



ERW Business Plan

April-August 2021

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Section 1: Our context and provision

ERW is one of four regional education consortia in Wales. Its purpose is to deliver a single consistent and integrated professional school improvement service across the four local authorities.

The national model for school improvement in Wales is based on a vision of regional school improvement consortia working on behalf of local authorities to lead and coordinate the improvement in the performance of schools and education of young people.

ERW officers play a key role in a range of strategic groups with Welsh Government as well as cross-regional project groups. This allows central team staff to contribute and collaborate on a national level and ensure all stakeholders are fully informed and supported to deliver these priorities.

Unlike the other three regional consortia, challenge advisers and school improvement officers are employed by the local authorities. A close working relationship and school support co-ordinated through an agreed protocol between Senior Challenge Advisers and ERW Central Team.

ERW'S AIMS

- Improve the quality of leadership and its impact on outcomes.
- Improve the quality of teaching and learning experiences and its impact on outcomes.
- Reduce the impact of poverty on attainment, support vulnerable learners and ensure all learners reach their potential
- Deliver high quality and bespoke support, challenge and intervention to schools
- Communicate effectively with all stakeholders

ERW's VALUES

To achieve our vision, we have defined values to guide all we do at ERW. These include:

- Effectiveness
- Commitment
- Integrity
- Innovation
- Collaboration

ERW utilises a wide range of flexible approaches so that bespoke solutions can be used to support schools at their point of need. We support teachers through the provision and brokering of professional learning programmes to support individuals in their leadership journey whilst building expertise and capacity where and when it is needed in schools across the region.

Business Plan

The ERW Business Plan aligns and reflects that aspirations and enabling objectives of Our National Mission, whilst reflecting local and regional priorities. These are:

- Developing and delivering a transformational curriculum
- To develop a high-quality education profession
- To develop inspirational leaders and to facilitate them working collaboratively to raise standards.
- To develop strong and inclusive schools that are committed to excellence and wellbeing.
- To develop robust assessment, evaluation and accountability processes that support a self-improving system

Our Business Plan has been developed by using the outcomes of self-evaluation, research findings, cross-consortia planning as well as identification of school, local authority, regional and national priorities. A wide range of stakeholders have contributed and been consulted on the development of the plan prior to publication.

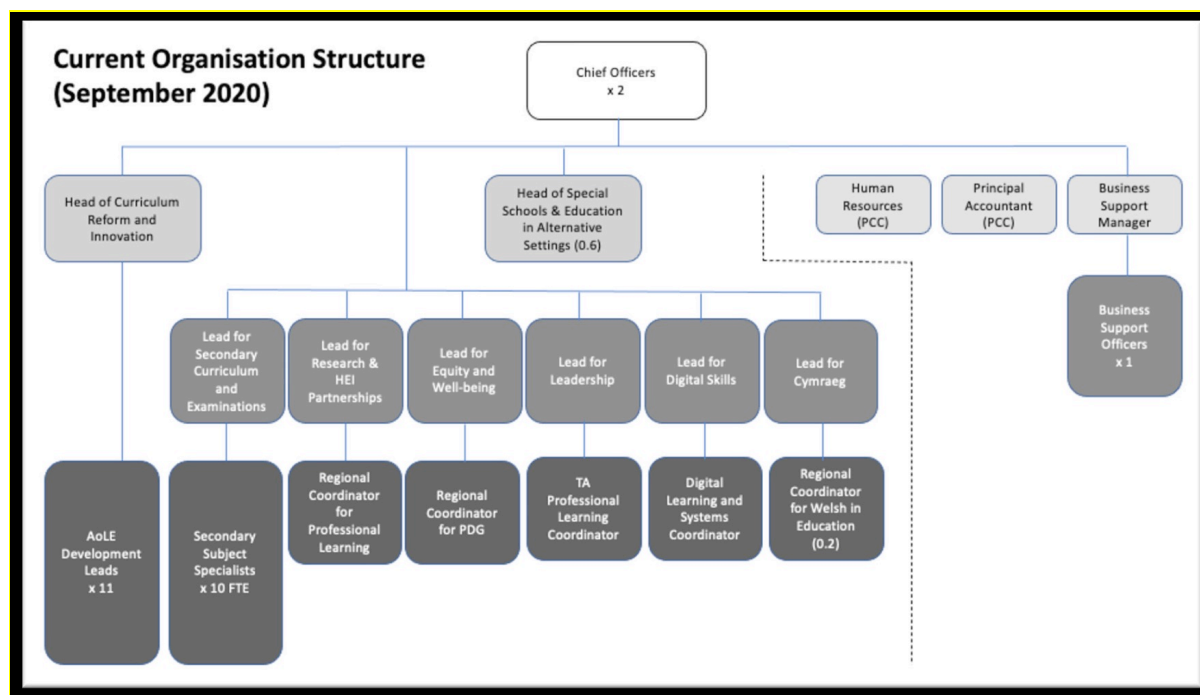
These include:

- Directors of Education
- ERW Joint Committee & Executive Board
- Staff in the ERW central team
- Headteacher Reference Board
- ERW Strategy Groups

This Business Plan will be formally agreed by the Directors of Education or Chief Education Officer of each Local Authority, the Joint Committee and the Lead Chief Executive.

This interim Business Plan is designed to meet the priorities of schools, partner local authorities and Welsh Government between April and August 2021.

Section 2: ERW Overview



Governance

ERW is governed by a legally constituted Joint Committee whose membership is made up of four of the local authority Leaders in South-West and Mid-Wales (Carmarthenshire, Pembrokeshire, Powys and Swansea). ERW's Joint Committee is advised by the Executive Board which is made up of the four local authority Directors of Education in the region along with external school improvement experts, headteacher representatives and ERW's Chief Officers.

The Executive Board is responsible for monitoring and evaluating ERW's work, in particular through the work of the ERW Strategy Groups.

The ERW Strategy Groups are a critical aspect of ERW's governance arrangements. They are the primary driver for developing ERW's work in the key areas of:

- Curriculum (including qualifications)
- Professional Learning and Research
- Equity and Well-being
- Leadership
- Digital Skills
- Welsh

NB The work to support special schools and alternative settings is reflected across the strategy groups.

Each Strategy Group is responsible for co-constructing content and monitoring the progress of the aspect of Business Plan actions for which they are responsible.

While it is accepted that the context and setting of each Local Authority in ERW is different, the purpose of collaborating on a regional level is to achieve a greater scale of economy through co-

operation. Whilst changes and innovations can be incorporated to take into account local priorities or differences, there must remain a degree of regional consistency.

The Strategy Groups are a conduit for communication between the region and peers within the constituent Local Authority, and the wider profession. Group members are tasked with communicating their work externally, by using both local and regional communications channels.

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Finance

ERW uses all available funding to support the priorities identified by schools, local authorities, regions and Welsh Government within the Business Plan. The underlying principle is that delegation to schools should be as high as possible.

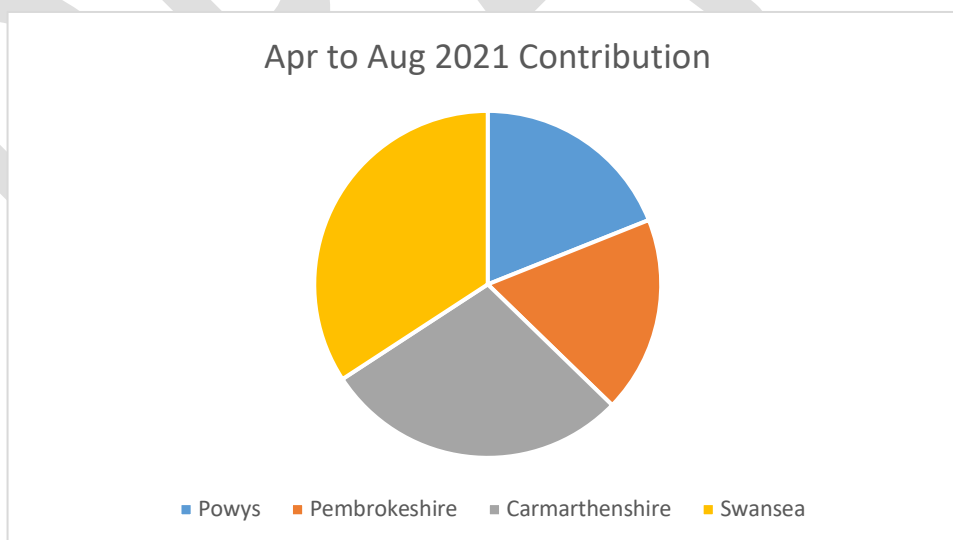
Local Authority funding for Consortium working is underpinned by the National Model for Regional Working, published by the Welsh Government in 2014. The model recommended a core funding allocation of £5.4m for the Consortium.

Financial Overview

Local Authority Contributions	Grant Funding for National Priorities	Total Funding Available
2019-20 - £0.3m*	£68.4m	£68.7m
2020-21 - £0.5m**	£58.4m	£58.9m
April 21 – August 21 - £0.2m	£1.1m	£1.3m

The interim funding between April and August 2021 has been established to ensure stability of ERW central team and to enable the realisation of the priorities in the interim Business Plan as well as supporting national and cross-regional priorities.

Interim arrangements have been implemented between April and August 2021. The contributions of each LA is outlined below and was agreed in the additional Joint Committee on 30/3/21.



Historically there were two main grants received by ERW from Welsh Government. Pupil Development Grant (PDG) and the Education Improvement Grant (EIG). In addition, consortia used to receive additional grants for specific purposes proposed by Welsh Government, usually through the Regional School Support Grant (RSSG). With the launch of the national strategy 'Education in Wales: Our National Mission', there has been a streamlining of the grant funding process.

Interim measures have been agreed between WG and Directors of Education to enable funding to go directly to the LAs and then contributions to support ERW central team staffing costs and delivery of the BP between April and August 2021. This was ratified by Joint Committee on 30th March 2021.

Regional Consortia School Improvement Grant

Historically, the main grant received by regional consortia to support national school improvement priorities is the Regional Consortia School Improvement Grant (RCSIG). This grant now incorporates the former Education Improvement Grant (EIG) and Raising School Standards Grant.

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Pupil Development Grant

The Pupil Development Grant was launched in 2012 and provides additional funding to schools based upon the number of pupils on their roll eligible for Free School Meals or who are Looked After Children. As with the RCSIG, this funding will be disaggregated and distributed directly to the Local Authorities.

For April to August 2021, the Pupil Development Grant is split into two main elements and will be allocated as follows:

- 10% of the Looked After Children for a pro-rated 5 month period will be paid into ERW from the four Local Authorities to provide professional learning opportunities across the region to support previously looked after children;
- A further element will be paid into the Consortia to fund the position of the PDG Coordinator

The funding for the Pupil Development Grant is still to be confirmed for 2021-22.

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Section 3: Tier 1 - Statements of Intent and What Success Will Look Like

The ERW Business Plan Tier 1 content sets out our headline 'Statements of Intent' and 'What success will look like.'

All areas of activity noted are for implementation in the interim period April-August 2021. Each element of the plan is aligned directly to our key strategy and delivery model of 'ERW Strategy Groups.'

The model is designed to ensure:

- clarity and understanding of ERW provision for all schools
- milestones for effective monitoring and evaluation
- review systems at regular intervals (undertaken by key partners)

ERW officers will continue to play a key part in delivering the national priorities through attending a full range of meetings at a national level. This includes cross-regional groups as well as regular attendance at meetings with Welsh Government and other partners. This allows ERW officers to shape the national agenda and ensure that schools continue to be well informed and supported effectively.

Officers will also support the emerging work around the post-Covid 'Learning Forward' agenda. When plans are finalised by Welsh Government, the ERW BP will be reviewed to ensure that priorities continue to be supported and delivered in each area of the BP. Particular focus will be given to sharing good practice and developing PL targeted to support those learners most impacted by the pandemic:

- **Vulnerable and disadvantaged learners**
- **Learners with ALN**
- **Early years**
- **Qualification years including post-16 learners**

Curriculum Strategy Group

ERW will ensure that all schools and settings are supported to:

1. realise the school vision and aspiration for every child to embody the four purposes
2. be designers of their own inclusive, authentic and meaningful curriculum
3. develop the effective and varied use of pedagogy using evidence-based inquiry approaches to strengthen learning, teaching and assessment
4. be informed of developments in qualifications and assessments
5. collaborate within and between settings to develop and share their thinking
6. deliver appropriate support for the 'Learning Forward' agenda post-Covid19

What Will Success Look Like?

Across the region, all schools, settings and school improvement staff will have developed a secure understanding of curriculum design as they continue to create a unique and accessible curriculum for their learners evolving needs. Leaders and practitioners will engage in informed professional learning opportunities, which enable them to use their teaching agency and creativity to help realise their school's curriculum, support learner progression towards the four purposes and ensure the wellbeing of all learners. In addition, leaders will have, in partnership, provided time and space for teachers to develop pedagogy, curriculum design and approaches to assessment. This includes opportunities to share innovative and effective practice with others, engage with experts, and collaborate in networks to support the development and understanding of a co-constructed curriculum. They actively connect with national strategies to reflect an integrated approach to wider reform and changing social priorities.

In secondary schools, all departments and schools will have a secure and up to date knowledge of qualifications and assessments. Schools will have a clear awareness of the importance of teaching and learning and its impact on provision and curriculum design. Individually identified departments will have benefitted from a bespoke package of support to develop teaching, learning and leadership. Leaders and staff will be provided with regular professional learning opportunities and will collaborate within and between other settings effectively. Schools and settings will develop meaningful, evidence informed professional learning opportunities which allow practitioners to explore pedagogical approaches, for classroom and home learning, to support progression for all their learners.

Success will also take into account the ERW response to the emerging post-Covid 19 'Learning Forward' agenda.

Professional Learning and Research Strategy Group

ERW will ensure that all schools and settings are supported to:

1. engage with a national professional learning offer, appropriate to the individual's role, to enhance their skills, improve their teaching, knowledge and career progression
2. collaborate with higher education institutions to make effective use of high- quality research as part of the National Strategy for Educational Research and Enquiry in order to critically evaluate approaches to recovery
3. use the professional standards to identify areas for professional learning to improve practice and develop themselves as learning organisations
4. engage with professional learning that promotes inclusivity and equity
5. engage with professional learning and research to support the 'Learning Forward' agenda
6. respond to the specific developmental needs of schools from the partner local authorities.

What will success look like?

Across the region, all schools and settings will have the opportunity to engage in a national professional learning offer appropriate to their role. Where settings engage with this offer they will be equipped to manage recovery and ready for introducing Curriculum for Wales 2022 having received support in managing change, engaging all stakeholders in developing a vision for their context as well as planning a curriculum that suits them with a workforce who have been given time and space for professional learning. Pedagogy will be a strong focus in all schools with particular emphasis given to developing the pedagogies most suited to remote asynchronous learning design. Support will be provided for schools to develop pedagogies for recovery to move them beyond Covid in readiness for Curriculum for Wales. ERW will continue to work with Welsh Government on the National Pedagogy Project. Many schools will have had the opportunity to develop links with HEI partners to develop themselves as research informed, reflective practitioners through Initial Teacher Education partnerships and as part of the National Strategy for Educational Research and Enquiry. All professional learning will be in line with the professional standards for teaching and leadership and many schools will be using the results of the Schools as a Learning Organisation survey to inform their planning for improvement. Professional learning programmes will consider the needs of all learners, including those with additional learning needs. Professional learning programmes will consider the needs of all learners, including those with additional learning needs. Programmes to be informed by self - evaluation priorities from partner LAs. Success will also take into account the ERW response to the emerging post-Covid 19 'Learning Forward' agenda.

Equity and Well-being Strategy Group

ERW will ensure that all schools and settings are supported to:

1. develop an understanding of why some learners find it difficult to positively engage with the social, emotional and cognitive aspects of school life in order to inform policies, processes and pedagogy which drive towards equity and well-being
2. identify and embed universal provision which promote equity and support the 'Framework on embedding a whole-school approach to emotional and mental well-being'
3. Identify and embed targeted provision which promote equity and support the 'Framework on embedding a whole-school approach to emotional and mental well-being'
4. design and deliver the health and well-being area of the curriculum aligning it to the 'Framework for embedding a whole-school approach to emotional and mental well-being'
5. be informed and prepared for the Additional Learning Needs and Education Tribunal (Wales) Act in order to implement in September 2021

What will success look like?

Across the region all educational settings will have had opportunities to develop a deeper understanding of the impact of Covid 19 on the emotional and mental health of their learners and of the universal approaches which can support in this area. All schools and settings will have opportunities to engage in professional learning to deepen their understanding of how to embed a whole school approach to emotional and mental well-being. All educational settings will have had opportunities to develop an initial needs analysis methodology for designing the health and well-being area of learning and experience. Schools, settings and school improvement staff will have clear and consistent guidance on effective use of PDG and PDGLAC. All schools and settings will have been provided with relevant information and training to help them implement the ALN and Education Tribunal (Wales) Act in September 2021.

Success will also take into account the ERW response to the emerging post-Covid 19 'Learning Forward' agenda.

Leadership Strategy Group:

ERW will ensure that all schools and settings are supported to:

1. access a high-quality, extensive portfolio of leadership development opportunities at every stage of the Professional Leadership Pathway including national Coaching & Mentoring Programme
2. utilise the Professional Standards in order to develop and lead effective learning organisations
3. access a high quality, portfolio of development opportunities at each stage of the Teaching Assistant Learning Pathway (TALP) including accreditation for Higher Level Teaching Assistants

What will success look like?

National Leadership programmes accredited by the NAEL will be accessible to all leaders and delivered successfully across the region. A regional system of identification, tracking and professional learning support for aspirational leaders will be implemented enabling leaders to secure timely professional learning opportunities and experiences allowing LA to monitor effective succession planning. System leader opportunities including Facilitator and leadership Coach will be available to school leaders ensuring programmes are delivered by credible school-based personnel. Continuous quality assurance and evaluation of both resources and delivery will ensure quality of delivery and appropriate updating of resources are secured.

Professional Learning for Teaching Assistants including HLTA Assessment and opportunity for Specialised TA's will be available to all TA's across the region. Promotion, facilitation and delivery TALP programmes by school-based personnel will ensure their effective and credible delivery. An effective Aspiring HLTA programme and HLTA Assessment process will be available across the region.

Success will also take into account the ERW response to the emerging post-Covid 19 'Learning Forward' agenda.

Digital Skills Group

ERW will ensure that all schools and settings are supported to:

1. develop leadership of Digital Learning
2. ensure Online Safety, across all stakeholders is as robust as possible
3. develop digital competence as a cross-curricular skill, in line with Curriculum for Wales and DCF
4. support schools to refine and improve online/blended learning practice and develop digital skills to evaluate practice and support the 'Learning Forward' agenda
5. share effective practice in the use of digital technology, both in the classroom and as a management and collaboration tool for staff

What will success look like?

Leaders from all settings across the region will have had opportunities to receive support in developing their strategic approach to the use of digital learning both within the setting environment and also through an online/blended learning approach. This support will include the creation of a clear vision for their setting, involving, and being shared with, all relevant stakeholders – supported by the new 360 Digi Cymru and DPLJ resource. Staff will be able to access relevant and up to date information regarding Online Safety to ensure all stakeholders in their setting are as safe online as possible. Support in engaging with the 360 degrees Safe Cymru online safety framework will have been made available to all settings that require it. Support for the development of digital competence will have been identified and brokered by Challenge Advisers. This support will have been delivered by relevant ERW or LA colleagues as well as utilising the school-to-school model. A Regional Digital Learning Event, a series of ERW Digi-Meets and online training materials will have given settings the opportunity to share examples of good practice in the development of digital competence in line with Curriculum for Wales principles. Further examples of good practice will have been made available to all members of staff in ERW schools via Dolen.

Success will also take into account the ERW response to the emerging post-Covid 19 'Learning Forward' agenda.

Cymraeg – Welsh Strategy Group

ERW will ensure that all schools and settings are supported to:

1. deliver current and future curriculum to support improvement in the teaching of Welsh as a language, and of teaching through the medium of Welsh as a whole;
2. Strengthen as bilingual communities by promoting Welsh and increasing the use of Welsh in an informal context;
3. plan effectively in order to contribute to the delivery of the 'Cymraeg 2050: Welsh Language Strategy'
4. develop the Welsh language proficiency of teachers and education assistants at different levels
5. deliver the 'Learning Forward' agenda with a particular focus on pupils who have less contact with the Welsh language outside of the classroom.

What will success look like?

Centrally, the region will have a high-level strategy with clearly defined priorities for the work of developing and supporting Welsh in education. Schools will be actively engaged with the aims of the Cymraeg 2050 strategy, the region's Welsh in Education Strategy and the Local Authorities' Welsh in Education Strategic Plans.

Good practice will be further developed and shared to ensure effective pedagogy and methodology for teaching and learning Welsh, and through the medium of Welsh based on research and identified best practice. A full and varied programme of training courses, workshops and network meetings will be delivered and co-ordinated at a regional level, and new resources will be developed and shared across the region in response to identified needs. School to school work, and cross-regional work will also continue to be important.

All schools will be actively engaged with their own work in developing the Welsh Language Charter Framework in line with the most recent developments in the national Welsh Language Charter Framework. All schools will be ambitious in their targets, and will monitor progress internally throughout the year and will include the targets in their School Development Plans.

The region will support a programme of professional learning to develop practitioners' Welsh skills and expertise when teaching Welsh and through the medium of Welsh, in line with the criteria / principles of the National Professional Learning Model. ERW will work with external providers, including the regional Welsh Language Sabbatical Course providers, the National Centre for Learning Welsh and all Local Authorities within the region to develop the Welsh language proficiency of teachers and education assistants at different levels. ERW will support schools and LAs to identify training needs, and seek to address those needs by ensuring the profession has access to suitable high-quality professional learning opportunities to develop their Welsh language skills.

Success will also take into account the ERW response to the emerging post-Covid 19 'Learning Forward' agenda, by seeking to ensure that particular areas of need are supported.

ERW effectiveness and efficiency

ERW will:

1. review its performance management processes
2. ensure that professional learning is appropriate and develops ERW staff's knowledge and expertise
3. review and ensure coherent and well-understood process of self-evaluation and improvement
4. ensure a robust process of Business Planning monitoring underpinned by high quality first-hand evidence and high-quality research
5. ensure that the monitoring process informs high quality self-evaluation
6. ensure accountability is evidenced against the Business Plan success criteria.
7. ensure a high-quality professional learning offer is reviewed and updated for the summer term 2021 with a focus on the Learning Forward agenda

What will success look like?

Performance management cycle will be linked closely with Business Planning priorities and result in relevant, high-quality professional learning opportunities for all staff. Business Planning will be clearly lined with self-evaluation and national priorities. A robust 90-day cycle of PM reviews and Business Planning monitoring, with first-hand evidence will continue. Business Planning monitoring will be reported by exception to JC at each JC meeting and a final evaluation report produced by the end of May each year. Case studies will evidence effective practice and value for money.

Schools will be provided with a professional learning offer during the summer term and this will cover the 6 key areas of the BP.

Success will also take into account the ERW response to the emerging post-Covid 19 'Learning Forward' agenda.

Section 4: Tier 2 - Operational Plans
(Content delivery & budget costs)

Curriculum Strategy Group: Operational Plan			
Plan Owner:	Curriculum Strategy Group		
Strategy Group Members:	Aeron Rees (Chair, Carmarthenshire) Donna Caswell (Primary Head, Swansea) Daniel Owen (Secondary Head, Powys) Sian Rowles (Chad, Pembrokeshire) Anthony Jones, Anna Bolt (ERW)		
ERW Supporting Officer/s	Anna Bolt / Anthony Jones		
Budget			
Statements of Intent			
<p>ERW will ensure that all schools and settings are supported to:</p> <ol style="list-style-type: none"> 1. realise the school vision and aspiration for every child to embody the four purposes 2. be designers of their own inclusive, authentic and meaningful curriculum 3. develop the effective and varied use of pedagogy using evidence-based inquiry approaches to strengthen learning, teaching and assessment 4. be informed of developments in qualifications and assessments 5. collaborate within and between settings to develop and share their thinking 6. deliver appropriate support for the 'Learning Forward' agenda post-Covid19 			
How will we achieve this?	Responsible Officer/s	Timescale	Budget
<p>1. ERW will ensure that all schools and settings are supported to realise the school vision and aspiration for every child to embody the four purposes through:</p> <ul style="list-style-type: none"> • Regional opportunities for leaders to engage with experts • Space and time for collaboration with colleagues • Support for Challenge Advisers to develop dialogue with schools and settings • Online resources supporting schools and settings to explore and evaluate emerging practice associated with the four purposes 			

<ul style="list-style-type: none"> • Collaboration with LA strategy groups, Challenge Advisers and cross-regional strategy groups to ensure consistency of expectation • Professional development offer to include cluster and school Inset, twilight sessions, meetings with key staff, departments and assistance with planning training/advice • Sharing practice from identified schools 			
<p>2. ERW will ensure that all schools and settings are supported to be designers of their own inclusive, authentic and meaningful curriculum through:</p> <ul style="list-style-type: none"> • Workshops for Leaders/middle leaders/curriculum leads providing support and opportunities to collaborate • A programme of support for each aspect of curriculum design with a particular focus on moving from the vision to the classroom. • Resources to support schools in planning their own professional learning • Collaboration with LA strategy groups, Challenge Advisers and cross-region strategy groups to share practice. • Partnership working with Challenge Advisers in relation to support and evaluation and identification of strengths and needs • Support for LAs planning development programmes for all schools and settings • Professional development offer to include regional and cross-regional events, cluster and school Inset, twilight sessions, meetings with key staff and assistance with planning training/advice/evaluation • Sharing practice from identified schools • Keeping abreast of national updates and guidance • Funding external professional learning in aspects of design, programmes to support improving pedagogical approaches and school and settings to provide case studies 			
<p>3. ERW will ensure that all schools and settings are supported to develop the effective and varied use of pedagogy using inquiry approaches to strengthen learning, teaching and assessment through:</p>			

<ul style="list-style-type: none"> • The availability of high-quality programmes, workshops and resources which support schools and settings to develop effective and inclusive approaches • The development of case studies to support school to school collaboration • A menu of support developed with professional learning sessions focused on effective learning, teaching and leadership. 			
<p>4.ERW will ensure that all schools and settings are supported to remain abreast of qualification requirements and future reform.</p> <ul style="list-style-type: none"> • Secondary Team to deliver network meetings to middle leaders. • Qualifications Wales/WJEC updates when appropriate in Network Meetings. • Support for teachers and middle leaders through bespoke support for identified departments. • Liaise with Challenge Advisers/Strategy Groups to ensure shared messages. • Support for non-specialist and new teachers through professional learning. • Menu of support developed for training/PL events 			
<p>5.ERW will ensure that all schools and settings are supported to collaborate within and between settings to develop and share their thinking through:</p> <ul style="list-style-type: none"> • Collaborative events / updates regionally and locally • High quality school/setting to school/setting support to share best practice in pedagogy and assessment. • Sharing models of proven effective practice which demonstrates positive impact through a range of platforms including Dolen/Hwb. • Sharing models of schools with emerging messages and reflections on lessons learned • Providing opportunities to share/collaborate in secondary middle leader network meetings 			
<p>6.ERW will ensure that all schools and settings are supported to deliver appropriate support for the ‘Learning Forward’ agenda post-Covid 19 through:</p>			

<ul style="list-style-type: none"> • Facilitating local engagement between and within schools • Providing resources and professional learning opportunities for schools to directly support curriculum and assessment reform, including those which address diversity in curriculum reform (Diversity / Welsh histories including Black, Asian, Minority ethnic; RSE) • Providing opportunities for collaborative working with other schools • Providing opportunities which support the creation of time and space to design and plan. • Providing support for the development of languages 			

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Professional learning and research Strategy Group : Operational Plan			
Plan Owner	Professional learning & research Strategy Group		
Strategy Group Members:	Lynette Lovell (Director Powys LA) Elin Fosyth (SCA Carms) Ray McGovern (Secondary Head Pembs) Bev Phillips (Primary Head Swansea) Sally Llewellyn (ERW)		
ERW Supporting officer/s	Sally Llewellyn		
Budget			
Statements of Intent			
<p>ERW will ensure that all schools and settings are supported to:</p> <ol style="list-style-type: none"> engage with a national professional learning offer, appropriate to the individual's role, to enhance their skills, improve their teaching, knowledge and career progression promoting inclusivity and equity. collaborate with higher education institutions to make effective use of high- quality research as part of the National Strategy for Educational Research and Enquiry in order to critically evaluate approaches to recovery use the professional standards to identify areas for professional learning to improve practice and develop themselves as learning organisations engage with professional learning that promotes inclusivity and equity engage with professional learning and research to support the 'Learning Forward' agenda respond to the specific developmental needs of schools from the partner local authorities. 			
How will we achieve this?	Responsible Officer/s	Timescale	Budget
<ol style="list-style-type: none"> ERW will ensure that all schools and settings are supported to engage with a national professional learning offer, appropriate to the individual's role, to enhance their skills, improve their teaching, knowledge and career progression promoting inclusivity and equity. <ul style="list-style-type: none"> Deliver a national PL offer for senior leaders that covers: Managing change, vision, curriculum design, making time and space for PL, leading pedagogy Write and deliver a national PL offer for middle leaders and teachers that covers: Curriculum for Wales 2022, using the planning guidance materials, long and medium term planning, cross-curricular skills, 			

<p>disciplinary and interdisciplinary approaches, progression, links within and across AoLEs, pedagogic content knowledge and assessment</p>			
<p>2. ERW will ensure that all schools and settings are supported to collaborate with higher education institutions to make effective use of high-quality research as part of the National Strategy for Educational Research and Enquiry in order to critically evaluate approaches to recovery</p> <ul style="list-style-type: none"> • Work with HEI partners to deliver the National Strategy for Research and Enquiry. • Collaborate with ITE partnerships in Swansea, UWTSO and Aberystwyth to train lead ITE schools to develop research literacy in their schools and settings 			
<p>3. ERW will ensure that all schools and settings are supported to use the professional standards to identify areas for professional learning to improve practice and develop themselves as learning organisations</p> <ul style="list-style-type: none"> • Promote and monitor the use of the SLO survey for school improvement • Work with local authorities to develop understanding of SLO dimensions in embedded practice 			
<p>4. ERW will ensure that all schools and settings are engaged with professional learning that promotes inclusivity and equity</p>			
<p>5. ERW will ensure that all schools and settings are supported to engage with professional learning and research to support the 'Learning Forward' agenda</p> <ul style="list-style-type: none"> • Continue to deliver training on Remote Asynchronous Learning Design and capture practitioner reflections and assets for sharing with wider community. • As part of the Wales Collaboratory for Learning Design, to further develop practice relating to blended learning approaches. 			

6. ERW will ensure that all schools and settings are supported to respond to the specific developmental needs of schools from the partner local authorities.			

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Equity and Wellbeing Strategy Group – Operational Plan			
Plan Owner:	Equity and Wellbeing Strategy Group		
Team Members:	Gareth Morgans (Director, Carmarthenshire) James White (LA, Pembs) Amanda Taylor (Headteacher, Swansea) Sarah Groves (Headteacher, Powys) Cressy Morgan, Dylan Williams (ERW)		
ERW Supporting Officer/s	Cressy Morgan / Dylan Williams/ Sue Painter		
Budget			
Statements of Intent			
<p>ERW will ensure that all schools and settings are supported to:</p> <ol style="list-style-type: none"> 1. develop an understanding of the reasons why some learners may face challenges in the social, emotional and cognitive aspects of school life in order to inform policies, processes and pedagogy which drive towards equity and well-being 2. identify and embed universal provision which promote equity and support the 'Framework on embedding a whole-school approach to emotional and mental well-being' 3. identify and embed targeted provision which promote equity and support the 'Framework on embedding a whole-school approach to emotional and mental well-being' 4. design and deliver the health and well-being area of the curriculum ensuring that it aligns with the 'Framework for embedding a whole-school approach to emotional and mental well-being' 5. be informed and prepared for the Additional Learning Needs and Education Tribunal (Wales) Act in order to implement in September 2021 			
How will we achieve this?	Responsible Officer/s	Timescale	Budget
1. ERW will ensure that all schools and settings are supported to develop an understanding of the reasons why some learners may face challenges in the social,			

<p>emotional and cognitive aspects of school life in order to inform policies, processes and pedagogy which drive towards equity and well-being</p> <ul style="list-style-type: none"> • Continue to provide professional learning opportunities and supporting materials on the impact of traumatic life experiences with a focus on the four purposes • Professional learning opportunities on how living in poverty can be a barrier to learning (RADY and Thinking Differently) • Develop and deliver professional learning opportunities to raise awareness of neurodiversity including: FASD, ADHD, sensory regulation • Design and deliver professional learning opportunities for early years practitioners on how the disruption caused by the pandemic has impacted on speech & language and physical development. (ELKLAN and SKIP) 			
<p>2. ERW will ensure that all schools and settings are supported to identify and embed universal provision which promote equity and support the 'Framework on embedding a whole-school approach to emotional and mental well-being'</p> <ul style="list-style-type: none"> • Continue to develop the network of Emotion Coaching accredited practitioners across the region • Continue to develop resources and networks on how to build positive peer-peer and learner-adult relationships • Continue to develop resources and networks on the benefits of being in, and learning, outdoors 			
<p>3. ERW will ensure that all schools and settings are supported to identify and embed targeted provision which promote equity and support the 'Framework on embedding a whole-school approach to emotional and mental well-being'</p> <ul style="list-style-type: none"> • Continue to develop and deliver attachment theory based training for practitioners working with ACE experienced learners eg relationship based play • Develop and deliver professional learning opportunities and materials to develop approaches to meet the needs of neuro diverse learners : FASD, ADHD, sensory regulation. • 			

<p>4. ERW will ensure that all schools and settings are supported to design and develop the Health and Well-being Area of Learning and Experience making clear links to the 'Framework for embedding a whole-school approach to emotional and mental well-being'</p> <ul style="list-style-type: none"> • Continue to deliver training, build networks and develop resources on physical literacy • Develop networks and supporting resources to offer a methodology for carrying out the initial needs analysis to identify health and wellbeing curriculum priorities and continue to collaborate with SHRN/ HAPPEN and WNHSS to do this • Continue to deliver and develop professional learning opportunities for wellbeing leads on core skills that evidence from positive psychology shows can be explicitly taught which promote : happiness, kindness, compassion, resilience and optimism (including empathy) 			
<p>5. ERW will ensure that all schools and settings are supported to be informed and prepared for the Additional Learning Needs and Education Tribunal (Wales) Act in order to implement in September 2021</p> <ul style="list-style-type: none"> • Continue to collaborate with regional ALN Transformation Lead and LA Inclusion Leads to update School Improvement Officers and ERW central team on ALN reform • Continue to collaborate with LA Inclusion services to provide updates and training for schools and settings on ALN reform and inclusive practice. 			

Leadership Strategy Group : Operational Plan			
Plan Owner:	Leadership Strategy Group		
Team Members:	Helen Morgan-Rees (Director, Swansea) Rhian Evans (HT Carwe, Carmarthenshire) Yan James (Chad, Powys) Amanda Lawrence (Headteacher Puncteston, Pembrokeshire) Tom Fanning (ERW)		
ERW Supporting Officer/s	Tom Fanning, Sarah Perdue, Heulwen Lloyd		
Budget			
Statements of Intent			
<p>ERW will ensure that all schools and settings are supported to:</p> <ol style="list-style-type: none"> 1. Access a high-quality, extensive portfolio of leadership development opportunities at every stage of the Professional Leadership Pathway including national Coaching & Mentoring Programme. 2. Utilise the Professional Standards in order to develop and lead effective learning organisations 3. Access a high quality, portfolio of development opportunities at each stage of the Teaching Assistant Learning Pathway (TALP) including accreditation for Higher Level Teaching Assistants 			
How will we achieve this?	Responsible Officer/s	Timescale	Budget
<p>1. ERW will ensure that all schools and settings are supported to Access a high-quality, extensive portfolio of leadership development opportunities at every stage of the Professional Leadership Pathway including national Coaching & Mentoring Programme.</p> <ul style="list-style-type: none"> • Continue to collaborate effectively with Cross Regional Leadership Group to ensure national programmes continue to be developed and delivered successfully across the region. • Deliver an extensive portfolio of leadership development opportunities for the regional education community at every stage of the Professional Leadership Pathway. 			

<ul style="list-style-type: none"> ○ Middle Leader Development Programme ○ Senior Leader Development Programme ○ Aspiring Headteacher Programme ○ NPQH Assessment Programme. ○ New and Acting Headteacher Programme. ○ Experienced Headteacher Development Programme. ○ National Coaching and Mentoring Programme. <ul style="list-style-type: none"> ● Work with LAs to continue with the development and roll out of the national Coaching and Mentoring Programme. ● Work with Cross Regional Leadership Group and colleagues across regions to develop bespoke modules for Middle leader training including; <ul style="list-style-type: none"> ○ Post 16 ○ special schools, PRUs and specialist settings ● Work with LAs to identify and encourage the development of future leaders across the region through tracking and engagement with Professional Leadership Pathway. ● Work with Cross Regional Leadership Group to secure endorsement by NAEL of the SLDP and any future national programmes. 			
<p>2. ERW will ensure that all schools and settings are supported to Utilise the Professional Standards in order to develop and lead effective learning organisations</p> <ul style="list-style-type: none"> ● Work with Cross Regional Leadership Group and LA to ensure that all professional learning opportunities support the vision of collaborative leadership and ensure participants reflection against the Professional Standards of Teaching and Leadership. 			
<p>3. ERW will ensure that all schools and settings are supported to access a high quality, portfolio of development opportunities at each stage of the Teaching Assistant Learning Pathway (TALP) including accreditation for Higher Level Teaching Assistants</p> <ul style="list-style-type: none"> ● Continue to collaborate effectively with national Teaching Assistant Learning Pathway Group to ensure national programmes continue to be developed and delivered successfully across the region. 			

<ul style="list-style-type: none"> • Promote and deliver a range of professional learning opportunities for the regional Teaching Assistant community including all national programmes at every stage of the TALP. <ul style="list-style-type: none"> ○ National Teaching Assistant Induction Programme ○ National Practising Teaching Assistant Programme ○ National Aspiring HLTA Programme ○ National HLTA Assessment Programme. • Using a Train the Trainer model deliver the National Coaching and Mentoring Programme to a cohort from the ERW TALP delivery team. 			

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Digital Skills Strategy Group : Operational Plan			
Plan Owner: Rob Walters	Digital Skills Strategy Group		
Strategy Group Members:	Stephen Richards-Downes (Director, Pembrokeshire) Mark Wakeley (Chad, Powys) Helen Burgum (Secondary Headteacher, Swansea) Adam Barnett (Primary Headteacher, Carmarthenshire) Rob Walters, Alun Parry, Caryl Lloyd (ERW)		
ERW Supporting Officer/s	Rob Walters, Alun Parry, Caryl Lloyd		
Budget			
Statements of Intent			
<p>ERW will ensure that all schools and settings are supported to:</p> <ol style="list-style-type: none"> 1. develop leadership of Digital Learning 2. ensure Online Safety, across all stakeholders is as robust as possible 3. develop digital competence as a cross-curricular skill, in line with Curriculum for Wales and DCF 4. support schools to refine and improve online/blended learning practice and develop digital skills to evaluate practice and support the 'Learning Forward' agenda 5. share effective practice in the use of digital technology, both in the classroom and as a management and collaboration tool for staff 			
How will we achieve this?	Responsible Officer/s	Timescale	Budget
<ol style="list-style-type: none"> 1. ERW will ensure that all schools and settings are supported to develop leadership of Digital Learning <ul style="list-style-type: none"> • Raise awareness of the new Digital Professional Learning Journey material. • Support schools with engagement of the new Digital Learning Self-Evaluation Tool. • Create resources to support schools, these to also be added to DPLJ support area on Hwb. • Promote collaboration to assist leaders with their strategic planning for digital learning. 			

<p>2. ERW will ensure that all schools and settings are supported to ensure Online Safety, across all stakeholders is as robust as possible</p> <ul style="list-style-type: none"> • Provide opportunities for schools to engage with online 360 Safe Cymru tool and create strategic plans to develop online safety. • Provide updates on current online safety trends. • Signpost schools to relevant Online Safety resources for all stakeholders, via Dolen. 			
<p>3. ERW will ensure that all schools and settings are supported to develop digital competence as a cross-curricular skill, in line with Curriculum for Wales and DCF</p> <ul style="list-style-type: none"> • Work with schools to develop resources to support cross curricular implementation of the DCF (ensuring these resources are created considering principles of new curriculum). • Collaborate with LAs to identify local need and suitable schools to provide support, ensuring schools have the capacity to deliver. • Create resources to showcase how effective use of Hwb tools develop DCF skills. • Promote cluster digital partnerships to develop consistency of progression. 			
<p>4. ERW will ensure that all schools and settings are supported to support schools to refine and improve online/blended learning practice and develop digital skills to evaluate practice and support the ‘Learning Forward’ agenda</p> <ul style="list-style-type: none"> • Create case studies from a range of schools and settings to highlight best practice. • Create resources on effective Hwb tools to facilitate blended learning • Review online/blended learning practice and share findings. 			
<p>5. ERW will ensure that all schools and settings are supported to share effective practice in the use of digital technology, both in the classroom and as a management and collaboration tool for staff</p>			

<ul style="list-style-type: none"> • Facilitate a series of ERW Digi Meets/Webinars providing schools with the opportunity to share effective practice. • To facilitate a Regional Digital Learning Event providing schools with the opportunity to showcase effective practice in the use of digital technology with schools across the region. • To share examples of practice worthy of sharing online, via Dolen. 			

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Welsh Strategy Group – Operational Plan			
Plan Owner:		Welsh Strategy Group	
Team Members:		Helen Morgan Rees (Director, Swansea) Geoff Evans (Cadeirydd, Secondary Headteacher, Carmarthenshire) Sara Davies (Headteacher, Powys) Gwennan Schiavone (ERW)	
ERW Supporting Officer/s		Gwennan Schiavone, Rhodri Sion, Tina Thomas, Lowri Davies	
Budget			
Statements of Intent			
Statements of Intent	<p>ERW will ensure that all schools and settings are supported to:</p> <ol style="list-style-type: none"> 1. deliver current and future curriculum to support improvement in the teaching of Welsh as a language, and of teaching through the medium of Welsh as a whole; 2. Strengthen as bilingual communities by promoting Welsh and increasing the use of Welsh in an informal context; 3. plan effectively in order to contribute to the delivery of the ‘Cymraeg 2050: Welsh Language Strategy’ 4. develop the Welsh language proficiency of teachers and education assistants at different levels 5. deliver the ‘Learning Forward’ agenda with a particular focus on pupils who receive their education through the medium of Welsh who come from English speaking homes 		
	How will we achieve this?		Responsible Officer/s
<p>1. ERW will ensure that all schools and settings are supported to deliver current and future curriculum to support improvement in the teaching of Welsh as a language, and of teaching through the medium of Welsh as a whole</p> <ul style="list-style-type: none"> • Co-ordinate cross county networks to share good practice and develop and share resources. • Contribute to the work of the cross-regional networks to develop educational resources across all key stages. • Secondary subject specialists to support the region’s Welsh departments by departmental support / visits, and by facilitating network meetings, regional training and school to school support where appropriate. 			

<ul style="list-style-type: none"> • Develop educational resources to support the teaching of Welsh as a subject in the secondary sector. • Develop educational resources and where possible, support the teaching of Welsh and through the medium of Welsh in the primary sector. • Collect and share case studies of good practice in the teaching of Welsh and through the medium of Welsh across the region. • Work in partnership with 'Talk for Writing' to co-ordinate a Welsh medium approach and bank of resources for Welsh medium settings. • Develop work around 'Geiriau Diflanedig' in collaboration with Mererid Hopwood, following the success of 'Lost for Words' to develop literacy in English. • Collaborate with the National Centre for Learning Welsh on a project to adapt and develop new resources to support the teaching of Welsh in the secondary sector. 			
<p>2. ERW will ensure that all schools and settings are supported to strengthen schools as bilingual communities by promoting Welsh and increase the use of Welsh in an informal context</p> <ul style="list-style-type: none"> • Contribute to the strategic development of the Siarter Iaith at a national level in collaboration with Welsh Government officers and regional Welsh in Education leads. • Facilitate the delivery of the Siarter Iaith across the region and plan the strategic use of the Siarter Iaith Grant. • Promote and support the delivery of the Siarter Iaith in primary and secondary schools across the region. • Facilitate termly Siarter Iaith meetings with county Welsh in Education officers / Siarter Iaith officers to share good practice and develop a regional approach to the development and delivery of the Siarter Iaith. • Participate in national / cross-regional meetings with Siarter Iaith officers to share best practice and to share and develop new resources. • Develop new resources to promote and support the delivery of the Siarter Iaith. • Monitor the delivery of the Siarter Iaith programme, and the use of the Siarter Iaith grant across the region. 			

<ul style="list-style-type: none"> • Deliver a regional campaign to promote Welsh language education and bilingualism as a skill, building on the Clwb Ysgol initiative. 			
<p>3. ERW will ensure that all schools and settings are supported to plan effectively in order to contribute to the delivery of the ‘Cymraeg 2050: Welsh Language Strategy’</p> <ul style="list-style-type: none"> • Liaise with Welsh Government officers and Leads for Welsh in Education in other regions to ensure that the region is fully engaged with the national agenda, and able to communicate national priorities at a regional level. • Regular meetings with LA officers will ensure effective communication at a regional level, and ensure that key messages from the Welsh Government are communicated effectively within the region. 			
<p>4. ERW will ensure that all schools and settings are supported to support and develop the Welsh language proficiency of teachers and education assistants at different levels</p> <ul style="list-style-type: none"> • Liaise with Welsh Government officers on national priorities and programmes to develop the Welsh language proficiency of teachers and education assistants, and support and promote the delivery of such programmes. • Work with the Sabbatical Scheme providers in the region and collaborate on future provision. • Promote the Taster Welsh Language courses developed by ERW officers and the National Centre for Learning Welsh to teachers / teaching assistants / and headteachers. • Work with Welsh Government, the Sabbatical Scheme Provers, and LA Welsh in Education Officers to develop and deliver a support programme for those who have recently completed Sabbatical courses at different levels. 			
<p>5. ERW will ensure that all schools and settings are supported to deliver the ‘Learning Forward’ agenda with a particular focus on pupils who receive their education through the medium of Welsh who come from English speaking homes</p>			



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ERW Effectiveness and Efficiency – Operational Plan			
Plan Owner:		Ian Altman/Greg Morgan	
Team Members:		Anna Bolt, Sue Painter, Greg Morgan, Tom Fanning, Cressy Morgan, Sally Llewellyn, Gwennan Schiavone, Ian Altman, Helen Lewis, Ruth Lee, Rob Walters, Anthony Jones	
ERW Supporting Officer/s		Central Team	
Statements of Intent			
Statements of Intent	<p>ERW Chief Officers will:</p> <ol style="list-style-type: none"> 1. review its performance management processes 2. ensure that professional learning is appropriate and develops ERW staff's knowledge and expertise 3. review and ensure coherent and well-understood process of self-evaluation and improvement 4. ensure a robust process of Business Planning monitoring underpinned by high quality first-hand evidence and high-quality research 5. ensure that the monitoring process informs high quality self-evaluation 6. ensure accountability is evidenced against the Business Plan success criteria 7. ensure a high-quality professional learning offer is reviewed and updated for the summer term 2021 with a focus on the 'Learning Forward' agenda 		
	How will we achieve this?	Responsible Officer/s	Timescale
<p>1. ERW Chief Officers will review its performance management processes</p> <ul style="list-style-type: none"> • Interim performance management cycle will be linked closely with Business Planning priorities, as well as identify individuals' professional learning needs. • The performance Management cycle will align with the Business Plan cycle – 1.4.21 – 31.8.21 • The PM cycle will include a cycle of 90-day 1:1 meetings 			

<p>2. ERW Chief Officers will ensure that professional learning is appropriate and develops ERW staff's knowledge and expertise</p> <ul style="list-style-type: none"> • Every member of ERW central team staff will have opportunities for regular reflection, with feedback to support improvement. Staff will be encouraged to provide regular feedback on their own professional learning opportunities through a blend of questionnaires and face to face interviews. • Central Team and Challenge Adviser training will focus on appropriate updates and learning opportunities to ensure ERW staff are well-informed and skilled to work with stakeholders. • Where appropriate, allocation within the annual budget will be made to staff to develop their professional learning based on a clear and equitable rationale to meet the PL needs of all staff. 			
<p>3. ERW Chief Officers will review and ensure a coherent and well-understood process of self-evaluation and improvement</p> <ul style="list-style-type: none"> • A cycle of self-evaluation will align with the 90-day Business Plan monitoring and PM. • Business Planning will be clearly aligned with self-evaluation and national priorities. • (Interim cycle, April-Aug 2021) 			
<p>4. ERW Chief Officers will ensure a robust process of Business Planning monitoring underpinned by high quality first-hand evidence and high quality research</p> <ul style="list-style-type: none"> • A robust 90-day cycle of Business Planning monitoring, with first-hand evidence will be continued through the interim period April-August 2021 			
<p>5. ERW Chief Officers will ensure that the monitoring process informs high quality self-evaluation</p> <ul style="list-style-type: none"> • Interim BP will be evaluated in August 2021 			

<p>6. ERW Chief Officers will ensure accountability is evidenced against the Business Plan success criteria</p> <ul style="list-style-type: none"> • Business Planning monitoring will be reported by exception to JC at each JC meeting and a final evaluation report produced by the end of August 2021 			
<p>7. ERW Chief Officers will ensure a high-quality professional learning offer is reviewed and updated for the summer term 2021 with a focus on the 'Learning Forward' agenda</p> <ul style="list-style-type: none"> • 2020-21 PL to be reviewed and offer developed for partners between April and August 2021 in line with emerging requirements from national conversations 			

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Section 5: ERW Business Plan – monitoring, evaluation and review

The progress of the ERW Business Plan will be monitored and challenged robustly on a 90 cycle. The monitoring outcomes will be reported to all levels of the ERW governance structure.

