



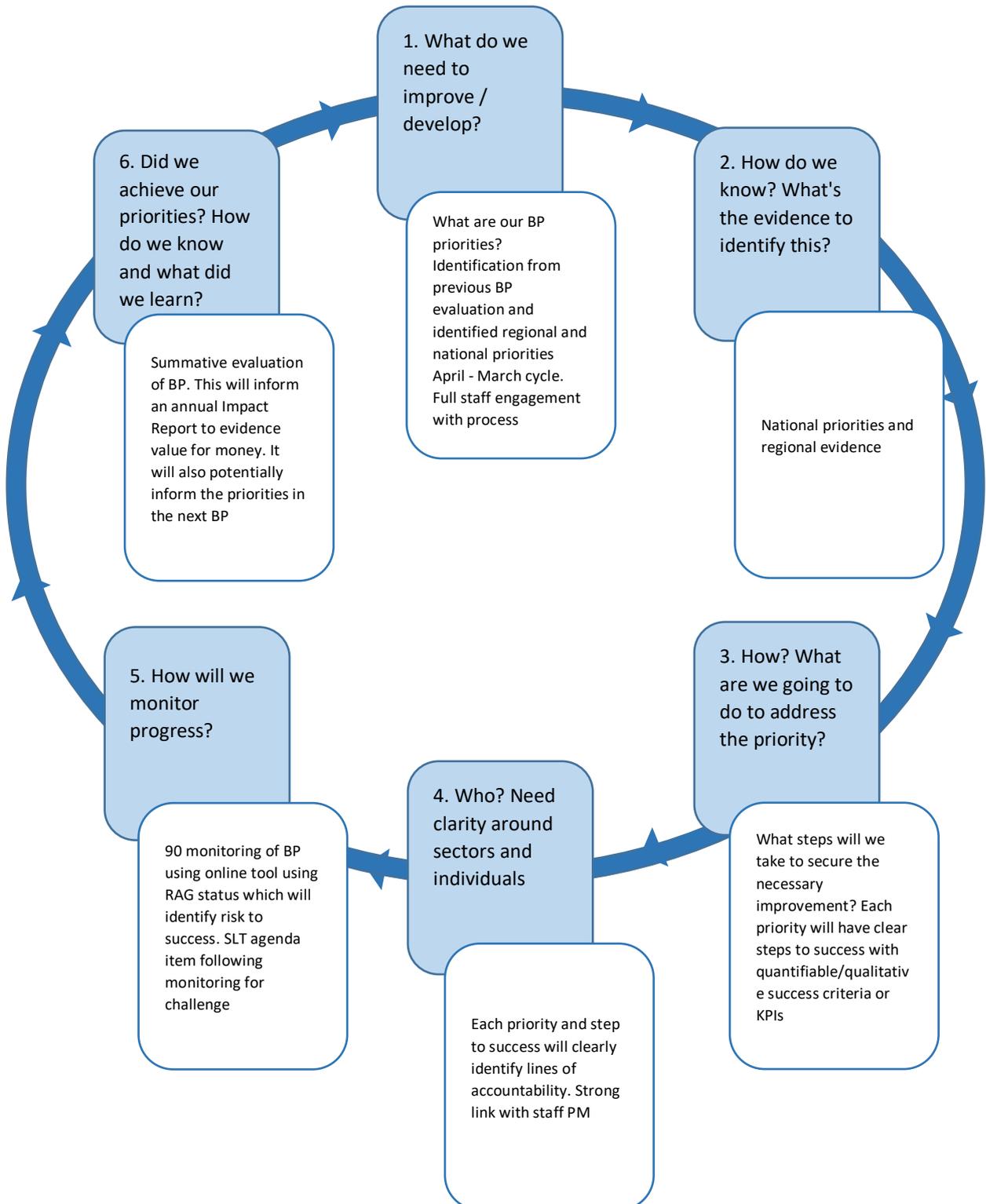
Ein Rhanbarth ar Waith  
Education through Regional Working

# ERW Business Plan Evaluation 2020-21



## 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.



## **Curriculum Strategy Group**

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

1. develop whole school understanding of a purpose-led curriculum
2. consider how the Four Purposes drive all school priorities.
3. develop an agreed view of priorities for developing teaching and approaches to assessment set out in the Curriculum for Wales guidance.
4. remain abreast of qualification requirements and future reform.
5. design, plan and trial inclusive approaches to curriculum and pedagogy
6. collaborate within and between settings to develop and share their thinking

### **What Will Success Look Like?**

Across the region, all schools, settings and school improvement staff will have had opportunities to develop their whole school understanding of Curriculum for Wales. Clusters of schools will collaborate to develop a shared understanding of the curriculum model and approach to assessment. Schools and settings will consider and create their co-constructed vision for curriculum design which considers every learner and reflects the unique needs of the community. Identified departments in a range of secondary schools and settings will have benefitted from a bespoke package of support to develop teaching and learning. Schools and settings will develop meaningful, evidence informed professional learning opportunities which allow practitioners to explore pedagogical approaches in order to select those which are best suited to the progress of all their learners.

### **End of BP Evaluation:**

Due to the pandemic, the curriculum team were unable to arrange further curriculum events. However, ERW officers provided significant support to national and regional guidance for schools on development during this time. This included attendance at Continuity of Learning (CoL) meetings in which we were able to advise as appropriate and keep colleagues and LA officers up to date on expectations as they unfolded. Creation and sharing of the Time Capsule resource to support summer guidance and the Journey to CfW ERW in preparation for autumn term professional learning aligned to national expectations. Since early autumn we have successfully engaged with schools and clusters to produce development plans, planning meetings, twilights and Inset days linked to their progress towards CfW.

Consistency has been achieved, mainly through ensuring that the curriculum team collaboratively work to ensure all messages going out to schools remain consistent with the national message. For example, significant in-house training and quality assurance, including listening to the feedback from schools and settings as we deliver high-quality training.

In order to reach as many school leaders as possible within a short time-frame, and in light of the difficulties posed by the pandemic, the curriculum team provided several dates on which schools could attend workshops with George MacBride, a CfW expert. A series of four whole-school workshops provided models for design development and the discussion element of the sessions allowed leaders to share their ideas, whilst still receiving a consistent steer on the conceptual framework where there were misconceptions arising. Around 180 schools from the five authorities attended in person, but the workshops are available to all schools in the region, alongside the guidance workshops available in our professional offer, particularly through the Journey to CfW 2022 website, the Principles for Excellence website, and the Transforming Your Curriculum website. Our face-to-face online training, successfully mirrors each of these resources.

The roll out/re-launch of the Transforming your Curriculum has been successful, with many practitioners and schools using its contents to direct their professional learning. Data shows that engagement is growing month on month with March 2021 data showing 3000 views of which 1/3rd were returning users. A significant number of schools and settings from four of the five LAs have received training and guidance with developing CfW. In the LAs with the highest level of engagement, most (90%) schools have undertaken training. However, this reduces to a minority in the least engaged LA (around 30%). These figures are for direct school support rather than self-facilitated via the online resources. From September to mid-March, team members led 18 school and cluster Inset days, 55 Twilight sessions, 20 Headteacher updates for LAs, 63 LA and school support and planning meetings, and funded an additional 95 schools and LAs with specific support programmes. One LA has benefitted from support across all settings and this has ensured a wide rollout of the LfE programme as well as the schools using the workshops online to support development. The programme has been successfully adapted to the changing landscape and is currently a

blended learning programme designed to support schools and practitioners to move from good to excellent in the classroom. Spring 2021 has seen its first four cohorts, of 96 practitioners undertake the full programme with a further two booked for the summer term and more booked for September onwards. The feedback to date has been over 95% positive.

Growing numbers of schools are utilising online workshops and resources to support the understanding of the purpose-led curriculum and the role of the four purposes in design and planning a local curriculum. However, despite positive feedback, there is still misunderstanding and this has been passed to WG in relation to a national programme to include specific work for all on misconceptions and potential areas of concern which may arise. In addition, the curriculum team will focus on a new support package, '5 steps to curriculum design' which takes understanding the vision into the classroom.

A growing number of schools are making use of the online assessment and progression workshops as a starting point for this vital aspect of design, and a smaller number of schools who are more ready for the next step are making use of facilitated workshops on understanding progression. However, this is currently in its infancy in some settings due to national constrictions around PL and the need for further time to develop middle tier understanding. It is vital now that schools do not move too quickly, and that they receive consistent messages from central team and LA SIOs. Assessment and progression in particular, need time across the middle tier to ensure successful implementation.

Much of our summer term was taken up with creating the resources outlined above, and the team continue to develop new programmes to support Phase 2 working. The curriculum team have supported Challenge Advisers and LA officers directly. However, working with the whole team of Challenge Advisers has been less successful and will need to be addressed in the coming months in order to ensure that the message is consistently understood. For example, schools are beginning to report conflicting expectations and central team officers have a key role in supporting consistency.

Working more closely with schools in recent months has highlighted the need for greater understanding of the purpose-led curriculum, not only within schools, but within the middle tier. The range of schools the curriculum team work with closely are developing their thinking with regard to design. However, there remains a minority of schools, not yet engaged with the work of the team. The team are working on further resources to support schools and LAs to evaluate this aspect more closely. However, it is crucial at this stage that Challenge Advisers continue to support this element within their school evaluation, communicating support needs to the region.

In addition, it has been difficult, understandably, to gather case studies from schools during this period, and again, this will be an important aspect going forward.

ERW now has six operational online programmes, two fully facilitated programmes and one sister programme which is under construction (all aligned to the phases of the Journey 2022):

***Journey to Curriculum for Wales ERW*** has been used by a wide range of schools to support their own professional learning although successful work is undertaken with many schools who prefer us to facilitate or to talk practitioners through the workshops ‘train the trainer’ style. Schools have reported that they find the videos useful in supporting understanding of the conceptual model. For example, workshops have on *Vision, Assessment and Progression* and the six AoLE workshops have regularly delivered through Insets and Twilights. The suite of additional bespoke workshops on aspects such as *Creativity* and *The Story of Wales* are also well received by those schools engaging.

***The Principles for Excellence*** programme supports schools with developing the pedagogical principles. Facilitated workshops or discussions as a starting point have been effective but more schools are reporting that they are using them to self-support professional learning across the school. In some cases, the programme is being used by clusters as a backbone to their CfW development with practitioners working in networks across schools. Other schools are using them as an internal research project across their school.

***Alongside the LfE we’ve created a sister programme***, Dysgu da, based on a session taken from the ***Learning for Excellence*** programme, we’ve extended it as a stand-alone website which focuses on classroom application of learner-focussed practice and pedagogy, with particular reference to digital application in a blended capacity.

***Also newly launched is our Outdoor Learning website which*** supports schools with outdoor learning pedagogy as a critical practice for achieving the four purposes and which is a vital component of recovery strategies. It has been recognised for its high quality across Wales and we are in discussion with a number of organisations with regard to its possibilities in supporting national reform.

In addition, the curriculum team has led professional learning supporting schools in developing their approaches to designing and embedding the new RSE statutory framework. This is complemented by a day’s training for the Challenge Advisers who support those schools.

Throughout the BP period, engagement with CfW in the region has been very strong. For example, the team has led 16 school and cluster Insets, 55 Twilight sessions, 20 Headteacher updates for LAs, 75 LA and school support and planning meetings, and funded an additional 95 schools and LAs with specific support programmes.

Across the region, schools tend to fall into three categories at present. A few schools have been able to stay on course in relation to the Journey to 2022 timeline. For example, the schools engaging well before Covid, but also because they have continued to prioritise curriculum development throughout and have related the reform to the lessons learned, research undertaken and an appetite for professional learning

displayed across the school. Many schools have engaged in some way or another with the reform but may have had this development halted during the pandemic. However, in a minority of cases, the level of engagement is not reflected in good progress, particularly where schools have prioritised content without developing the appropriate foundations.

A minority of schools in the region have not engaged with the work of the curriculum team for a variety of reasons. For example, other areas such as leadership have been prioritised or, in a few cases, schools have taken their own direction. However, requests for bespoke support for these schools is being brokered as they evaluate and look to realign.

In addition to supporting schools with design and development of Curriculum for Wales, ERW CfW development officers have prepared and delivered the following professional learning on behalf of local authorities and Welsh Government:

- MDLP
- ACEs training
- NQT training
- Professional Learning Networks
- Physical literacy
- Biophilia
- Explorify
- Public Health training
- UNCRC support

The team also continues to support school engagement with international work through Global Futures; Empathy Lab; Into Film; Translanguaging; Powerlanguages; Cerdd Iaith; Young Money and Welsh Government development and guidance and resources for RSE, CWRE, BAME and assessment as well as contributing to the CfW implementation plan going forward.

The secondary team has offered worthwhile and meaningful bespoke support for secondary schools when offers have been accepted or requested. Where schools have engaged, nearly all underperforming teachers have engaged well in support offered. Of these teachers, many have found support for improving online teaching useful in improving their own practice. Many Heads of Department indicate that teachers that have been accessing individual support are now providing better quality online, distance and blended learning. Many schools have found the support of high quality resources supportive in aiding them in improving teaching and learning and exemplifying what effective blended learning looks like. Of the teachers and leaders who accessed the Online Learning Guidance, many teachers and leaders found the exemplification of effective online learning beneficial in supporting other teachers and leaders in their school to deliver effective lessons. Most Heads of Department have found the communication with the ERW Secondary Subject Specialists valuable in informing their decisions around qualifications and supporting them in their roles within schools.

To improve the secondary team's individual school support:

- Increase the amount of bespoke support provided for individual schools as we move to the 'new normal;'
- Improve the collation of first hand evidence in order to fully evaluate the impact support has had on improving the quality of teaching and the progress that pupils make.
- Facilitate the secondary team to make a seamless return to face to face support

The ERW secondary team provided a wide range of professional learning which was available to all in schools in the region. Nearly all of these professional learning events were well attended and, overall, evaluations were positive and indicated that delegates felt that they had improved their skills.

Nearly all delegates indicated that all of the planned material was appropriate to their needs and most indicated that the team had taken useful account of the current situation whilst maintaining a focus on improving the quality of teaching, leadership and in supporting leaders and teachers to consider curriculum reform and the changes to qualifications. Most delegates felt that the secondary team's approach to considering Curriculum for Wales was helpful in enabling them to reflect on current practice and consider how they may adapt, change and improve the quality of teaching and learning and to evaluate the effectiveness of their current curriculum offer.

Feedback from senior leaders about the professional learning offer has been positive and most have indicated that they particularly appreciated the wide range of support for improving the quality of distance and blended learning.

To support teachers and leaders during the pandemic the team were asked to ensure that all professional learning sessions provided useful and high quality resources that would support leaders and teachers to improve the quality of their teaching, learning and curriculum whilst clearly demonstrating effective practice. For example, the English team provided a support resource to enable teachers to develop their approaches to improve the quality of pupils' oracy skills during face-to-face and distance learning. Many delegates welcomed these supportive resources and in our follow up with targeted schools, middle and senior leaders have indicated that these resources were useful and supported departments to improve their approaches to teaching and learning during this time.

In order to support the improvement of teaching and learning, the ERW secondary team targeted specific aspect of teaching during each session. Delegates were very positive about this approach and felt that the 'bite-size' approach was useful in enabling them to trail, develop and improve their practice. For example, a session on questioning in Humanities supported most delegates to consider how they can make more effective use of questioning during live online lessons.

To further improve our professional learning offer:

- Reduce the content in a minority of professional learning sessions to improve the pace and engagement of all teachers and leaders
- Make better use of break out rooms during online sessions to increase opportunities for discussion and collaboration
- Ensure the quality and impact of all professional learning sessions is consistent and effective

The ERW secondary team has continued to offer network meetings for all Middle Leaders throughout the pandemic. Nearly all Middle leaders that attended these sessions felt they were supportive and helpful in enabling them to consider their approaches during this time period and in enabling them to plan and think strategically about the future as well as responding to the current situation. The secondary team have been responsive to the needs and requests of middle leaders and this has supported them well to improve engagement with schools.

All network meetings for middle leaders had a clear focus on improving the quality and leadership of teaching and improving all leaders' ability to evaluate and strategically plan for ongoing improvements. Feedback from middle leaders on all sessions has been positive and nearly all delegates have indicated that they have been supported to:

- Improve the quality of their distance learning offer
- Respond more appropriately to the ever changing environment
- To consider how they can plan for their approaches to Curriculum for Wales
- Develop their approaches to improving teaching and learning.

However, this is based on delegate feedback and not evidence of impact. To improve network meetings:

- Monitor the impact of middle leadership sessions on improving leadership and teaching
- Target middle leaders requiring support as a result of these sessions to provide more bespoke and specific support

## **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 to inform their practice and contribute to research where appropriate
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

### **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 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 nearly all schools. Many schools will have had the opportunity to develop links with HEI partners to develop themselves as research informed, reflective practitioners. 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.

## End of BP Evaluation:

1. Schools have begun to engage with the cross-regional PL offer for CfW for senior leaders through a range of high-quality asynchronous sharing of resources via Dolen. In May 2021, senior leaders will be invited to attend 4 workshops (offered bilingually) on 4 modules (materials were designed and developed in autumn and spring 2021 have already been published on Dolen) covering the following topics:
  - Managing Change, published November 2020 (274 Views on Dolen)
  - Developing Vision, published November 2020 (182 views on Dolen)
  - Creating Time and Space for PL, published March 2021 (93 views on Dolen)
  - Leading Pedagogy, published March 2021 (36 views on Dolen)

In addition to the national PL Offer, 41 schools have undertaken training in Remote Asynchronous Learning Design training as part of the Wales Collaboratory for Learning Design (evaluation summary link can be accessed [here](#)) and 8 secondary schools from the region have participated in the cross-regional Leading Collaborative Learning Project through a series of live events with Canadian educationalist Dr Lyn Sharratt (evaluation summary link can be accessed [here](#)).

2. Successful collaboration with HEIs on a range of enquiry-based projects including:
  - 121 schools from across the region working with 3 HEIs UWTSD, Swansea, and Aberystwyth on the National Professional Enquiry Project supported by 7 ERW Professional Learning Networks facilitated by ERW Central team staff and challenge advisers. All schools have submitted Form 1 (Enquiry Overview) and Form 2 (emerging findings) to Welsh Government and playlists have been published on HWB detailing the enquiry journey of the schools involved [NPEP PLaylists](#) Evaluations were collected at the start of the project (evaluation summary link from launch event in September 2020 can be accessed [here](#)) and evaluation of longitudinal impact will take place in July 2021 when the final reports are due to be submitted to WG.
  - 10, 11-18 schools and 4, FE Colleges have begun to work collaboratively in 4 clusters with UWTSD on the Post-16 Professional Enquiry Project [Post-16 PEP Pilot MS Team](#)
  - 8 Lead MAT Schools involved in the MAT Enquiry Project have been sharing best practice within clusters and carrying out MAT specific enquiries to be published on Dolen in April 2021 [MAT Lead Schools Google Site](#)
  - ERW support for ITE partnerships with Swansea, Aberystwyth, UWTSD, Cardiff Metropolitan and the Open University have also developed during the course of 2020-2021. ERW SLT members have attend strategic boards for these partnerships to collaborate on all

decision-making and quality assurance. A number of research-informed projects are being undertaken jointly with HEIs, network schools and the region in the summer term of 2021. These include: Research into practice, Co-Plan and Co-Teach, Effective Mentoring.

3. During 2020-2021 ERW Lead for Research and HEI has worked with WG secondee to raise awareness of SLO survey which has now moved to HWB. Half of ERW schools have now registered to complete the survey compared to a minority (18%) in September 2019. Moving the survey to HWB has led to several effective changes in the ways schools access data and this has required some additional training and support. ERW Lead for Research and HEI recorded an interview with WG secondee on changes to SLO shared with schools at the PLN Launch in September 2020. Follow up support for schools has been provided on request by ERW SLT. WG held a well-attended SLO Policy insight event (Link to Policy Insight held in November is available [here](#)). Lead for Research and HEI has successfully collaborated with a colleague in one of our partner LAs to develop a guide to SLO for governing bodies which has been shared via Dolen (access the resource [here](#)). It was published in February 2021 and has 131 views to date.
4. During 2020- 2021, work has been completed with WG and HEIs to develop the detailed overview of course content for the modules for the Masters units relevant for ALNCo's. Work is now ongoing with HEIs to develop the actual content for delivery starting in September 2021. Work has also taken place with UWTSD to develop the specialist qualification modules for teachers working in specialist settings at L6 and L7 in readiness for re-validation this Summer. Further professional learning to promote inclusivity is reported under Equity and wellbeing.

## **Equity and Well-being Strategy Group**

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

1. design and deliver the health and well-being area of the curriculum
2. develop an understanding of the barriers to learning that many pupils face
3. Identify and develop universal approaches which promote wellbeing
4. be aware of and contribute to the PDG and PDGLAC regional priorities
5. be informed and prepare for the Additional Learning Needs and Education Tribunal (Wales) Act

### **What will success look like?**

Across the region, all schools, settings will have had opportunities to develop an initial needs analysis methodology for designing the health and well-being area of learning and experience. Resources will be available on Porth to support and guide schools and settings through the process. Having received support and guidance on the factors which impinge on a 'readiness to learn' schools will be better placed to develop a curriculum which meets the needs of all learners in safe and supportive environments. 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 prepare for the ALN and Education Tribunal (Wales) Act.

## **End of BP Evaluation:**

### **1. Design and deliver the health and well-being area of the curriculum**

This strand of work was significantly adapted in order to respond to changing needs and priorities as the impact of the pandemic unfolded.

- The work with HAPPEN and SHRN had to be postponed as school closures made it unviable to complete the school surveys in a meaningful way. Materials were effectively developed and shared via Dolen on how HAPPEN and SHRN surveys can be used to develop the Health and Well-being AoLE. Plans are in place to resume professional learning for schools on this aspect of wellbeing provision in line with the Framework for embedding a whole school approach to emotional and mental wellbeing. One local authority has started to make plans to use HAPPEN in all primary settings.
- There has been closer partnership working with the WNHSS to ensure that there is alignment between the Health and Well-being area of Curriculum for Wales, PSE provision and the work of the WNHSS. PSE leads across the region have had opportunities to participate in a workshop delivered in partnership with WNHSS leads designed to provide opportunities to discuss the opportunities and potential barriers to implementation of the Health and Well-being AoLE. Feedback from these sessions has been used to inform the design of further support and training.
- A Google site was developed suggestions on how to keep learners physically active during lockdown. These materials were designed with the support of experts in physical literacy from Cardiff Met and Sports Wales to ensure that it aligned with the Health and Well-being AoLE approach to physical activity. Workshops on Physical Literacy have been delivered since January and 35 primary, 4 special, 13-16 and 21 secondary schools have attended the training. Members of the Curriculum Development Team have also worked closely with the training provider to develop their knowledge and skills in order that they can further develop the training and accompanying resources.

## **2. Develop an understanding of the barriers to learning that many pupils face**

- A number of video resources have been developed to support schools work with parents, provide quality first teaching, understand neurodiversity and multisensory teaching have been uploaded to Dolen and viewed by over 400 people.
- Schools and settings have been provided with training opportunities and materials to help them develop their understanding of the negative impact that living in poverty can have on all aspects of a learner's educational experience. An awareness raising session and introduction to the Price of Poverty toolkit was delivered by Children in Wales and attended by 35 schools. Challenging Education were commissioned to deliver awareness raising training to ERW Central Team and Challenge Advisers.
- 140 schools have registered and accessed an online Professional Learning programme 'Thinking Differently for Disadvantaged Learners'. The programme is made up of 6 modules which are appropriate for staff at all levels in all schools/settings.
- 14 secondary schools across the region have been part of a RADY (Raising Attainment of Disadvantaged Youngsters) pilot. Challenging Education have worked remotely with the 14 schools to identify areas of focus, update strategic planning and look at how the golden thread of supporting FSM learners can be embedded across the whole school. The programme is not yet formally evaluated but anecdotal evidence tells us that schools have enjoyed the opportunity to be part of the programme and a large number of primaries would very much like to be part of any further project in the future. As a result of the RADY work in ERW, one local authority has taken the initial opportunity and funded their own LA wide expansion to include all clusters.
- Schools and settings have also had training opportunities on understanding the negative impact that adverse childhood experiences can have. Members of the Curriculum Development Team designed and delivered awareness raising sessions on 'Adverse Childhood Experiences' and 36 people attended their first session earlier in the spring term.
- More intense whole day training has been delivered by Trauma Informed Schools. Over 120 schools have engaged with this training and a number have gone on to commission the trainer to provide whole school training.

### **3. Identify and develop universal approaches which promote wellbeing**

- Well-being resources were developed during lockdown which built upon the principle that the pandemic constitutes a traumatic event and that to promote wellbeing there should be a focus on redressing the balance in areas of loss: calm, safety, connections, hope and self-efficacy. These materials have had over 650 views on Dolen.
- Training on Emotion Coaching was delivered over 2 days early in the spring term. 112 attended and nearly all stated that they felt that the training would have a positive impact on outcomes in their school/setting. 28 practitioners from 22 schools have signed up to complete accredited practitioner trainer. These practitioners are being supported by Emotion Coaching champions who were part of the 2017 training cohort and a regional Emotion Coaching network is emerging. Another round of training is being delivered later in the summer term – all attendees will be required to commit to completing the accreditation in order to support capacity building in schools.
- The benefits of being outdoors has been promoted as a whole school approach to improving wellbeing. An outdoor learning Google site has been developed to serve as a portal for sharing research and good practice. Training in Biophilia was delivered in January to 72 practitioners from a range of settings. Nearly all said that they felt that it would impact positively on outcomes and that they would recommend the training to colleagues. As a result, further training will be made available through the remainder of the outdoor learning google site.
- Funding has been made available for schools to develop case studies to share their 'outdoor learning' journeys – there are currently 5 under development which will be featured on the
- The practical application of elements of positive psychology have been promoted. Gwylan were commissioned to develop 6 bilingual videos on the facets underpinning positive wellbeing and accompanying classroom resources have been developed. Alongside this Professor Neil Frude developed 2 video presentations on managing anxiety in learners and promoting staff wellbeing – both underpinned by positive psychology.
- A bespoke programme has been designed in partnership with Empathy Lab UK and 70 schools were involved in the first training session on how to develop empathy through literature. Following the training one local authority has started to make plans to make this a county wide approach.

#### **4. Be aware of and contribute to the PDG and PDGLAC regional priorities**

- Regional Co-ordinator for PDG has worked closely with PDG leads in the other regions to organise the very successful PDG Focus Week in March 2021 which provided schools with an opportunity to hear from national and international speakers and share best practice around supporting vulnerable and disadvantaged learners.
- Digital skills, literacy and numeracy were identified as 3 key areas of support heightened by the impact of the pandemic. 44 schools attended awareness raising to support pupils with an online reading programme for pupils with ALN and 28 schools have taken part in a pilot project. 46 staff have been training in 11 schools to support pupils with developmental difficulties improve early numeracy skills. All special schools and PRU's in the region have been involved in a project to support parental digital skills to enable greater engagement during periods of home schooling. All report increased engagement of parents and pupils to some extent.
- A 5 part training programme was developed for designated teachers on 'Supporting LAC and Vulnerable Learners'. 251 teachers and support staff from 76 schools engaged with the programme and many attended the 5 sessions and completed all the modules. Feedback was very positive with most saying that they would recommend the training and felt that it would impact positively on their practice. One delegate stated 'this is the best training I have attended in years – a really good mix of theory and practical hands on advice'.
- Each local authority has a funded project with groups of schools with a focus on family and community engagement. The projects will be showcased at the end of the summer term and shared across Dolen.
- 65 teachers / support staff from 25 schools have undertaken training with Adoption UK Cymru to understand the support needs of adopted learners and to discuss strategies for engagement and a whole school approach to supporting these often vulnerable learners. The very positive feedback from attendees contributed to Welsh Government's decision to provide funding to schools for membership of Adoption UK Cymru.

## **5. Be informed and prepared for the Additional Learning Needs and Education tribunal (Wales) Act**

- Resources have been produced and commissioned in collaboration with the ALN Transformation leads for the region to support schools to be prepared for the ALNET Act. ALN transformation awareness raising support materials have been viewed 90 times on Dolen the PCP practice power points 129 times; the ALNCO role guidance 34 times.
- Mike Gershon was commissioned to develop a series of 5 walkthrough power points “Maximising the impact of differentiation” and these have been viewed 1939 times on Dolen and 92 attended the awareness raising session.
- Materials to support ASD pupils transition back to school have been viewed by 249 people.
- Playlists have been developed to support schools provide more inclusive practice through effective use of teaching assistants and how they support pupils become more independent in their learning (WoW). 74 ALNCo’s attended training in Pembrokeshire and 48 in Ceredigion. The resource has been viewed 336 times on Dolen.

## **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.
2. utilise the Professional Standards in order to develop and lead effective learning organisations.
3. access development opportunities and 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 effectively delivered 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 and LA can monitor effective succession planning. An effective Aspiring HLTA programme and assessment process will be available across the region.

## **End of BP Evaluation:**

### **1. access a high-quality, extensive portfolio of leadership development opportunities at every stage of the Professional Leadership Pathway.**

- ERW delivers a national programme at every stage of the Professional Leadership Pathway. These national programmes have been made available to teachers across the region in all 6 Local Authorities. Each of these programmes (with the exception of the SLDP) has received the endorsement of the National Academy of Educational Leadership.
- All programme details and application processes are outlined in the ERW Professional Learning Offer which is promoted through Dolen and the ERW Newsletters. All applications for programmes are discussed with LA Leadership Leads to gain endorsement and to ensure LA identify, recruit and promote both programmes and personnel.
- In Spring 2020 all leadership programmes were paused due to Covid 19 restrictions. During the pause period all programmes were rewritten so that they are now being delivered through the Microsoft Teams Platform. The Experienced HT programme is delivered by Elishea Ltd and that programme will be the last to resume in April 2021.
- In addition to the national Programmes the Federated Headteacher network has continued to work together sharing ideas and support to Headteachers of Federated schools and schools on more than one site.
- Delivery of the programmes in ERW is mostly through School based personnel who are trained to deliver the national resources as either Facilitators or Leadership Coaches. This arrangement ensures programmes are delivered by credible current practitioners who offer practical and current advice. Schools are reimbursed for the preparation and delivery time of these facilitator/coaches. During the year 20-21 £246,120 was paid directly to schools for their work with Leadership programmes.
- Arrangements have been made to ensure that participants on all current programmes will be able to continue with the programmes until they conclude in Autumn 2021.

National Programmes ERW	Primary			Secondary			Special/PRU/Other			Total
	E	W	T	E	W	T	E	W	T	
Middle Leaders	79	36	115	24	9	33	8		8	156
Senior Leaders	11	6	17	9	2	11	1		1	29
Aspiring HT	39	17	56	14	3	17	3		3	76
NPQH Assessment Only	7	0	7	5	1	6	3		3	16
New & Acting HT Cohort 1	23	18	41	5	2	7	4		4	52
New & Acting HT Cohort 2	12	4	16	3	0	3	1		1	20
New & Acting HT Cohort 3	7	0	7	0	2	2	1		1	10
Experienced HT Prog	11	5	16	2	2	4				20
Participants			<b>275</b>			<b>83</b>			<b>21</b>	<b>379</b>

## 2. utilise the Professional Standards in order to develop and lead effective learning organisations.

- A self-reflection against the Professional Standards for Teaching and Leadership must be submitted as part of the application process for most National Programmes.
- The Professional Standards remain an integral part of all national programmes, engaging participants to reflect upon and develop their practice against the National Professional Standards for Teaching and Leadership. The Leadership Standards review and the Leadership Experience Task that reflects against the standards is a common aspect of most programmes.

### **3. access development opportunities and accreditation for Higher Level Teaching Assistants.**

- All TAs across the region has had opportunity to engage with Professional Learning throughout the year 20-21.
- An on-line national TA Induction Programme is available to all TAs across the region.
- The ERW TA Google Classroom has been available to all Practicing TAs and has been constantly updated throughout the year with new and additional resources made available.
- Whilst the Aspiring HLTA Programme paused early in the year, it resumed as on on-line model in October 2020 with 27 participants in Cohort 1. This cohort of the AHLTA programme are in the process of assessment March 2021.
- Cohort 2 of the AHLTA programme begun in February 21 with 37 participants. This cohort will be eligible for assessment in Autumn 2021.
- During January/February 2021 13 HLTA assessors were trained in the new HLTA Assessment model. This is the completely new model developed during 20-21.
- 19 Candidates from ERW Cohort 1 of AHLTA are being assessed during March 2021.
- A new TALP Delivery team of 22 HLTA from across the region are undertaking a 'Train the Trainer' programme. Following this training the team will facilitate and promote the TALP resources in each LA. Each LA will have its own team of personnel and TALP Team supported by the TALP Delivery Team.

## **Digital Skills Strategy 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, engaging with the Digital Competence Framework
4. setup and run Code Clubs to develop logical thinking and coding skills
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 in the classroom and as a management and collaboration tool. This support will include the creation of a clear vision for their setting, involving, and being shared with, all relevant stakeholders. 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 Digital Innovation Schools via a school to school model. Settings that have not already done so, will have the opportunity to receive the necessary support to either setup and run an extra-curricular Code Club or include activities to develop logical thinking and coding skills as part of their curriculum. A Regional Digital Learning Event and a series of ERW DigiMeets will have given settings the opportunity to share examples of good practice in the development of digital competence beyond their own settings. Further examples of good practice will have been made available to all members of staff in ERW schools via Dolen.

## End of BP Evaluation:

**Digital support for this financial year has had to be very flexible and adapt to the needs of schools during different phases of the pandemic.**

### 1. Digital Leadership

Since the beginning of the Covid-19 pandemic, there has been a focus on developing digital leadership through strategies and approaches to deliver online/blended/hybrid learning effectively. Training has centred around a number of webinars that have run throughout the year that have given guidance from ERW officers on adopting a whole school approach to online learning through the effective use of Hwb tools. A number of schools have also contributed during these webinars, with school leaders and digital leads highlighting key strategic elements to adapt provision depending on the school and national situation regarding Covid-19. All webinar recordings and supporting resources were made available on demand on Dolen.

There has been a delay in the release of the national Digital Self-review Tool created by a cross-regional partnership. However, some schools have worked with ERW on the evaluation of the beta version and created supporting resources on various elements of tool. The release date has now been moved to June 2021.

**Digital Leadership webinars (Summer 2020):** 1294 attendees across all webinars. Recordings and supporting resources available on demand on Dolen.

**Supporting online learning in a blended learning model** - this leadership resource was created in Summer 2020 to support digital leadership: (941 Dolen views)

### 2. Online Safety

Online safety and safeguarding learners and schools staff during remote/blended/hybrid learning has been a priority as the use of online learning has increased significantly. ERW colleagues worked with Welsh Government to create a live streaming guidance document (Hwb resource). Also, all webinar training has highlighted the online safety and safeguarding considerations in using particular software tools. ERW digital team worked closely with Welsh Government and LA colleagues on this work.

**Summer term 2020:** Live streaming guidance and safeguarding protocols resource produced in collaboration with Welsh Government.

**October 2020:** Training on the latest updates around online safety provided in partnership with Welsh Government and SWGFL (**90 schools attended**)

**January 2021:** A series of webinars on delivering live sessions (included all safeguarding elements and online safety protocols) when using Teams and Google Meet – **303 attendees**

January 2021: Webinars	Attendees	Number of hits on Dolen resource to support webinar
Delivering live session through MS Teams	121	1935 (Links to resources for these webinars are all held on one Dolen Card)
Delivering live sessions through Google Classroom / Google Meet	66	
Connecting and engaging learners through Google Classroom & Teams	55	
Connecting and engaging learners through J2e	61	507

**March 2021:** As part of the ERW RDLE (see point 5 below), an ERW school showcased their development and implementation of a number of online safety protocols through using the 360 Safe Cymru tool.

### 3. Blended Learning

The focus from developing DCF skills shifted to preparing schools for distance learning during the Summer 2020 term. A series of webinars were provided to show how the Hwb tools could be used to facilitate distance learning. Schools showing innovative practice were asked to share their strategies and ideas during these webinars. As mentioned earlier (point 1), a large number of staff across ERW schools attended and used the supporting resources on Dolen (**1294 attendees at webinars**).

**Autumn term 2020:** webinars were delivered to schools (recordings and supporting resources available on Dolen) to provide guidance on blended and hybrid learning - **117 attendees**

**Spring Term 2021** – As schools entered another lockdown period, a large number of schools decided to deliver live sessions. ERW provided a series of webinars on delivering live sessions and engaging & connecting learners during this period (see table above for attendance/ resource engagement numbers).

**Blended learning project** – During the spring term 2021, 60 schools have been awarded funding to be part of an ERW project to create and share resources. These resources will be quality assured and translated to be made available to schools, via Dolen, within the summer term 2021.

#### 4. Coding

**Due to a shift in school priorities during the Covid-19 pandemic, it was decided to put coding projects, coding device loan schemes and training on hold until the Spring term 2021.**

**Autumn Term 2020:** ERW digital team created resources and supporting materials for schools to use with coding projects, coding device loan initiatives and CPD modules during the Spring term and beyond.

**Spring Term 2021: ERW Coding Project:** 32 schools were awarded funding to create resources to encourage schools to develop computational thinking and coding skills. Schools were also given Micro:bit class packs to promote coding skills at their schools. These schools were tasked with creating and uploading the resources to a coding website that all ERW schools will be able to access. Once the resources have been quality assured and translated, they will be made available to schools during the summer term 2021. This resource will be accessed via Dolen.

**ERW coding device loan scheme:** The second half of the spring term, as Welsh Government guidelines allowed, saw the re-introduction of the coding device loan scheme. Schools can apply to access coding devices on loan for a term to use within class lessons or during code clubs to promote coding skills. Schools who have used the devices then need to upload any ideas and activities that have worked well with learners on to a MS Team community. Any relevant resources will be added to the ERW coding resources on Dolen and the coding project website.

**Spring Term 2020: Micro:bit offer:** Schools that applied for the ERW coding project but were unsuccessful received a Micro:bit class pack to develop coding at their school along with access to training modules on coding and Micro:bits

## 5. Sharing practice

**Summer term 2020:** A number of schools were identified to share good practice during the first phase of distance learning and presented in webinars along with providing resources that are available on Dolen.

**Autumn Term 2020:** As schools were forced to adopt blended and hybrid learning approaches, a series of webinars were provided and schools shared good practice on strategies to implement

### **Spring Term 2021:**

**ERW RDLE:** A virtual regional digital learning event (RDLE) was held between March 8<sup>th</sup> and 11<sup>th</sup>, consisting of 19 short webinars (20 minutes each), which were available for school staff. There was a large variety of presentations and attendees were added to a MS Team where they could access webinar recordings and supporting resources. There were **497** attendees across the week plus an additional **292** members being added to the MS Team.

**Blended learning project** – During the spring term 2021, **60** schools have been awarded funding to be part of an ERW project to create and share resources. These resources will be quality assured and translated to be made available to schools, via Dolen, within the summer term 2021.

## **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 Welsh language
2. develop as bilingual communities
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

### **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.

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 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.

## **End of BP Evaluation:**

As with all other areas of the Business Plan, many aspects of the original plan were forced to change due to the pandemic, and school closure and social distancing guidance forced a change in approach for nearly all aspects of the work

### **1. Deliver current and future curriculum to support improvement in the Welsh language**

School closure, lockdown and social distancing measures had a marked effect on the whole planned programme of work for the 2020 Summer Term to support the teaching of Welsh in schools. However, alternative arrangements and changing the method of delivery meant that the original intended aims were achieved by alternative means, and these methods of delivery remained in place for the rest of the year. The secondary school network meetings were all re-arranged to be held online, and departmental 'school visits' were also held online as were meetings with individual teachers / heads of departments / whole departments to deal with specific questions/issues, to provide support and to trial online and blended learning approaches, and to trial new resources.

ERW staff contributed to and developed the work of the Continuity of Learning Plan in the 2020 Summer Term, and as a result a strong base was created for cross-regional collaboration; a basis that further built on during the course of the year. There are now national networks in place to discuss and address the need of all key stages, and to collaborate on the creation of resources and training courses etc. for teachers.

Several projects were developed during the course of the year. A few have been completed and others are ongoing. On the request of schools, learning and assessment packs were created to support the delivery of Second Language Welsh in particular, and good practice videos were created and uploaded onto HWB. Several resources were also created to support the delivery of Welsh (First Language) and all webinars and resources were greatly received. The feedback for the training and the support provided by the subject specialists, and the resources created throughout the course of the year has been overwhelmingly positive. Several new resources have been created and launched during the course of the year, and several new resources are currently being developed and will be completed during the Summer Term. These include a handbook of original 'Pisa' style exercises, a series of short videos to support different aspects of the secondary Welsh curriculum, and videos presenting the history of the Welsh language.

## **2. Develop as bilingual communities**

At the start of the pandemic, the delivery of the Siarter Iaith in schools was hindered by school closure and lockdown, as was the programme of awarding achievements in the Summer Term. Due to the nature of the Siarter Iaith scheme which is heavily focused on the use of the Welsh language outside of the classroom and activities which promote the use of Welsh in the playground, school closure brought nearly all activities to a halt. This in itself was a cause of concern, but the wider impact of the lack of varied opportunities and contact pupils would have to the Welsh language, and the fact that the promotion of the importance of Welsh education and bilingualism as a skill would be lost whilst schools were close was a great cause of concern. However, centrally there was an attempt to maintain momentum by sharing and re-directing the work of the 'Clwb Ysgol' campaign by providing resources that could be used by pupils and their parents at home. The 'Clwb Cartef' sub-brand was established as a platform to share digital content such as videos of fun activities to do at home through the medium of Welsh e.g. P.E., cooking, singing and art lessons. These videos and resources were popular and well received by many schools. Alongside this, the 'Welsh in a Month' programme was created where a parent could start on a journey to learn Welsh with their children by following a series of fun challenges and videos. This programme was also well received and led to additional media interest.

School closure and social distancing measures prevented us as a region from visiting schools to support them with their plans and delivery of the Siarter Iaith. However, by the Autumn Term, that support was offered to schools via virtual meetings. As well as offering a level of support at a regional level, further support was provided by LA officers to ensure schools were able to maintain focus and momentum, and good practice was shared between schools and between LAs. The shift in the focus of the work also resulted in a greater demand for online resources. The ERW Siarter Iaith HWB network has been a popular and well used platform for a few years. However, in 2020-21 there was an increasing demand for new resources, and new resources were created and added to the site throughout the year. The resources were all well received by school and teachers. Building on this work, and in direct response to the greater focus on 'Cynefin' in Curriculum for Wales, a new website was developed by the region and LA colleagues to serve as a platform for a wide and varied collection of resources relating to Wales, the history of Wales, the Welsh language, and 'local history' with a range of ideas, and good practice to enable schools to plan lessons and projects which fit in with the concept of 'Cynefin' whilst also addressing elements of the Siarter Iaith framework. The 'Welsh Dimension' website will be launched in May 2021.

During the course of the year, termly meeting have been held with LA officers to share good practice and to ensure a consistent approach to the delivery of the Siarter Iaith across the region and to discuss strategic use of the Siarter Iaith grant. It was agreed that ERW would distribute grants to all LAs to enable them to focus on their local priorities and address the areas of need within their LA. Plans were agreed with all LAs, and although some activities were delayed due to school closure etc., it is foreseen that all activities will be completed in the Summer Term.

As a region we also participated fully with the ongoing discussions regarding the changes to the national framework. The evaluation of the framework has now been completed and the outcomes have been presented and the early stages of the rollout of the new framework has started.

### **3. Plan effectively in order to contribute to the delivery of the ‘Cymraeg 2050: Welsh Language Strategy’**

As a result of the COVID-19 pandemic, Welsh Government formally amended the timescales for reviewing the Local Authorities’ Welsh in Education Strategic Plans to enable LAs to prioritise their support for schools. It was agreed that plans under the 2013 Regulations would continue to have effect until the LAs first ten year plans under the new 2020 Regulations would take effect. As a result, this aspect of the Business Plan has been put on hold. However, discussions regarding relevant aspects of the Plans e.g. language training for staff have been ongoing.

### **4. Develop the Welsh language proficiency of teachers and education assistants at different levels**

Regular discussion have been held with the Sabbatical Scheme providers to confirm the varying programme of course, which have had to be changed and adapted during the course of the year due the COVID-19 pandemic, and social distancing measures. Most courses were cancelled or delayed due to these circumstances, whilst the delivery of other courses had to be changed, however the programme of courses for the Summer Term and 2021-22 has now been confirmed. There has also been collaboration with the National Centre for Learning Welsh which resulted in ‘taster’ language courses for teachers and leaders. The taster courses have been well received, and these taster courses developed by ERW colleagues are amongst the most popular taster courses offered by the Centre.

As a result of several discussions during the Autumn term, it was agreed to distribute grants to LAs to enable them to deliver their own programme of courses to support the development of the Welsh language proficiency of teachers and teaching assistants at different levels by taking a more localised approach, with the aim of addressing identified needs and doing so in a way that would be both practical and effective in addressing LA level priorities. Action plans were agreed with all LAs before the end of the Autumn Term, however a second national lockdown and school closure led to having to delay or adjust many of the original plans. It is now foreseen that the plans and the subsequent programmes will be delivered in the Summer Term.

Several new programmes and developments are now being discussed at a national level, and discussions regarding a mentoring programme for those who have recently completed Sabbatical courses is one of the priorities.

## **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. align Business Planning more closely with the self-evaluation process
4. establish a coherent and well-understood process of self-evaluation and improvement
5. ensure a robust process of Business Planning monitoring underpinned by high quality first-hand evidence and high quality research
6. ensure that the self-evaluation process informs high quality impact reporting
7. ensure accountability is evidenced against the Business Plan success criteria.
8. ensure a high quality professional learning offer is provided for school during the summer term.

### **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 be introduced. Business Planning monitoring will be reported by exception to JC at each JC meeting and a final evaluation report produced by the end of July each year. An annual impact report will be produced by the end of September 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.

### **End of BP Evaluation:**

All staff have set appropriate targets for the duration of the business plan. However, due to change in working practices throughout since March 2020, staff have had the opportunity to review and evaluate targets more frequently. This has ensured that central team targets have continued to be aligned with the business plan but also be adapted as appropriately. For example, a target linked to in school support has not been feasible during this period and this will have been adapted to reflect remote circumstances. A 90-day review period has been successfully built in to the process to ensure interim progress checks.

A minority of central team staff have completed coaching and mentoring sessions delivered by two separate providers. The models of training enable effective training of a significant number of colleagues and will enable most of central team staff access to training. Further significant opportunities are being developed to enable staff to complete Level 3 accreditation.

A limited range of PL opportunities have been undertaken by nearly all staff. For example, Welsh courses have been reconvened during the Covid-19 Pandemic and are delivered effectively via remote means. Additional training is available through central team events and challenge adviser training. However, budget cuts have resulted in the staff PL budget being reduced. A few staff have accessed additional training through strategy group budgets to ensure delivery of the business plan. These spending plans are approved by each strategy group to ensure consistency.

Work is progressing in reviewing the ERW vision and ensure stakeholders are fully engaged in the process of contributing to the rationale, aims and objectives of the new organisation from September 2021.

Business plan monitoring routines are now well established and business plan leads, in collaboration with team members, update the monitoring spreadsheet as part of the 90-day review cycle. This enables leads to share the progress in achieving the business plan with the relevant strategy and stakeholder groups. The business plan and monitoring processes were both approved during the Joint Committee meeting in November 2020. The (B)RAG rating overview ensures any areas at risk of not being completed are easily identified and addressed in a timely fashion and updates are given to HTRB/Exec Board/Joint Committee.

The ERW PL learning offer was launched as a Google Site in autumn 2020 and captures a range of professional learning opportunities for leaders and practitioners across the region. The site is available to schools through a card in Dolen and has been promoted extensively through our newsletters and through Twitter. The offer has been shared across stakeholder groups and has been well received.

The site has a range of synchronous and asynchronous professional learning and is regularly updated to ensure high quality support for schools and practitioners across the region.

## ERW Officer support

(April 2020 – March 2021)

During the Financial Year 2020/2021, ERW officers engaged with schools across the whole region, providing the equivalent of 5,462.5 days of support. The table below provides a breakdown per LA, of number and percentage of schools where support has been provided by ERW officers during this period.

	Number of schools per LA	Number of schools where support was provided by ERW officers*	% of schools supported
<b>Carmarthenshire</b>	112	112	100%
<b>Ceredigion</b>	44	41	93%
<b>Pembrokeshire</b>	62	62	100%
<b>Powys</b>	92	92	100%
<b>Swansea</b>	94	89	95%

\*source: ERW Support Log

The following table shows the number of days delivered against each focus area, as recorded in the ERW Support Log.

Focus Areas recorded in ERW Support Log	Support days delivered*
Curriculum for Wales	3,275.3 days
Secondary Support	1,047 days
Health and Well-being AoLE	306.5 days
Wellbeing and attitudes to learning	735 days
Leadership	464.5 days
Leadership and management	1,038.5 days
Teaching and learning experiences	4,921 days
Digital Learning	583.5 days
Standards	685 days

\*source: ERW Support Log

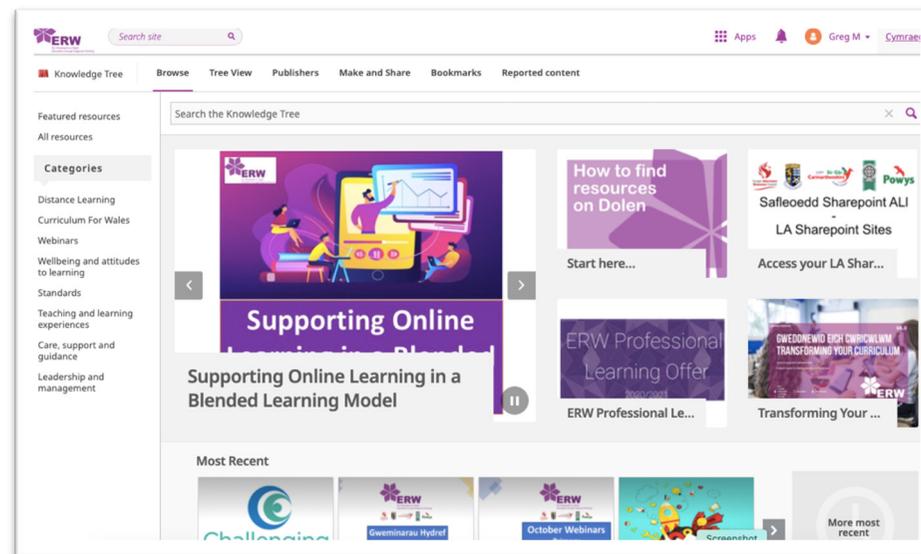
## Communications

### Newsletter

ERW published a newsletter every Thursday of school term time, which was issued to school leaders in all settings across the region. It was also available to anyone who subscribed to the newsletter via the ERW website. The content has focused on ERW guidance and support for Distance Learning, Blended Learning and wellbeing of staff and pupils. The overarching themes covered include support for Curriculum for Wales, Secondary curriculum and qualifications, Professional Learning, Digital support (including the Hwb toolset), middle and senior leadership, vulnerable learners, NQTs and HLTAs. The newsletter also communicated Welsh Government Covid-19 guidance and Continuity of Learning Plan to all schools. Support material created by ERW officers and referred to in the newsletter is accessible via ERW's digital platform, Dolen.

### Dolen

Over 276 new resources have been produced and published on Dolen since March 2020 with a number of resources being accessed more than 2500 times .



## Twitter - @ERWCymru

<b>Followers</b>	4,784
<b>Tweets (average monthly)</b> The number of Tweets published by @ERWCymru	58
<b>Tweet Impressions (average monthly)</b> The number of times people have seen the Tweets	80,000+
<b>Profile visits (average monthly)</b> The number of times users visited our Twitter profile page.	2,500+

## Links

ERW Website

<https://www.erw.wales/>

Dolen <https://porth.erw-rhwyd.cymru/repository?redirectedFrom=Hwb>

ERW Professional Learning Offer

<https://sites.google.com/hwbcymru.net/erwpl/home-english>