

Partnership working with Cardiff University through the summer and winter schools and the design and implementation of the undergraduate ambassador model has supported the growth of regional capacity.

What will we do now?

CSC: Enquire into the work that has been done by teachers of English, Welsh, mathematics and science as part of a SIG and consider wider dissemination mechanisms.

CSC: Develop case studies of effective practice against the new specifications to share across all schools. Consider the appropriateness of this given one data point.

CSC: Work with the NNEM and NNEST to develop leadership capacity for leaders of mathematics and science.

CSC: Facilitate workshops against the key areas for development identified from item level data.

CSC: Share the collated recalled papers with commentary and questions for department discussion and suggested activities.

CSC: Consider facilitating Count on, Write on, Bwrw Mlaen and Science on as a means of supporting schools to collaborate around teaching and the development of resources and enable team teaching and peer observation.

Schools: Consider a range of information to support self evaluation in these areas and plan for improvements. This could include:

- Comparison of actuals to teacher assessments and the variation of this within and across departments.
- Profile of the grade distribution and how it differs to any early entries and previous years.
- Any patterns presented when considering tier of entry and outcomes.
- How the results compare across different classes and different groups.
- The outcome and information from any remarked papers.
- Consideration of both the examiner report and item level data.
- Department and individual teacher needs.
- Resources, staffing and timetabling.
- Alternative pathways for pupils.
- Alteration of provision for pupils, for example, amendments to schemes of learning in all year groups.