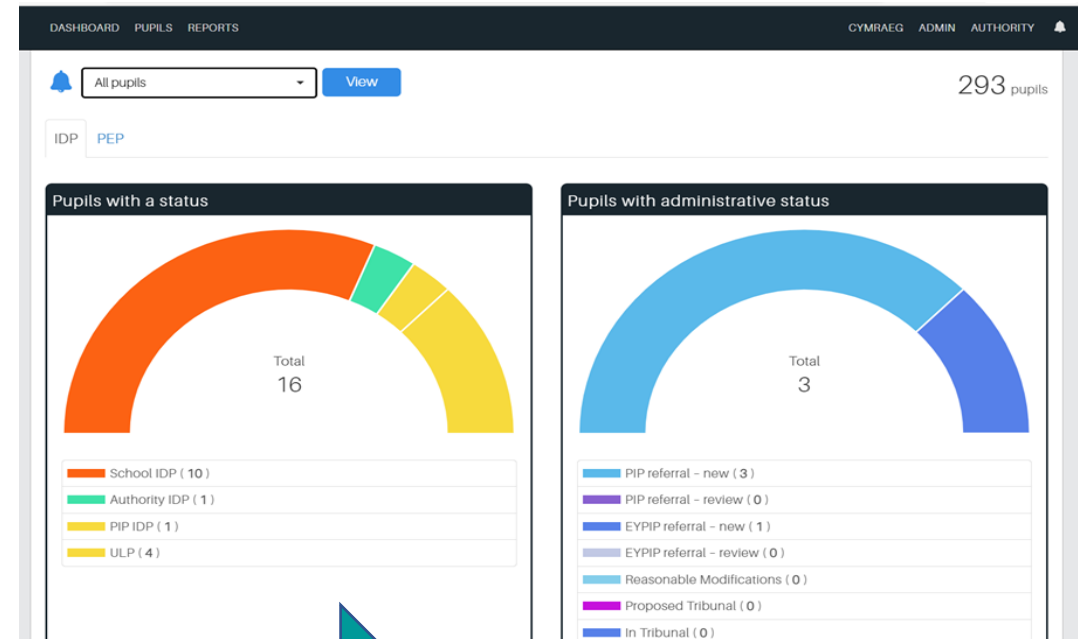
Transparent,
efficient and timely
system – real time
decision recording

Judalen 13

3. A Unified Plan: Tyfu

Tudalen 14

- Tyfu dashboard – ‘at a glance’ monitoring of compliance
- Tyfu reports allowing detailed data analysis and identification of trends
- PIP / EYPIP monitoring
- Quarterly Inclusion System Performance Report
- Case studies



Monitoring & Evaluation

3. A Unified Plan: PCC Inclusion Panels



The Powys Inclusion Panel (PIP) and Early Years PIP (EYPIP)

PIP and EYPIP are multi-agency panels which centrally coordinate all decision making in respect of requests from schools / settings for local authority additional learning provision (ALP) or NHS support. The panels also manage the LA IDPs.



4. Increased participation of C/YP

Tudalen 16

- Considerable training delivered to schools and settings (1,2 & 3 day) from Helen Sanderson Associates based around their 'Coaches & Champions' model.
- Training to all schools, settings and relevant officers (including SIAs) on Person Centred Practices
- Training from Helen Sanderson Associates and PCC Educational Psychologists on writing One Page Profiles
- EPS and SIS delivered training sessions (on-line) in spring term 2021 on Person Centred approaches (1PP,PCR, PCO) to ALNCos
- Training delivered by Helen Sanderson Associates and PCC Inclusion Team on writing person centred outcomes alongside emphasis on quality assurance
- *Junior Start Well board*
- *Children as researchers*
- *Pupil voice via school visits by Inclusion Team*
- *Meetings with Powys School Alumni*



5. High aspirations and improved outcomes

- SIA Summer visits to schools evaluated ALN and readiness for the act
- SIA's accompanied on visits by a member of the inclusion team
- Training and resources provided to schools and setting
- Good teaching and learning – Mike Gershon
- HD Videos and Training Books on differentiation
 - Questioning Strategies and Techniques.
 - Scaffolding and Modelling
 - Differentiation: Activities
 - Differentiation: Feedback
 - Differentiation: Stretching and Challenging More-Able Learners
 - Differentiation: Supporting ALN Learners
- Trauma informed practice
- Improved assessment and tracking
- WOW Training for LSAs and School Leaders (effective use of Learning Support Assistants)

Tudalen 17



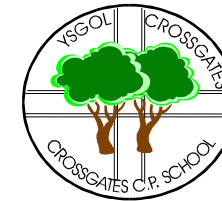
5. High aspirations and improved outcomes

Learners with Severe, Profound and Multiple Learning Difficulties and complex Behaviour, Social and Emotional Difficulties
Satellite Special Schools

Mid Powys

Crossgates Primary School – open September 2021

Satellite of Penmaes Special School, 3 FP learners identified so far. Building work to be carried out in Summer holidays. Teacher with TLR recruited from Penmaes.



North Powys

Llanfyllin all through school – due to open in September 2022

Satellite of Cedewain Special School. Building work to be carried out in Summer holidays. Recruitment to take place in Autumn term 2021 with secondment opportunities for school staff.



YSGOL
LLANFYLLIN



South Powys BESD provision

Maesydderwen High School – due to open by September 2022

Satellite of Brynllwarch.



5. High aspirations and improved outcomes

Learners with Behaviour, Emotional and Social Difficulties

- Two play therapists employed, one to cover North to Mid Powys (started June 2021), other to cover South to Mid Powys (started Sept 2021). An outcome from Powys Inclusion Panel
- Play therapy contract with Windfall centre – 12 learners received online PT and attachment aware
- Art Therapy procured within South Powys
- Extensive training provided for all schools in LA
- Whole Powys training event with Paul Dix (author). Talk and Q&A session
- Both PRUs have provided training and continued outreach for behaviour support
- Team Teach training being rolled out through LA
- Inclusion manager support for schools with high levels of learners with highlighted BESD difficulties
- ALN team working with Forest Schools to provide bespoke education whilst waiting for consultations from alternative provision settings
- Primary and Secondary Early Identification Process (EIP)
- Behaviour call back and consultation

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5. High aspirations and improved outcomes

Additional support and provision to enable improved outcomes

Tudalen 20

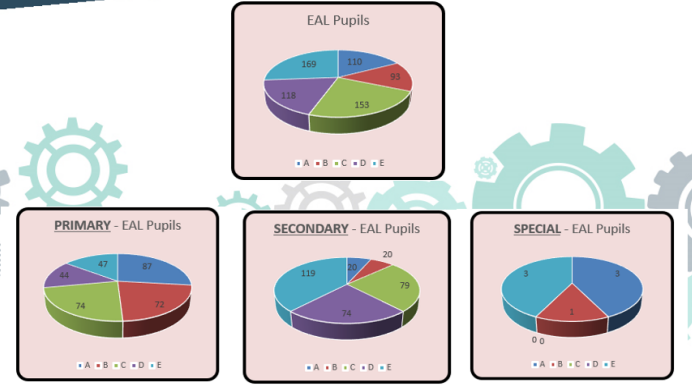
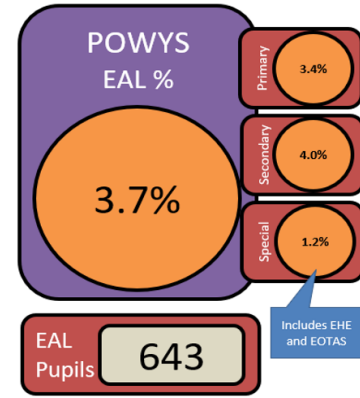
- Powys Inclusion Panel (PIP)
- Specialist Teachers
- Additional Funding
- Area behaviour Managers
- PRU Placement (KS2, KS3 and KS4)
- Other central support
 - Multi-agency working and integrated access to services
- Specialist Centres
- Review of High School provision
- Primary School review to be completed by March 2023
- EY pilot project - early years assessment as outreach as opposed to setting based in several areas
- Proposal for Powys Autism Service underway

5. High aspirations and improved outcomes

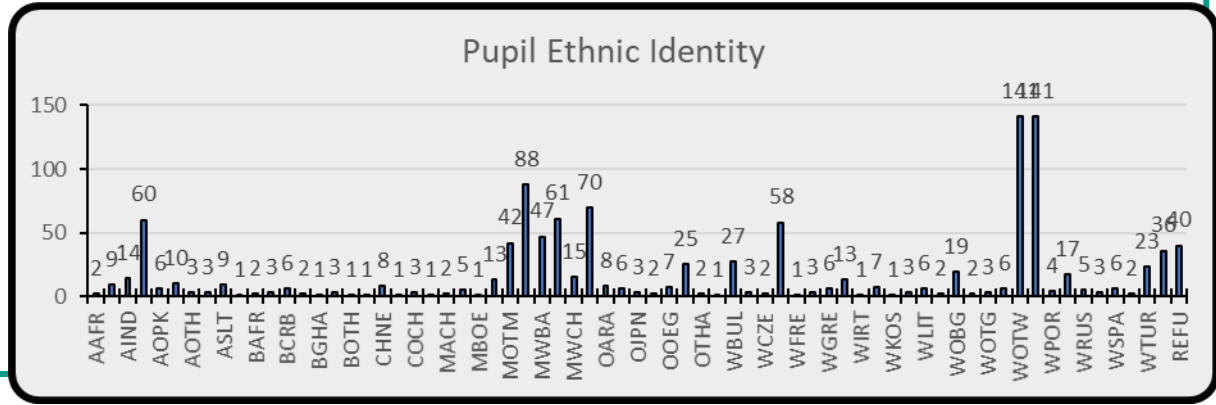
Additional support and provision to enable improved outcomes for 'vulnerable groups'

Tudalen 21

- Accurate data collection and reporting for all learners
- Vulnerable Groups Boards
 - Multi-agency
 - Vulnerable groups team
 - Specialist teacher, family liaison and case workers
 - Learning Village
 - Resources for all schools
 - Enhanced training
- Inclusion Board
 - Emerging Needs
 - ALP



Amount of pupils at the different stages of Proficiency in English (A-E)



5. High aspirations and improved outcomes: LA Additional Learning Provision

Support through PIP includes

- Play Therapy
- Nurture
- Specialist Teachers
- EP and Sensory
- Early Help
- Support from health colleagues

Specialist provision

- Provision and outreach from 3 special schools (Penmaes, Cedewain and Brynllwarch) and their satellites
- Provision and outreach from specialist centres
- Provision and outreach from PRU

Early Years PIP

- Support and training for early years settings
- Access to the Action for Children referral scheme

5. High aspirations and improved outcomes: LA Additional Learning Provision - Behaviour

Tudalen 23
Behaviour call backs and consultations

Functions of behaviour assessment

Learner observations

Training

Mindfulness

IBPs & Risk Assessment

Pupil mentoring

Supervision

Team Teach

Forest Schools (under development)

6. A simpler and less adversarial system

Tudalen 24

- Powys Inclusion Panel (PIP) – multi-agency and less bureaucratic (no wrong door approach)
- Electronic IDP (including PEP module) System
- Schools have a format to follow in a Joint Assessment Meeting
- Person Centred Practice in all schools and settings
- Disagreement resolution provided by SNAP Cymru
- Active in promoting early support from independent services (SNAP)
- SNAP attend panels to ensure impartiality
- Flexibility in placement setting
- Inclusion Team act as facilitator on behalf of parents and schools for other services (Team Around the Cluster)
- Training on new act and system to other professionals – Parents training due Summer Term

Joint Assessment Meeting

Tudalen 25

Individual Development Plan (IDP) Assessment

Joint Assessment Meeting Advice for School IDP

Child/Young Person:	
School:	
Advice provided as part of the Joint Assessment Meeting held on:	

The purpose of the Joint Assessment Meeting is to collaborate the family and professional advice as part of the IDP Assessment process.

Please note that all the information on this form will be used to complete the School IDP and access given to applicable individuals including parents/carers (for under 16's), the young person and all agencies directly involved in the education of the child, young person or adult.

Inclusion & Youth Services



IDP System Name here with logo

TBC

Child or Young Person Biographical Information	
Surname	
First Name (s)	
Preferred Name	
Date of Birth	
Gender (that the child/young person identifies as)	

Contributors/Attendees		
Name	Role/Organisation	Contact Email

NB: The evidence and advice submitted by those providing it should be clear, accessible and specific. They should provide advice about outcomes relevant for the child or young person's age and phase of education and strategies for their achievement. Professionals should limit their advice to areas in which they have expertise.

Hopes and Aspirations
Child/Young Person's Views

Parent/Carer Views

Current Attainment and Rates of Progress (based on individual base line not comparison)

Current Situation, Needs, Outcomes and Provision

Communication & Interaction			
What's going well?			
What are the barriers to learning?			
Agreed outcome (s)			
Steps towards target outcome (short term/long term)			
Resources required			
Strategies			
Intervention	Minimum time required	Who will provide	Recommended by?
Comments			

Cognition & Learning			
What's going well?			
What are the barriers to learning?			
Agreed outcome (s)			
Steps towards target outcome (short term/long term)			
Resources required			
Strategies			
Intervention	Minimum time required	Who will provide	Recommended by?
Comments			

Social, Emotional and Behavioural Difficulties			
What's going well?			
What are the barriers to learning?			
Agreed outcome (s)			
Steps towards target outcome (short term/long term)			
Resources required			
Strategies			
Intervention	Minimum time required	Who will provide	Recommended by?

7. Increased collaboration: Partnership Working

Tudalen 26

- PIP / EYPIP – multi-agency panels with broad representation from within and outside the authority
EY multi-agency model – working with partners to develop coordinated provision for under 5s who are not at a maintained setting

- Partner training – children’s services, schools service, PTHB, CAMHS, YJS, EWS.

- PTHB – written agreement of implementation of joint working elements of Act (Sections 20, 64, 65)
- Regular catch-ups with DECLO and health colleagues

- Inclusion Groups Steering Group – schools, pupil voice, multi-agency and elected members (linked to Start Well Board)
- Inclusion Board– schools, multi-agency and elected members
- Expectations Document – All stakeholders

- Team around the cluster
- Improved communications and contact information for all stakeholders
- IDP System will improve collaboration across all areas



7. Increased collaboration: Information Sharing

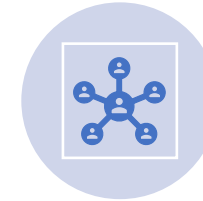
Tudalen 27



Model ALN policy for schools



School Guides to ensure legal compliance – Conversion Guide, Duty to Decide and IDPs Guide



HWB network to share information – schools



Teams network to share information – early years settings



Regular bilingual Tyfu bulletins



Team around the cluster approach

7. Increased collaboration: Communication

Tudalen 28

- ALNCo forum
- HWB
- Inclusion updates
- Tyfu gateway
- Weekly drop-in sessions
- Headteacher and Governor briefings



8. Avoiding disagreements and earlier disagreement resolution

Tudalen 29

- Disagreement resolution training through SNAP and Region
- Family Liaison and Case Workers
- Knowledge about other key stakeholders disagreement resolution procedures – Health – Putting it Right
- Improved website for ALN

Additional Learning Needs



Contact the ALN team



Support for Additional Learning Needs (ALN)



How to access support



Special schools and specialist centres



ALN Transformation



Additional Learning Needs Policies and Key Documents



Powys ALN Parent Carer Forum



Useful Information and links



9. Clear and consistent rights of appeal

Tudalen 30

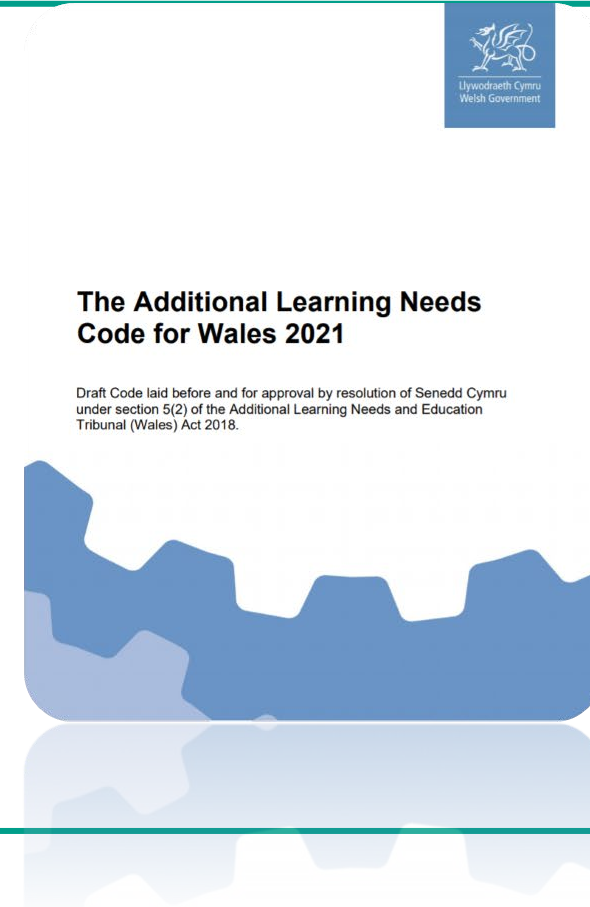
- Disagreement resolution training through SNAP and Region
- Family Liaison and Case Workers
- Knowledge about other key stakeholders disagreement resolution procedures – Health – Putting it Right
- Improved website for ALN



10. A mandatory code

Tudalen 31

- Training to governors, head teachers, ALNCOs
- Social Care
 - Children's Services
 - Adult's Services
- Health Colleagues
- Adult's Services
- Parents



11. A bilingual system

Tudalen 32

- Appointment of Welsh Speaking colleagues in central team
- Welsh language resources provided to schools
- Training for ULP and IDP provided through medium of Welsh
- All resources bilingual
- Improved provision, including Welsh Medium Nurture Programmes and Satellite Provision



Impact - Schools



- In many schools (89%), pupils with ALN are well supported in class with an appropriate curriculum and teaching is effectively differentiated
- In many schools, most pupils make good progress and there are no trends in the progress of vulnerable groups
- Many schools deploy teaching assistants effectively to support learners
- Many (88%) schools provide good quality interventions and correctly identify pupils in need of support
- Many schools evaluate the effectiveness of interventions
- In many schools, staff are aware of pupils' IEP/IDP targets
- Many schools carry out person centred reviews, although these have been negatively affected by the pandemic
- In nearly all schools the role of the ALNCo is well developed and is either a member of the senior leadership team or has direct access to senior leaders
- Most schools have a nominated ALN governor
- Nearly all schools have attended Powys ALNET training and ALNCo fora
- In nearly all schools, staff have participated in professional learning related to ALN and this impacts positively on learners

Tudalen 33

Challenges

Tudalen 34

- How well are schools effectively using provision mapping to plan support and inform resource allocation?
- How well are leaders using transition information to plan for future needs of pupils with ALN?
- How effective are schools in delivering ULP and ALP, especially in smaller schools?
- How well are schools managing the conversion of IEPs to IDPs for mandated years?
- How well developed is pupil voice and are pupils involved in target setting?
- How effective are senior leaders in evaluating the provision for pupils with ALN?
- How well are leaders in smaller schools managing the statutory role of the ALNCo?

Forward Work Plan

Further implementing the strategy through transformation work programmes

Further training for schools and settings

Training and support for parents

Developing QA processes for school and LA IDPs

Review of specialist provision

Improved provision for pupils who are neuro diverse (ASD, ADHD)

Potentially extend nurture and satellite provision

Improved support for CLA pupils - virtual school

Conversion of all IEPs to IDPs (schools) and Statements to IDPs (LA)

Questions

Tudalen 36

Any questions?

CYNGOR SIR POWYS COUNTY COUNCIL.

Learning & Skills Scrutiny Panel

Wednesday 2nd March 2022

REPORT AUTHOR: Sally Llewellyn
Service Manager for Curriculum for Wales and Professional Learning

PORTFOLIO HOLDER: County Councillor Phyl Davies
Portfolio Holder for Education and Property

REPORT TITLE: Curriculum for Wales and Professional Learning
(including Thematic review on curriculum)

REPORT FOR: Information

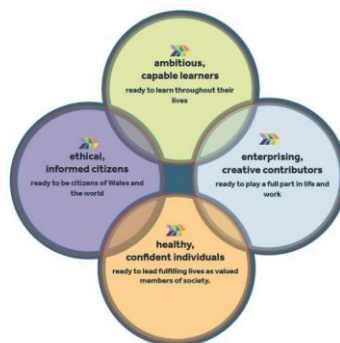
1. Purpose

This report sets out to advise the Learning and Skills Scrutiny Panel on the introduction of the Curriculum for Wales to schools and settings across Wales in September 2022.

2. National Position

2.1 For primary schools, roll-out will commence in September 2022. Secondary schools who wish to roll out the curriculum to Year 7 are encouraged to do so, but this will not be mandatory until 2023, with roll-out to Years 7 and 8 together.

2.2 Improving education is our national mission. Nothing is so essential as universal access to, and acquisition of, the experiences, knowledge and skills that our young people need for employment, lifelong learning and active citizenship. The Curriculum for Wales guidance is a clear statement of what is important in delivering a broad and balanced education. The four purposes (see diagram below) are the shared vision and aspiration for every child and young person. In fulfilling these purposes, we set high expectations for all, promote individual and national well-being, tackle ignorance and misinformation, and encourage critical and civic engagement.



2.3 A school's curriculum is everything a learner experiences in pursuit of the four purposes. It is not simply what we teach, but how we teach and crucially, why we teach it. Curriculum development should be at the heart of practitioner, school and national efforts which seek to raise standards for all, tackle the attainment gap, and ensure an education system that is a source of national pride and enjoys public confidence.

2.4 The Curriculum for Wales guidance forms part of the Curriculum for Wales Framework. The Framework is determined nationally and includes both the curriculum requirements set out in legislation, and a range of supporting guidance. The Curriculum for Wales guidance is the result of co-construction. It has been developed in Wales, by practitioners for practitioners, bringing together educational expertise and wider research and evidence. The Curriculum for Wales guidance published on Hwb, helps schools to design their own curriculum. It contains information on legal requirements, guidance on how to develop a school curriculum, and an explanation of the purposes and principles of assessment.

2.5 The Curriculum for Wales Framework helps practitioners develop a more integrated approach to learning. The six Areas of Learning and Experience (AoLEs) are Expressive Arts, Health and Well-Being, Humanities, Languages, Literacy and Communication, Maths and Numeracy and Science and Technology (see image below) bring together familiar disciplines and encourage strong and meaningful links across them. Those individual disciplines still play an important role, especially as learners progress and begin to specialise. The Curriculum for Wales guidance promotes collaboration and cross-disciplinary planning, learning and teaching, both within and across Areas. This will enable learners to build connections across their learning and combine different experiences, knowledge and skills.



Expressive Arts



Health and Well-being



Humanities



Languages, Literacy and Communication



Mathematics and Numeracy



Science and Technology

2.6 There are 27 mandatory statements of what matters in this Framework. These ensure a level of consistency in curriculum design across settings and schools, as learners must develop an understanding of all statements. The process of exploring and revisiting these statements enables learners to develop ever deeper knowledge over the learning continuum and to progress to a more sophisticated understanding of the key knowledge, ideas and principles in each Area. This more sophisticated understanding allows learners to value how their learning contributes to these ideas and why it is important, rather than simply being able to recall isolated facts without understanding the context. This progression

should be supported by a variety of assessment approaches which enable the learner and the practitioner to understand where a learner is and what they need to do next. The Framework does not require settings and schools to develop a timetable explicitly structured along the lines of the Areas or to organise the setting or school or staffing on that basis.

2.7 A defining feature of the Framework is that it requires schools to design their own curriculum and assessment arrangements. It is acknowledged that this is a challenge for many schools and an even greater challenge given the circumstances schools have found themselves in over the last two years. An added element to consider for small schools is their capacity to manage the considerable workload of engaging with the wide range of professional learning required by Curriculum for Wales. This is in addition to the professional learning required by the wider reform agenda e.g. Additional Learning Needs transformation. Schools are required to work in collaboration to realise the curriculum and focus on:

- the role of leadership in enabling high-quality learning and teaching. Establishing a high-performing education system through high-quality learning and teaching depends on building its professional capacity, developing local leadership, responsibility and decision-making
- within the national framework, schools and practitioners are best placed to make decisions about the needs of their specific learners, including choosing topics and activities which will best support their learning
- the importance of meaningful learning. A content-focused curriculum does not guarantee meaningful learning, only that certain topics are covered to varying extents; instead, the Curriculum for Wales guidance articulates what concepts and essence of learning should underpin a range of different topics, learning activities and acquisition of knowledge
- the need for innovation and creativity. Practitioners select content, enabling them to use their professional skills to drive improved learning and outcomes for their learners
- the scope for practitioners to make greater links between Areas and disciplines. Practitioners have the licence to use topics and activities to combine meaningful learning from different Areas, disciplines and concepts

3. Powys Readiness

3.1 Most schools in Powys are engagingly positively with Curriculum for Wales. Feedback from schools informs us that they consider the professional learning on offer in Powys is of a high quality and easily accessible but allocating adequate time for school staff to effectively engage with professional learning resources has been challenging given the recent circumstances schools find themselves in. The Professional Learning Team in Powys and The School Improvement Advisory Team meet regularly to discuss the readiness of all schools for curriculum rollout. This allows us to triage need and provide a bespoke menu of support for each school. It is vital that the professional learning experiences provided for schools are having maximum impact. School visits in Spring 2022 will be carried out jointly by the Professional Learning and School Improvement Advisory teams. These officers will be triangulating the impact of the professional learning to ascertain where schools are in relation to their preparedness, which is mixed, which is the case for all schools in Wales.

The Powys Professional Learning team has 6 members. All staff work collectively to support schools with Curriculum for Wales, but each team member has specific responsibility for a particular aspect of curriculum development. The Powys Professional Learning Team’s roles and responsibilities are summarised in the table below:

Name	Role
Sally Llewellyn	Service Manager for Curriculum for Wales and Professional Learning
Sarah Perdue	Lead for Professional Pathways
Huw Griffiths	Lead for 14+
Rob Walters	Lead for Digital
Christopher Davies and Mary Strong	Leads for Well-Being and Equalities

3.2 Schools in Powys have access to an extensive range of professional learning and support from the Powys Professional Learning Team working in collaboration with School Improvement Advisors. Schools across Wales are at various places along a learning continuum with regards to realising the Curriculum. This continuum is certainly reflected in Powys schools and has been impacted by the pandemic and the capacity of some of our schools to engage with this demanding workload. The Minister for Education acknowledges that September is not the end, but the beginning of the next ‘leg of the journey’ to Curriculum for Wales. These demands on schools involve a full engagement with Curriculum for Wales, developing a whole school vision, deepening their understanding of a purpose led curriculum and exploring the Statements of What Matters upon which the curriculum is based. As well as embracing the importance of the cross-curricular skills of literacy, numeracy and digital competence, as these skills remain a significant focus-for delivering the new curriculum.

3.3 Since September, when the professional Learning team was established, practitioners in Powys have been able to access a comprehensive Professional Learning Offer of training and support which includes synchronous (live) and asynchronous (recorded) professional learning opportunities. Sitting behind the Powys Sharepoint button on Hwb are 2 Google Sites: (1) The Powys Professional Learning Offer (2) The Powys Professional Learning Resource Repository. The Powys Sharepoint provides a one-stop shop for all education stakeholders in Powys to access professional learning that is most relevant to their needs.

3.4 Powys’ Professional Learning Offer is comprised of a wide range of professional learning workshops and training opportunities. These workshops are provided by members of the Powys Professional Learning Team as well as other middle tier organisations such as the Education Workforce Council, the National Leadership Academy, Higher Education Institutions and a Wide Range of Welsh Government Projects such as the National Pedagogy Project. At the click of a button, practitioners can join a huge range of professional learning opportunities best suited to the needs of their schools.

3.5 To support practitioners in selecting professional learning most appropriate to their needs, the Powys Professional Learning Offer is arranged into 10 sub-headings that cover the key areas listed below:

- Curriculum for Wales
- Professional Pathways
- Secondary Support
- Equity and Well-Being
- Additional Learning Needs
- Digital Learning
- Early Years and Foundation Phase
- Induction
- Governors
- Finance and Schools Service

3.6 There are hundreds of professional learning opportunities available to practitioners and each session clearly states what will be covered in the workshop and the intended audience to ensure that the professional learning is appropriate to the needs of the practitioners. It is recognised that accessing this wide range of professional learning can be difficult especially for teachers and headteachers with a significant teaching commitment. Workshops are offered at a variety of times to allow practitioners to access training at a time best suited to them. A designated Curriculum for Wales workshop is offered weekly at 3.45-4.45pm every Wednesday which has proved popular with many schools who have used the workshops as part of their weekly staff training offer. The Professional Learning Team and School Improvement Advisors provide bespoke support for schools in relation to Curriculum for Wales, signposting practitioners to the appropriate professional learning according to their school's priorities.

3.7 To further support practitioners who are unable to attend 'live' professional learning workshops, the Professional Learning Team have developed a second Google Site called the Powys Resource Repository. This site houses recordings and resources delivered during the 'live' sessions as part of the Powys Professional Learning Offer. The resource repository can be accessed by all practitioners as well as wider stakeholders including governors. School leaders are able to use these shared recordings and resources to provide training opportunities in their schools in line with their own professional learning calendar. The Professional Learning team are able to provide bespoke support for schools where required. The resources are aimed at reducing the variation between schools in the quality of professional learning undertaken however, we acknowledge the lack of capacity for some schools to engage with this professional learning or share the workload across a small number of practitioners.

3.8 Support from LA Officers for Curriculum for Wales rollout is complimented by the work of 19 Pedagogy Leads drawn from a wide range of schools across Powys. The Pedagogy Leads represent a cross section of school types including primary, secondary, all-age and special settings. Pedagogy Leads are drawn from English medium, Welsh medium and Dual Language settings. There are 3 Pedagogy Leads for each of the six Areas of Learning and Experience of the Curriculum for Wales.

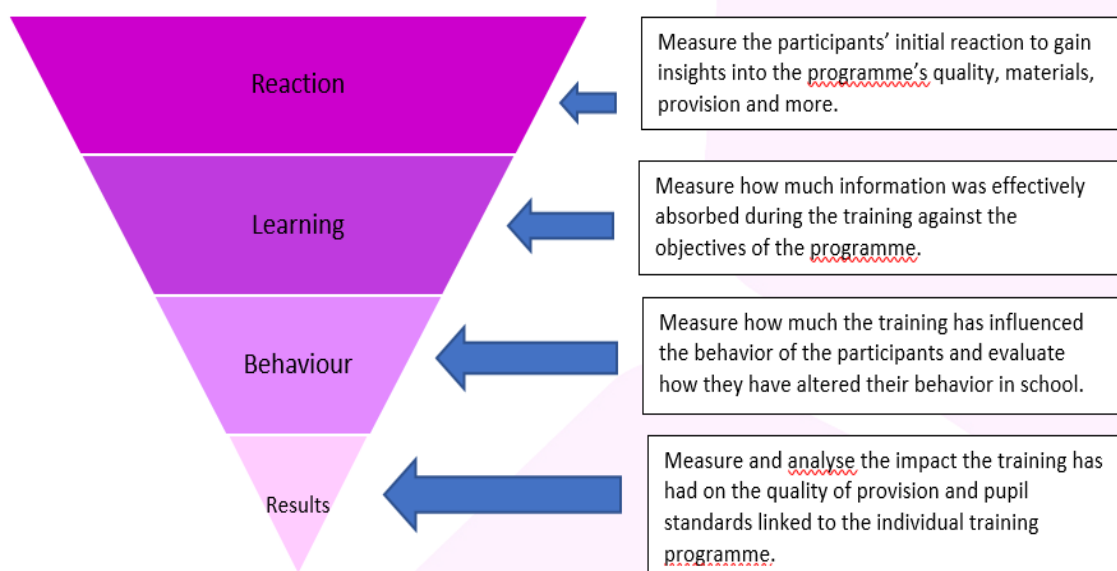
3.9 The Pedagogy Leads are following a professional learning programme of support covering all aspects of curriculum transformation and their learning is being disseminated across the county in 2 ways: (1) Cluster meetings (2) AoLE networks. These schools are also engaged in the work of the National Pedagogy Project, the National Professional Enquiry Project and the National Networks. The Mid Wales Partnership of Powys and Ceredigion

have developed a toolkit for leaders based on the Journey to Curriculum Rollout guidance and linked to the professional learning programme designed for Powys' Pedagogy Leads.

4. Impact

4.1 Powys have invested in professional learning and provided their practitioners with a high-quality entitlement that is easily accessible. Analytics of the Powys Professional Learning Offer Google Site record 1,600 different users between October 2021 and February 2022. The total number of page views exceeds 10,000. The Curriculum for Wales page of the site has received the highest number of views at 1,716 suggesting the level of practitioner interest in this area. User friendly short recordings have been produced to explain how the site can be accessed and navigated. These recordings have been shared with a wide range of stakeholders from headteachers to governors. Professional Learning opportunities are also advertised through the weekly Education Newsletter and through the Powys PL Team Twitter account which has 109 followers. However, the Professional Learning team are focussed on ensuring that all practitioners are accessing professional learning as their entitlement. Ensuring teachers have the time for professional learning is a challenge and can increase workload significantly for teachers with one or more Areas of Learning and Experience to lead.

4.2 Evaluation surveys using the Kirkpatrick model of evaluation (see diagram below) are completed after each training event to ensure that the workshops are appropriate to the practitioner's needs and are having the desired impact. The professional learning team analyse these evaluations and provide reports that explore 4 stages of impact. These 4 stages include reaction to the training, learning from the training, behaviour changes following on from the training and results of the training on learning and teaching.



4.3 On the Powys-wide INSET day that took place on the 4th January 2022, the professional learning team provided 17 different online workshops from 9am-3pm covering a wide range of training relating to the new curriculum. The team received nearly 700 applications for training that day and the impact of all 17 sessions was evaluated. The team received 250 responses to the evaluation requests. The quantitative data generated by these

surveys is summarised below. The questions that generated qualitative responses have been analysed by the team and summative reports written to plan for next steps in professional learning:

94% of participants agree or strongly agree that the professional learning improved their knowledge of the subject.

93% of participants agree or strongly agree that they would recommend the professional learning to others

92% of participants agree or strongly agree that the professional learning provided content relevant to my role.

91% of participants agree or strongly agree that the content was appropriate to my needs and my skill level.

The average number of stars awarded was **4.2** from a maximum of 5 agreeing that the learning from the training would have a positive impact on practice.

4.4 The views of the 19 Pedagogy Leads have also been sought to explore the effectiveness of the Pedagogy Leads programme to date. The programme commenced in September 2021 and data was collected through a survey in December 2021 to evaluate the impact of the programme at the end of the first term of rollout. Recommendations made by participants in response to the survey have led to changes in the way the programme will run from February to July e.g. Pedagogy Leads workshops will increase from 1 hour to 1.5 hours to allow for deeper discussion but will be held fortnightly rather than weekly. The main quantitative findings were as follows:

100% of participants agree or strongly agree that the professional learning improved their knowledge of the subject.

95% of participants agree or strongly agree that they would recommend the professional learning to others

100% of participants agree or strongly agree that the professional learning provided content relevant to my role.

100% of participants agree or strongly agree that the content was appropriate to my needs and my skill level.

The average number of stars awarded was **4.5** from a maximum of 5 agreeing that the learning from the training would have a positive impact on practice.

5. Next Steps

5.1 A much deeper understanding of the impact of our work of the professional learning team will be gleaned through spring visits to schools with school improvement advisor partners. This will provide us with the opportunity to speak in person with practitioners and learners, experience the school's culture and explore the learning that is taking place in classrooms resulting in bespoke support and intervention for those schools who will need the provision ready for September 2022.

5.2 By the end of the summer term the aim is for all practitioners to have accessed a wide range of professional learning workshops delivered by the Powys Professional Learning Team and a range of external providers.

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