CENTRAL SOUTH CONSORTIUM (CSC)

REPORT FOR JOINT COMMITTEE

16th December 2020

JOINT EDUCATION SERVICE

REPORT OF THE MANAGING DIRECTOR – THE WORK OF CSC DURING COVID-19 PANDEMIC

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1. **PURPOSE OF REPORT**

- To update members on the work of CSC during the COVID 19 pandemic
- To present a detailed overview of the support and guidance provided to schools.

2. **RECOMMENDATIONS**

- It is recommended that Members:
- Review the report and consider any further activity CSC should undertake to support schools across the region;

3.0 **BACKGROUND**

School Contacts across CSC 1st September 2020 – 23 October 2020
The Health and Safety protocols that have been introduced across Wales have impacted on the way our staff interact with schools. Working with staff and directors across the five Local Authorities we agreed a visitor protocol for our staff. Our focus throughout the autumn term was to support the wellbeing of staff and learners across the region as well as supporting schools to ensure high quality learning is taking place when learners are in school or self-isolating. There are now more face to face visits taking place and staff are continuing to monitor the wellbeing of leaders and the learning that is taking place across the school.

Welsh Government removed the requirement to categorise schools this academic year. We have ensured that we offer enhanced support to schools that need additional support. Our model of allocating Improvement Partners has been adapted to ensure we offer bespoke support that needs the needs of all schools across the region.

Following the repurposing of schools in March 2020, CSC staff supported Welsh Government and other members of the middle tier to develop materials, guidance and resources to ensure the continuity of learning across Wales. In addition, all middle tier agencies worked with Welsh Government developing strategy and policy.

CSC staff from both improvement and strategic teams worked collaboratively and collegiately across the whole of the Continuity of Learning programme. A summary of the work can be found in *Appendix A*

Appendix B provides a summary of the support provided to schools identified as needing enhanced support, the vast majority were red amber or yellow under the previous categorisation system. There has been a significant increase in contact with schools this half term and the focus particularly in September was wellbeing.

Improvement Partners (IPs) contacted all secondary schools prior to the autumn firebreak to ensure that they are ready to offer blended learning to students who are impacted by partial closures. All schools have supported staff to the skills to use the technology and staff have had time to prepare resources. Schools are monitoring the provision but in too many cases this continues to be focused on compliance and uptake, however more schools are developing systems to monitor learning. During November CSC will be working with schools to look at overcoming barriers to learning.

4.0   SUPPORTING LEARNING & TEACHING: DISTANCE & BLENDED LEARNING GUIDANCE

The role of the consortia in supporting learning has changed since the initial repurposing of Schools in March 2020. The initial focus was on distance learning and digital skill acquisition, however this has now moved to blended learning support.

We recognised the importance of ensuring that support and guidance was evidence based, and a wide variety of research was undertaken and used to develop initially the Distance Learning Considerations for Schools guidance. Schools were requesting access to appropriate resources this lead to the development of A Resource to Support Distance Learning. Staff undertook a substantial exercise to curate and collate a wide variety of resources to support schools and parents/carers in distance learning across all subjects and phrases. The CSC website was developed to ensure up-to-date information, resources and guidance were easily accessible to schools.

The Blended Learning Guidance was then developed to support the planning of learners returning to school. The Roadmap to blended Learning was produced as a direct identified school need. Leaders and practitioners were not able to be specific about what their professional learning needs were as they were unable to identify the separate required areas of developing approaches to blended learning that the road map covers. To support further, the playlist was collated with examples from the system and the associated webinars allowed schools to share their experiences.

In addition a series of webinars were held across the region to support school leaders in the use of the blended learning guidance and road map.

A blended learning playlist was developed to support leaders and practitioners in CSC to consider the approaches they use for blended learning. The playlist contains all of the guidance materials produced by CSC, and also schools in the region sharing their experiences. The playlist has been shared with over 5,000 subscribers to the CSC bulletin and have been viewed over 3,000 times

https://www.cscjes-cronfa.co.uk/go/mrfom1

Documents within the playlist include:

- Blended Learning Guidance

- Roadmap to Blended Learning

Video footage is also included from a variety of schools from across the region as well as presentations on schools' experiences.

CONTINUITY OF LEARNING DURING COVID - 19

Sustaining learning through a time where schools are concurrently providing learning to learners who are in school and at home either as individuals or as cohort bubbles presents a challenge to all schools. The global research and evidence base for this is limited as it is a new issue and challenge for schools. CSC have produced a Supportive Document for schools that offers operational considerations alongside examples of what schools within the region are trying.

A series of webinars have taken place to allow schools the opportunity to collaborate and share experiences of work undertaken to date. As the system matures in this way of working and new learning is discovered we will continue to share and scale practice to schools. Ongoing bespoke support to schools as brokered by improvement partners will also continue.

Professional learning around the pedagogy of distance learning, along with the technology use to support it is being researched and developed as an ongoing work stream

4.1 CSC PROFESSIONAL LEARNING OFFER

CSC had already identified the need to provide professional learning (PL) opportunities through digital means and was developing an e-learning strategy. This meant that the systems and processes were quickly developed to produce high quality professional synchronous and asynchronous e-learning.

In direct support of the situation arising from COVID-19 a number of professional learning opportunities were specifically developed based on feedback from practitioners across the system. These focused on well-being, pedagogy and specifically distance/blended learning.

CSC Professional Learning Offer

Regional professional learning for Curriculum for Wales live events were also paused; however, a number of asynchronous PL resources were made available to senior leaders, practitioners and governors, if they had the time and space to engage with these:

- Bilingual keynote presentation from Feb/March 2020 Middle Leader Briefings Keynote
- AoLE bilingual workshop materials and presenter notes from middle leader briefings to all schools and improvement partners.

  - Middle Leader LLC AoLE Workshop
  - Middle Leader Sci-tech AoLE Workshop
  - Middle Leader M&N AoLE Workshop
  - Middle Leader EA AoLE Workshop
  - Middle Leader H&Wb AoLE Workshop
  - Middle Leader Hu AoLE Workshop

- Created and published a comprehensive bilingual Playlist for practitioners to support them in how to engage with reform;
- Created and published a comprehensive bilingual Playlist for governors to support them in understanding all of the elements of the reform;
- Curriculum for Wales page created on the CSC website to include information guidance and support; and

- Dispelling misconceptions through frequently asked questions posters published on CSC website. CfW FAQs posters

4.2   DIGITAL SUPPORT

The CSC team have been supporting schools in the use of online collaborative platforms such as Teams and Google Classroom. There have been frequent requests as schools are adapting to the needs of isolated learners and potential disruption to come. To date the team have supported over 70 individual schools.

Further information can be found in the report ''Digital Professional Learning'' at *Appendix C*

There continue to be concerns associated with live streaming of lessons, these include issues relating to safeguarding and equity of access. Our staff have been involved in refining the Welsh Government advice and guidance around live streaming which can be Found Here

Prior to the summer CSC also contributed to the distance learning materials available on Hwb, found here.

4.3   SUPPORT FOR WELSH

To support the professional learning of staff during lockdown, strategic leads of Welsh across the regions developed a Playlist to support staff to develop and refine Welsh language skills through distance learning.

https://thinqi.easmysid.co.uk/go/iyxx2a

https://thinqi.easmysid.co.uk/go/fwk6i6

Professional learning on the use of developing pupils' speaking and listening skills: Lleisiau Cymru

This resource is intended to provide teachers with ideas on how to support their pupils' Welsh speaking and listening activities remotely using Flipgrid. The playlist is divided into different topics to enable teachers to come up with ideas to develop their learners' speaking and listening skills in more than one area. This is a resource for KS2 but is also relevant for KS3.

https://hwb.gov.wales/go/bv4ipt

Hwb Networks:

Two networks to support the teaching of Welsh at key stages 3, 4 and 5 have been developed on Hwb. **Y Pair** is a network to support the teaching of Welsh in Welsh medium schools, whilst **Y Gist** supports colleagues teaching Welsh as a second language.

Resources on Hwb

Activity over the lock down period resulted in the creation and development of over 130 high quality resources on Hwb to support learner to apply and develop their Welsh language skills. This comprehensive bank of resources include useful resources, work packs, and activities that pupils can complete in line with the fundamental principles of distance and blended learning. An attempt has been made to provide models that schools and teachers can adapt to meet the needs of their own learners and communities. The principles of the Welsh Language Charter are underpinned throughout all the resources created. The needs of non-Welsh speaking parents have been taken into account as the work has been developed, with bilingual guidance and overview provided in most cases.

Phase	Number of resources	Sway link to resources
Foundation Phase (Welsh medium)	11	**2.1 Foundation Phase - Welsh Medium**

Key stage 2 (Welsh medium)	12	**2.2 KS2 - Welsh Medium**
Primary (English medium)	26	**2.3 Primary Welsh Second Language**
Secondary (Welsh medium)	31	**2.4 KS3 - Welsh Medium** **2.4 KS4 - Welsh Medium**
Secondary (English medium)	51	**2.5 KS3 – Welsh Second Language** **2.5 KS4 - Welsh Second Language**

Initial feedback from welsh medium schools is that pupils oral skills are returning quickly however there are more concerns related to their reading and writing skills, and this is an area of focus for support.

5.0 EARLY CAREER PATHWAY SUPPORT

The impact of COVID has been evident throughout the education system, affecting all learners, practitioners and school communities.

The teams at CCS responsible for supporting statutory induction, ITE partnerships and the Teaching Assistant Learning Pathway (TALP) have recognised and supported the specific needs of those early career practitioners and assisting teachers since March 2020. The CSC team focus has been ensuring that these practitioners have had access to advice, support, guidance and professional learning to further develop their knowledge, skills and experiences in planning for and implementing high-quality learning and teaching.

Induction needs and key actions:

- Worked with Welsh Government, Education Workforce Council (EWC) and other regions on amended Statutory Guidance for Newly Qualified Teachers (NQTs);
- *Think Like A Teacher Project* designed for NQTs and ITE students in CSC and EAS who will continue to be affected by COVID;
- NQTs extra support to meaningful and relevant professional learning;
- Weekly online surgery facilitated by CSC staff to meet the needs of 56 short term supply NQTs in the region 45 of whom were able to complete induction by the end of July 2020; and
- CSC flagship NQT professional learning programme developed to e-ASPIRE to be facilitated as a synchronous online programme with interim professional learning tutorials.

6.0 SUPPORTING VULNERABLE LEARNERS

6.1 SUPPORT FOR PDG LAC

An asynchronous playlist was created to support cluster leads in the development of cluster plans for the use of the PDG LAC grant 2020. This focused on developing strategies for vulnerable pupils during these challenging times.

An asynchronous playlist was created was developed to support practitioners with resources, information and guidance on supporting the well-being vulnerable pupils as they returned to school.

The professional learning offer for PDG LAC was evaluated and revised to respond to the needs of the schools. It was streamlined in discussion with school leaders and CSC staff to focus on the highest quality PL opportunities. External providers were asked to consider revising their training to meet the needs of schools, e.g. asynchronous lectures, Teams live events, etc.

CSC chair the regional LACE meetings that continued throughout this period reflecting on the needs of the PDG LAC pupils. The CSC Strategic Lead for PDG LAC has supported schools and clusters on a bespoke basis responding to individual needs.

6.2 SUPPORT FOR SCHOOLS: VULNERABLE LEARNERS

Priorities/ Concerns

- Enacting Objective 3(within the CSC Business Plan) by providing high quality, effective strategic support for vulnerable learners across the Consortium;
- Increased numbers of poverty affected learners and families;
- Engagement of vulnerable learners during lockdown. Concerns initially centred on learners being digitally disadvantaged and how this could be overcome;
- Vulnerable learners, including free school meals, falling further behind their peers;
- Supporting schools in continuity of learning, i.e. distance/blended/ hybrid learning;
- Schools accessing high-quality professional learning remotely;
- Increases in elective home education students and students on reduced timetables since schools have returned; and
- Poor patterns of attendance becoming entrenched and difficult to break once schools have reopened

Summary of actions/support:

CSC Strategy for Equity & Excellencedeveloped in collaboration with the local authorities, schools and staff across the consortium. The strategy focuses on developing excellence for all learners through high-quality teaching and learning, inclusion and well-being, and gives a clear and consistent understanding across the consortium. Published September 2020.

Working with external organisations including the Service Children in Education, Young carers and the Child Poverty Action group. This has resulted in a pilot project for governors in RCT linked to poverty proofing.

Collaboration with other regional consortia and Welsh Government on making provision for disadvantaged learners through video tutorials to support the use of online platforms. These tutorials are designed to provide the user with clear, concise and visual support in accessing, completing and returning work set by their teachers. In addition, CSC's digital team have assisted whole school staff, senior leaders and individual practitioners through bespoke programmes of support in order to provide equitable opportunities for teaching and learning for all learners.

Reshape and refocus of the professional learning (PL) offer. All PL opportunities to schools to support vulnerable learners were re-evaluated and revised. Liaison directly with external providers to meet the evolving needs of schools. The offer focuses on well-being of learners and staff, anxiety, psychological first aid, pedagogy – related to the EEF, and distance/blended learning. PL offer where possible as synchronous and asynchronous to maximise participation as time and space of individuals practitioners allows.

New page on the CSC website related to Equity and Well-being, including information, guidance and support for developing equity and excellence for all learners.

Planning of the additional PDG funding allocated to CSC this year. This funding was allocated to the 5 LA to further support the needs of vulnerable learners during Covid-19.

Bespoke guidance, advice and support offered to clusters and individual schools in relation to vulnerable learners during Covid-19 from CSC staff.

Redesign of a new method of identifying the effectiveness of the pupil deprivation grant (PDG). Adapting the OECD DAC principles, involving CSC principle improvement partners (PIPs)

summarising PDG plans and evaluating with the schools the impact on vulnerable learners. Includes assessing the relevance, effectiveness, impact and sustainability of the school PDG plans and give a clear indication of strong practice in CSC schools to enable the identification of sharing of practice.

Strong partnership working continues with the ALN Regional Transformation Lead in ensuring schools have the knowledge, skills, school environment, PL and support to successfully make this transition. Includes: Strategy for Excellence and Equity, Guidance for Inclusion, and joint PL for schools and CSC staff.

PL for all CSC staff responding to the needs of schools supporting vulnerable learners. PL for local authority officers, largely inclusion teams, focusing on blended learning.

Chairing of attendance, exclusion and EOTAS leads meetings from across the 5 local authorities.

6.3   EQUITY & WELLBEING PROFESSIONAL LEARNING OFFER

Within the CSC professional learning offer for 2020-2021 a section has been devoted to Equity and Well-being, which can be accessed here

The above professional learning offer was further expanded to focus on vulnerable learners, including:
- Anxiety in Children
- Using oracy to improve well-being and learning
- Supporting well-being
- Psychological First Aid for Children - Supporting Children with Emotional and Behavioural Distress
- Anxiety in Children
- Enhancing Teacher Well-being to Help All Learners

7.0   CONTINUITY OF LEARNING PROGRAMME (Welsh Government)

8.0   ONLINE SUPPORT TO SCHOOLS

8.1   RESOURCES FOR SCHOOLS

A significant role of CSC was to quality assure resources and to signpost schools to those resources. Teams populated areas of the website curated resources and examples of good practice. In addition, teams provided case studies on good practice from access the region and shared this with the 5,665 subscribers to the CSC bulletin.

Examples of the resources provided to schools can be seen below:

Focus	Date
Stay Safe Stay Learning - Guidance CSC Resources to Support Home Learning: Special /focus bulletin News Item on website	April 2020
Professional Learning Offer on website	April 2020
News and Blogs launched on the website	April 2020

[Blogs to support PL](#)	May 2020
[Distance Learning webpages developed](#) [Distance learning considerations for schools](#).	May 2020
[Developing resources to support pupils to maintain and develop their Welsh language skills: **School Bulletin**](#)	May 2020
Launched a dedicated Distance Learning Web page www.cscjes.org.uk/distance-learning	June 2020
GOVERNORS Playlists Public share link to governor playlist (bilingual): [CCD Dysgu Proffesiynol i Lywodraethwyr Cwricwlwm i Gymru / CSC Professional Learning for Governors Curriculum for Wales](#) Public share link to governor playlist (English): https://hwb.gov.wales/share/cd372ad1-f040-4587-ad6c-fe44f08ad718/enPublic share link to governor playlist (Cymraeg): https://hwb.gov.wales/share/cd372ad1-f040-4587-ad6c-fe44f08ad718/cy	June 2020
[Further Distance Learning resources released](#)	June 2020
PRACTITIONERS Public share link to practitioner playlist (bilingual): [CCD Dysgu Proffesiynol i Ymarferwyr Cwricwlwm i Gymru / CSC Professional Learning for Practitioners Curriculum for Wales](#)	June 2020
[Supporting staff and pupil well-being resources published including video](#)	June 2020
Professional Learning Bulletin Latest updates, new playlists, web pages and handy Frequently Asked Questions document: [Special Bulletin](#) **Sent to 5,655 subscribers**	June 2020
Publications of Welsh medium resources to support teaching and learning in Mathematics, Design and Technology and Science: **[School Bulletin 12 June](#)**	June 2020
Check In, Catch Up - Prepare For Summer And September' - Special Bulletin [Well-being information and links to CSC latest e-learning resources: Special / focus Bulletin:](#)	June 2020

8.2   WEBSITE DEVELOPMENT

Following the repurposing of schools and the significant professional learning needs of schools to develop initial distance and then blended learning, it was quickly determined there required significant development of the CSC website. CSC colleagues worked in partnership with the website developed CDSM to make significant changes to the website and information management

tools.

8.3 ANALYTICS (WEBSITE & SOCIAL MEDIA)

The CSC website has been the main vehicle to support schools during this time.

Social media has played an integral part in CSCs communication and engagement with its schools during the past seven-month period of the pandemic. Online digital communication has been vital to delivering our messages to a wider audience providing the opportunity for an open two-way dialogue.

Our following and friends-base has grown considerably on both our Facebook and twitter accounts. Social media engagement has proven to be one of the main vehicles where our audiences have received our updates and information during this period

The @CSCJES Twitter account has 6,643 followers and is following 1,449 accounts. During the period of the closure of schools, over 19,900 tweets were made.

In addition to the @CSCJES corporate account, there are a further 11 strategic twitter accounts managed by individual team members.

9.0 CSC ORGANISATION

9.1 2020/2021 BUSINESS PLAN

Although the business plan was approved by the Joint Committee in March 2020, the operational plans had to be considerably amended to reflect the changing priorities of the region. With this in mind, the following was reviewed:

- Operational plans and delivery methods
- Costs savings to save £1.2m (clawback from WG)
- Regional PLO to online delivery
- CSWC models (see below)

9.2 PROFESSIONAL LEARNING FOR CSC STAFF

A move to distance learning in the first instance and then blended learning meant a significant work programme of professional development for CSC staff in both the technical delivery of professional learning using on line tools as well as the research and creation of content of such professional learning. As well as the immediate need to develop staff in the summer term, there was also the need to create an induction programme for all staff in September using virtual platforms.

9.3 SUPPORT FOR CSC STAFF WELL BEING

At the heart of the work during the summer period and beyond was the wellbeing not only of Heads and teachers in the system but also that of our own staff. To support this, the following were developed:

- Working from home protocols
- Programme of wellbeing for staff
- Wellbeing bulletin for staff
- Online behaviours

9.4 CENTRAL SOUTH WALES CHALLENGE REORGANISATION

The Central South Wales Challenge (CSWC) is a partnership of all CSC schools that are working together to develop a self-improving system. This is based on improvement being driven for schools

by schools. It provides delivery structures and networks through which the regional professional learning offer is provided.

Due to the challenges facing schools due to COVID-19, the model of the CSWC was significantly refined during April 2020. This was in consultation with the Delegate Headteachers, LA Directors and CSC SLT to ensure the CSWC met the needs of schools at this time. The following were implemented:

- Reduction in the work streams/days required from Hub schools and Lead Practitioners until such a time that their school capacity was secure;
- Revision of the focus of cluster working to pedagogy and/or curriculum, and the removal of the requirement of a cluster plan to an SLA to reduce workload;
- Revision of the focus of SIG working promoting sharing of practice of blended learning, and the removal of the requirement of a SIG plan to an SLA to reduce workload;
- School-to-school support was reduced as required during the summer term due to the pressures on all schools. The CSC strategic team supported individual schools and practitioners as necessary during this time; and
- AoLE regional leads have been incorporated into the CSWC. There are 24 AoLE leads across the six AOLEs, primary and secondary, English and Welsh medium; however there have been challenges in recruitment to all welsh medium areas. Currently there are three vacancies in this area, which we will continue to actively recruit.

9.5 STRATEGIC TEAM RESTRUCTURE & CAPACITY

In order to support schools there has been a realignment of duties across the team with the recruitment of additional central capacity to support the reduced capacity or school to school working during this time.

This has included a secondment for Expressive Arts (part time role) and the engagement of enhanced lead practitioners to provide strategic and school to school support in digital, wellbeing, assessment and enquiry.

10.0   BARRIERS TO BLENDED LEARNING

As part of our ongoing work to support schools across the region Improvement Partners have gathered information on blended learning. This discussion focused on provision for learners where are or may need to self-isolate due to covid-19. IPs discussed the following questions with school leaders:

1. How are you currently delivering remote or blended learning?
2. What are the strengths of your blended learning provision?
3. What barriers have you encountered in delivering blended learning?
4. What support do you require going forward?
5. How are vulnerable learners being supported?

10.1 In Summary the main barriers are:

Access to technology and/or connectivity:

- Schools recognise that there has been a significant focus across the LA on ensuring learners have access to appropriate devices and connectivity. This is less of an issues that it was at the start of lockdown.
- Schools are reporting that families did not consider themselves to be digitally deprived initially because they had internet and a laptop, but this could be a one device shared across the family or were accessing resources via a mobile phone.
- They have also raised the issue of lack of devices in school because they have issued their devices to learners.

Parental support and engagement

- Parents are struggling to support learning when they have to work at home, and often lack confidence to support their children. There are also difficulties where there are multiple children needing support. Younger children need significant support and parents are finding this difficult to manage while working themselves.
- Schools are reporting that parents cannot engage with the materials in some cases due to their own language, literacy or numeracy skills.
- Parents are also finding it difficult to support learners with additional learning needs to access the material or to engage with learning in the home environment.
- On occasion there are technology issues that parents are unable to support their children to resolve

Staff Workload, skills and confidence.

- There is no doubt that this has been a significant learning experience for all staff in schools. There are still staff who do not feel confident in using the tools available to support learning. Staff continue to develop the necessary skills and to engage with a range of online programmes to support learning.
- Staff are struggling to manage planning for pupils in school and a few children isolating. This takes more time and balancing this with a full teaching load is difficult, particularly in smaller schools or departments.
- Staff who are isolating and keen to engage in blended learning also have childcare issues
- Unions are reporting significant increases in teacher stress and workload

Engagement & Motivation

- Many pupils particularly those who benefit from group work and physical learning activities in schools are struggling to engage and stay motivated. Within schools pupils are taught strategies to help them be independent learners and to develop their learning resilience, this is incredibly difficult to replicate on line
- Pupils do not see home as a learning environment and many of our children and young people do not have an appropriate space to engage in learning
- Families are struggling to motivate and engage learners. This is particularly difficult for our youngest learners and for learners with additional needs.

Schools continue to develop their blended learning approaches

- Schools are developing a range of strategies to ensure they are engaging with families. Is remains a challenge for schools to reach the traditionally hard to reach families
- Priorities continue to focus on:
  - Managing a small number or individual pupil who is isolating, ensuring they can engage with the learning, and get the right feedback to make progress and not fall behind their peers.
  - Meeting the needs of all pupils particularly pupils with additional needs or EAL
  - Developing effective and manageable quality assurance processes to monitor learning rather than engagement.
  - How to provide to direct teaching experience for pupils isolating

11.0 NEXT STEPS

As we continue to respond to the issues raised by schools we are supporting staff to work with schools to identify the cause of the barriers to accessing blended learning. We will continue to work across the region to empower schools to support all learners. This involves identifying the issues, learning from research, providing tangible guidance and support as well as sharing effective school practice.

11.1 AUTUMN / SPRING TERM PROFESSIONAL LEARNING OFFER

As the situation develops, the team at CSC are continuing to develop the professional learning offer in light of research, requests from schools and the needs of the wider school system.

The professional I earning offer is not a static publication, and as professional learning opportunities are developed, these are shared with the school communities via the bulletins and added to the professional learning area of the CSC website which can be accessed here.

11.2 DIRECT TEACHING RESOURCES

We have recently launched our direct Teaching Resources Repository to support practitioners who are setting work for pupils isolating. These short focused direct teaching resources have been gathered from across the region to support practitioner. This is an example of schools working together to support each other. We expect this resource to grow throughout the year. It will include resources for English, Welsh and maths at all Key stages and Science at KS4 and 5. This is an opportunity for schools to share what they have already produced across the region. We are also working with our special schools to develop appropriate resources for their learners. The regional Welsh in Education team are creating direct teaching resources to help schools to use the resources that were produced as part of the continuity of learning programme in the summer term.

11.3 PROFESSIONAL LEARNING (INTERNAL & EXTERNAL)

We have made sure that bespoke support continues to be available to schools and more and more schools now have capacity to run this internally. We are continuing to offer digital and blended learning support to schools to ensure that staff and learners are confident in using the tools and strategies available.

Where possible training is offered at a range of times and is available asynchronously where possible. But we are also mindful of the work life balance issue and do not want all training to be afterschool, in the evenings or at the weekend. The National Programmes for leadership have recommenced in a virtual environment. Local support for Curriculum for Wales has also restarted and we are working with schools to implement the Journey to 2022.

11.4 MOTIVATION & ENGAGEMENT

We have used the barriers to blended learning schools identified throughout this time as a focus for our pedagogical research and this is informing the development of resources to support schools. For example, schools have identified the challenge of motivating learners who are isolating, this has led to the development of a resource featuring practical strategies that practitioners can employ to improve pupil motivation and engagement.

11.5 IMPROVING TEACHING & LEARNING

Our Equity and Excellence Strategy continues to drive our focus on teaching and learning. This ensures that staff are focusing on pedagogy rather than solely on tools to support learning during periods of isolation. In the spring team the focus of our IP work will be on effective joint monitoring, evaluation and review to support schools to review the quality of learning that is taking place rather

than the provision available. This will build on the work that our Self Evaluation working group have been developing and trialling in their schools.

Support for individual staff has also recommenced. Schools are clear that practitioner need time to refine their offer to support learning. Leaders and practitioners need to know that they have the support of the system to keep refining their offer to pupils and that some of the traditional activities and processes will not happen. We are all concerned about school staff wellbeing and workload, so it is essential that we reduce the demands on schools staff. We continue to work with Estyn and Welsh Government to clarify the accountability systems that will be used to monitor schools next year.

11.6 PEER SUPPORT & ENGAGEMENT

We are continuing to develop our approach to peer engagement, the models we are using are being refined to ensure we have a genuine peer partnership offer. Our IPs will also share effective practice linked to specific barriers to ensure that schools can learn from each other across the region.

11.7 SHARING INFORMATION WITH LAs

We have shared detailed information on individual schools strengths and barriers with LA colleagues to ensure that we can have a joined up approach to supporting learning.

APPENDIX A: CONTINUITY OF LEARNING (CSC suport for the National Programme)

D2 Technical Guidance (CSC Digital Technology Strategic Team)

This aspect f the continuity of learning programme was led by Welsh Government and LAs. It related to online safety and digital delivery. CSC involvement came through individual LA strategy groups for individual LAs. CSC provided a perspective on plans for distribution of devices and the knock on effect this would have on the EdTech project delivery.

D3 Communication and collaboration tools (CSC Digital Technology Strategic Team & Senior Lead for Curriculum)

The four regions led on this. Online video tutorials were produced for a range of scenarios and tools within the Hwb platform. CSC focused mainly on the Parents and Carers section but also contributed to the senior leaders and practitioners materials.

In addition to the materials below, a Hwb Tools – Scenario Solution Support spreadsheet was developed that could be used by IPs and Schools	Copy of Hwb Tools - Scenario Solution Su

Supporting materials were developed for Parents and Carers can be found here to access online tools to support distance learning. This included:

Accessing Learning	**Supporting Learning**	**Submitting Work**
• How do I access my child's assigned tasks? • Show me how Hwb works • How can I access specific tools or download them?	• Where can I find additional activities for my children to do? • How do I keep my child safe whilst working online? • How can Hwb tools support learners with ALN?	• How does my child send work back to the teacher? • How can I access feedback?

Supporting materials were developed for school leaders to access online tools to support leadership with examples found here This included:

Communication	**Collaboration**
• How can I host a meeting online? • How can I communicate with cluster HTs? • How do I communicate with staff? • How can I communicate with governors? • What is the advice from teaching unions during coronavirus crisis?	• How can I create, store or share documents with colleagues? • How can I collaborate with cluster HTs?

D4 Guidance to Teachers & Heads (Assistant Director & Senior Lead for Professional Learning)

Activity in this area can be categorised as:
- Ongoing development of guidance and support materials for leaders and practitioners around distance and blended learning.
- Cross regional co-construction of documents

Guidance Documents Produced	
Executive Summary	Executive Summary FINAL (05.04.20).docx
Distance Learning Strategy	Distance Learning Strategy FINAL (05.04.
Distance Learning Overview	Distance Learning Overview FINAL (05.0
Distance Learning Guidance	Distance Learning Guidance (15.04.20) v2
Distance Learning Considerations	Distance learning considerations EN.pdf
Distance Learning Considerations (For Schools)	Distance learning considerations FOR S
Developing Approaches to Distance Learning	developing-approaches-to-support-dista
Distance Learning Principles and Considerations for Planning, Assessment and Feedback	Distance learning Principles and Conside
KS 3 Models	KS3 MODEL - 2.docx
Distance Learning Model 5&6	Distance Learning Model 5 a 6 ENG.docx
Developing Integrated Approaches to Blended Learning	Developing integrated approaches

D5 Guidance to parents & Carers (CSC Digital Technology Strategic Team)

Resulting documentation found here. CSC contributed to the FP and KS2 guidance. Our main role was to consider the issues facing parents and carers in delivering distance learning and supporting their children. The format followed the key areas of WG concern such as wellbeing etc.

D6 Hwb (CSC Digital Technology Strategic Team & Senior Lead Curriculum)
This worked merged with D3.

D7 School Business (Senior Lead Curriculum & Deputy Managing Director)

Estyn were leading on this deliverable, however the region supported the development of the guidance published D7 'Advice for school and PRU leaders'

D8 Web Based Professional Learning (Managing Director & Assistant Director)

The MD from CSC was the lead for this work which involved:

- Cross agency working with regions, WG, Estyn, NAEL, Quals Wales around systems needs and expectations of professional learning (PL) in the current climate
- Guidance produced for producers of web based PL
- Guidance produced for consumers of web based PL

Action Plan	D8 draft Plan-June 2020.docx
Web Based Professional Learning	web based professional learning
Web Based Professional Learning (What to expect)	web based professional learning

D9 Welsh Opportunities for all learners to maintain, develop and use their Welsh language skill (Principal Improvement Partner & Welsh Team

- The Principal Improvement Partner (PIP) with strategic responsibility for Welsh and the Welsh in Education Manager were members of the collaborative team that provided steer to the project. This team comprised of representatives from Consortia, Welsh Government, Estyn and NAEL. The SCA provided regular to the collaborative team about the development of resources.
- The SCA was chair of the steering group that comprised of representatives from the four regional consortia. The steering group met at least weekly between April and July 2020.
- Members of the steering group were responsible for leading subgroups of staff from the four consortia, as well as from WG, Estyn and NAEL to collate, share and create resources to support learners to develop and use their Welsh language skills. Representatives from the Welsh in Education team and the Welsh language charter officer actively engaged in work associated with D9. A list of staff involved in D9 is included in Appendix A. The groups, based on medium of language and key phase, met regularly on a weekly basis from April – July 2020. Small groups of individuals also met outside the main meeting to work collaborative on tasks and resources.
- Excellent cooperation was evident with all stakeholders involved, with staff from across the four consortia willing to share resources and expertise. This close cooperation ensured a highly successful working partnership that has resulted in a comprehensive range of high-quality resources.
- On a secondary Welsh medium level, two teachers from CSC were also involved in the development of the work.

- Engagement has continued since the reopening of schools. In the secondary sector, close collaboration and the sharing of resources has resulted in the creation of two communities on Hwb: Y Pair and Y Gist. In addition, resources are being launched on 13th October for a new text that is being studied at GCSE (Llyfr Glas Nebo).
- Information has been shared with schools through close collaboration with the communication team at CSC. Updates have been provided in weekly school bulletins and via Twitter (@CSCJES, @CSC_Cymraeg, @SiarterIaithCCD). Termly update meetings have been provided for Welsh Secondary Heads of Department. Information has also been shared via LA Welsh in Education Forums (WEF) and through LA Task Groups e.g. Bridgend WEF task and finish group to support Welsh medium school to engage with parents who don't speak Welsh.

D10 Preparing for the New Curriculum (Assistant Director & Strategic Lead for Curriculum Reform)

This particular work stream included working with Welsh Government, cross-regional colleagues and Estyn as follows:

- Re-evaluate, feed into drafts and give feedback on appropriate changes to the Shared Expectations document to include acknowledgment of Covid-19 impact to timescales and/or processes.
- Revision of the Curriculum for Wales cross-regional professional learning programme for senior leaders and middle leaders' through e-learning. Launched from Oct 2020.
- Formulate and agree a consistent approach to collecting engagement data from distance learning PL (*for regional records only*)
- Formulate and agree a consistent approach to formatively evaluating the quality of online PL and capturing impact (*to improve the quality of PL delivery only*).
- Meetings with CSC Regional AoLE Leads to share D10 outline of work – pausing of Shared Expectations doc, National PL Programme, regional PL sessions. Also to gain feedback from Leads on the effects of the crisis in schools and to identify ways WG and CSC staff could support.

D11 Support remote learning Inc. Post 16 (Senior Strategic Lead for curriculum & Improvement partner)

Regarding D11 (Post-16), the following link contains the resources developed to support practitioners and learners. WG placed it in an area entitled Year 11- bridge to post-16.

https://hwb.gov.wales/distance-learning/post-16-learning-and-skills/year-11-bridge-to-post-16-learning-and-skills

Members of the strategic team developed a series of tutorials. The series of these will be continued to support the current Y12 cohort throughout this year.

Tutorial 1: Preparing for Year 12/sixth form
Tutorial 2: Skills reflection and development
Tutorial 3: Exploring university options
Tutorial 4: Exploring employment options

The following sections were prepared by other partners, however were discussed at length by the D11(Post-16) group.
https://hwb.gov.wales/distance-learning/post-16-learning-and-skills/
https://hwb.gov.wales/distance-learning/resources/post-16/
https://hwb.gov.wales/distance-learning/resources/seren/

D12 Health & Well Being (Strategic Lead for Humanities, Health & Well Being)

The four leads worked collaboratively across the regions, with Maxine Chichester from the Welsh Government and Mark Campion from Estyn, over a period of a few months early in the summer term.

https://hwb.gov.wales/distance-learning/supporting-physical-and-mental-well-being-through-distance-learning/

During our initial research we identified the five ways to well-being (a model used by the NHS and MIND) as an effective approach for supporting mental health and physical well-being. This formed the basis of our work, however, the information in existence was very focused on adults and was not suitable to the COVID situation, with learners facing both lockdown and remote learning. Therefore we developed a new series of practical suggestions, key considerations and advice for practitioners (within a variety for educational settings) to support the mental health and well-being of their learners during this time of the pandemic.

APPENDIX B

Improvement Partner Activity

There have been a range of delivery activities undertaken this term by IPs. These include:

- IPs have worked with Head Teachers to offer timely bespoke support in line with the needs and capacity of each school;
- School support visits and meetings have had as part of their focus monitoring standards through book looks, learning walks and identifying developmental needs across schools;
- The IPs have advised schools as to the planned spend of grants including the PDG, RRRS and have examined how schools have identified pupils' learning needs through a variety of baseline assessments on return to school in September;
- The IPs have worked as the 'conduit' between the schools and CSC in identifying appropriate support, including specific digital training, literacy, numeracy, STEM and leadership;
- CSC's blended learning resources to support schools have been shared by the IPs with their schools;
- The IPs have worked through the School Improvement Plan (SIP) priorities that schools have in place for this academic year and have advised (and refined) some of the targeted actions within those action plans to ensure clear impact is made;
- The process of Headteacher Performance Management has started in some schools and will continue this side of half-term;
- Some IPs have taken part in Headteacher and other senior leadership appointments;
- Regular wellbeing checks have been made with the schools and support provided for schools that have had to manage Covid cases;
- The IPs have identified professional development needs within their schools and have signposted appropriate staff to CSC's leadership development programmes ie. NPQH, Aspiring Heads, Senior Leaders etc.

Strategic Team Activity

Strategic staff have been developing guidance and supporting schools, this has included:

- Guidance on distance, blended and hybrid learning. This has evolved as practice and research has developed initially focusing on distance learning, moving into blended learning and then on to supporting schools to ensure continuity of learning. The team provided a range of digital support for teachers and schools to ensure that staff and learners can access and use on line learning systems;
- The Strategy for Equity and Excellence has now been published and is guiding school improvement and teaching and learning in schools;
- Our regional PL offer has been revised and adapted to ensure it is relevant and accessible for schools. This includes e-learning for all areas of PL. The programme is available on our website and attendance has been excellent. The team have also ensured that colleagues in the service and LAs have a common understanding of blended learning. This has been supported by our blended learning road map and the variety of webinars held;
- A repository of direct teaching resources in specific curriculum areas is being constructed and collated where schools and CSC officers can share their resources with practitioners across the region;
- We have ensured that there is a focus on well-being both in terms of staff and pupil well-being. This has included re-evaluating and reshaping and refocus of the professional learning (PL) offer related to vulnerable learners and well-being. We are also working with on directly with external providers to meet the evolving needs of schools in these high priority areas;
- The team is also continuing to work on national and cross-regional programmes to ensure that our schools have access to national programmes delivered locally. These include Pupil Development Grant (PDG), Professional Learning, leadership, Curriculum For Wales (CFW), Initial Teacher Eduction (ITE), TALP and induction;
- Our website is continually updated to ensure the most up-to-date information and guidance. This includes a wealth of collated and quality assured resources that are matched to the curriculum to support teachers and parents to support learning across all of the key stages;

- The Welsh in Education Officers have recommenced their direct support in schools. Support for the work in cluster and individual schools on the Welsh Charter, and assessments for Siarter Iaith and Cymraeg Campus have been reinstated. The PL for Welsh Language development have been revised as e-learning;
- Guidance, PL and support for Curriculum for Wales has been further developed across the region. This has included: the cross regional programme developed as e-learning, Areas of Learing Experience (AoLE) network meetings, new resources and bespoke support for individual schools and clusters;
- The team continue to support specific local and national projects including the national Post 16 resource programme;
- School Improvement Groups (SIGs) and cluster collaborative school to school working has been restarted with schools. Service Level Agreements (SLAs) have been issued to release funding to support schools to have meaningful networks focused on developing pedagogy and other shared improvement priorities;
- The CSC school's bulletin, social media platforms and the specific strategic area social media twitter feeds provide ongoing targeted information and guidance to leaders and practitioners across the region;
- National leadership programmes have been restarted in our region to continue to provide high quality professional learning and support for our middle leaders, senior leaders, aspiring headteachers, new and acting head teachers and experienced head teachers. A new assessment only NPQH is also ensuring our leaders are equipped for headships in the near future;
- CSC team members are now part of the National Head Teacher wellbeing group. CSC is providing a wide range of support for head teachers in the short and long term. Immediate emergency support has been provided to our headteachers through professional support and coaching sessions;
- The National Coaching and Mentoring Programme has started in the region, training supervisor coaches from both the CSC team and school leaders and practitioners to facilitate future training and support in the region;
- Guidance, PL and support for NQTs has been significantly revised to meet the present needs, this includes the increased numbers of supply teachers working in the region;
- Guidance, PL and support for Teaching Assistants has been revised including the creation of a Google classroom specifically to enable the PL and networking of teaching assistants (TAs);
- Strong partnership working continues with the ALN Regional Transformation Lead and LA officers in ensuring schools have the knowledge, skills, school environment, PL and support. This has included guidance documents related to inclusion and ALN, and joint PL for schools and CSC staff;
- Bespoke guidance, advice and support offered to clusters and individual schools in relation to vulnerable learners, PDG CLA and PDG;
- Chairing of attendance, exclusion and EOTAS leads meetings from across the 5 local authorities;
- Ongoing partnership working with external organisations including the Service Children in Education, Young carers and the Child Poverty Action group. This has resulted in a Pilot project in RCT linked to poverty proofing commencing this term; and
- Members of the strategic team are also working with colleagues in schools to develop the quality of teaching and learning working with leaders and class teachers.

Number of Contacts

	CSC	Rhondda Cynon Taf	Vale of Glamorgan	Merthyr	Cardiff	Bridgend
Total	3043	864	435	330	1030	384

Type of Contact

	CSC	Rhondda Cynon Taf	Vale of Glamorgan	Merthyr	Cardiff	Bridgend
Emails	1453	457	183	142	506	165
Face to face	157	72	9	9	60	9
Telephone call	528	111	89	68	135	125
Video Meeting	891	219	153	107	327	85
LA Meeting	12	5	1	4	2	0

Nature of Contact

	CSC	Rhondda Cynon Taf	Vale of Glamorgan	Merthyr	Cardiff	Bridgend
Planning visit (plan)	1054	340	150	99	356	109
Training (do)	465	132	73	45	153	62
Monitoring (review)	422	92	83	38	130	79
HTPM	62	31	4	4	21	2
Governing Body	66	13	9	18	24	2
Focused Review	70	22	5	28	10	5
Brokerage	352	159	48	19	77	49
Cluster Working	48	11	6	2	26	3
Joint LA visit	42	15	0	4	23	0
Appointments	124	42	12	11	30	29
Other	1225	291	132	136	527	139

Contacts have been recorded for schools receiving enhanced support only (previously Red, amber or vulnerable yellow)

Welsh government has removed the need to categorise schools across Wales. Within CSC we have a two tier system of support. Enhanced support is provided to school who were previously categorised as Red or Amber and any school, who through close monitoring, is considered to need enhanced support. All schools have a named Improvement Partner who coordinates and brokers appropriate support from within the service or from our school partners. The tables below show the contact with schools accessing enhanced support from CSC. Numbers do not include support from school based staff funded by CSC, e.g. Executive HT or Lead Practitioners

Red & Amber Schools

	CSC	Rhondda Cynon Taf	Vale of Glamorgan	Merthyr	Cardiff	Bridgend
Total Schools	373	114	54	26	121	58
Red/Amber Schools	48	16	5	9	12	6
% of Schools	12.87%	14.04%	9.26%	34.62%	9.92%	10.34%

Vulnerable Yellow Schools

	CSC	Rhondda Cynon Taf	Vale of Glamorgan	Merthyr	Cardiff	Bridgend
Total Schools	373	114	54	26	121	58
Vulnerable Yellow Schools	21	8	4	2	3	4
% of Schools	5.63%	7.02%	7.41%	7.69%	2.48%	6.90%

Number of Contacts - Red & Amber Schools

	CSC	Rhondda Cynon Taf	Vale of Glamorgan	Merthyr	Cardiff	Bridgend
Total	938	324	96	196	220	102
% of All School Contacts	30.85%	37.59%	22.07%	59.39%	21.36%	26.56%

Number of Contacts - Vulnerable Yellow Schools

	CSC	Rhondda Cynon Taf	Vale of Glamorgan	Merthyr	Cardiff	Bridgend
Total	202	71	40	16	30	45
% of All School Contacts	6.64%	8.24%	9.20%	4.85%	2.91%	11.72%

Type of Contact

Type of Contact

	CSC	Rhondda Cynon Taf	Vale of Glamorgan	Merthyr	Cardiff	Bridgend
Emails	432	178	49	89	82	34
Face to face	71	34	3	9	19	6
Telephone call	158	39	16	35	26	42
Video Meeting	266	68	27	60	91	20
LA Meeting	11	5	1	3	2	0

	CSC	Rhondda Cynon Taf	Vale of Glamorgan	Merthyr	Cardiff	Bridgend
Emails	84	35	12	4	19	14
Face to face	15	9	1	0	2	3
Telephone call	50	10	13	8	2	17
Video Meeting	53	17	14	4	7	11
LA Meeting	0	0	0	0	0	0

Nature of Contact

Nature of Contact

	CSC	Rhondda Cynon Taf	Vale of Glamorgan	Merthyr	Cardiff	Bridgend
Planning visit (plan)	360	127	33	75	93	32
Training (do)	113	35	11	26	27	14
Monitoring (review)	171	57	16	26	47	25
HTPM	18	13	0	1	4	0
Governing Body	47	13	6	10	16	2
Focused Review	36	9	4	17	5	1
Brokerage	89	35	13	13	21	7
Cluster Working	2	1	0	0	0	1
Joint LA visit	39	15	0	4	20	0
Appointments	44	21	4	10	5	4
Other	349	118	32	72	90	37

	CSC	Rhondda Cynon Taf	Vale of Glamorgan	Merthyr	Cardiff	Bridgend
Planning visit (plan)	80	30	12	4	16	18
Training (do)	41	11	9	4	6	11
Monitoring (review)	28	3	7	0	1	17
HTPM	0	0	0	0	0	0
Governing Body	3	0	1	2	0	0
Focused Review	3	2	0	0	1	0
Brokerage	22	14	4	0	1	3
Cluster Working	2	0	1	0	1	0
Joint LA visit	2	0	0	0	2	0
Appointments	11	3	0	0	2	6
Other	66	20	15	8	12	11

Digital Professional Learning Report	CENTRAL SOUTH CONSORTIUM REPO!