Dinas a Sir Abertawe

Hysbysiad o Gyfarfod

Fe'ch gwahoddir i gyfarfod

Pwyllgor Datblygu Polisi Addysg a Sgiliau

Lleoliad: **O bell drwy Microsoft Teams**

Dyddiad: **Dydd Mercher, 5 Awst 2020**

Amser: **4.00 pm**

Cadeirydd: **Y Cynghorydd Robert Smith**

Aelodaeth:
Cynghorwyr: J P Curtice, M Durke, F M Gordon, B Hopkins, O G James, L R Jones, M A Langstone, M B Lewis a/ac D W W Thomas

Geylio ar-lein: https://bit.ly/2OYZsuj

Agenda

Cyfarfod nesaf: Dydd Mercher, 2 Medi 2020 ar 4.00 pm

Huw Evans

Huw Evans
Pennaeth Gwasanaethau Democrataidd
Dydd Mercher, 29 Gorffennaf 2020
Cyswllt: Gwasanaethau Democrataidd 636923

City and County of Swansea

Minutes of the Education & Skills Policy Development Committee

Remotely via Microsoft Teams

Wednesday, 8 July 2020 at 4.00 pm

Present: Councillor R V Smith (Chair) Presided

Councillor(s)	**Councillor(s)**	**Councillor(s)**
J P Curtice	M Durke	B Hopkins
O G James	L R Jones	M B Lewis
D W W Thomas		

Officer(s)
Damien Beech	Head of Primary Phase Unit
Gareth Borsden	Democratic Services Officer
Helen Morgan-Rees	Head of Education Achievement & Partnership
Stephanie Williams	Principal Lawyer

Apologies for Absence
Councillor(s): M A Langstone and Nick Williams

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39   Disclosures of Personal and Prejudicial Interests.

In accordance with the code of conduct adopted by the City & County of Swansea, no interests were declared.

40   Minutes.

Resolved that the minutes of the Education & Skills Policy Development Committee held on 11 March 2020 be agreed as a correct record.

41   Education Service Update and Further Discussions on Workplan for 2020/2021.

The Chair welcomed members and officers to the first meeting of the Committee since the start of lockdown and the effects of Covid 19 pandemic.

He reported that during the pandemic, the work on the draft cabinet report on the New Curriculum had obviously been put on hold as officers had to deal with other more urgent matters. He also stated that the 3 topic areas agreed by members at the last meeting for future review may well need to be revisited and/or added to in order to include any particular issues that have arisen as a result of Covid 19.

Helen Morgan-Rees reported that officers had recommenced work on the draft report on the new curriculum and stated that it would be ready for member's consideration by the end of July.

She then gave a verbal update to the committee on how the department had adopted a 'continuity of learning plan' during the pandemic, the two main aims of this plan were to protect pupils' wellbeing and learning through high-quality support and distance learning and to work with headteachers, local authority officers, networks and unions to shape new ways of working.

This approach had contained the following ten main objective areas:
- Support the digitally disadvantaged families;
- Provide advice and guidance to support families (wellbeing and learning);
- To share high-quality resources and best practice to support wellbeing and distance learning across schools;
- To provide high-quality Continuous Professional Development (CPD) resources and opportunities for schools;
- Consider approaches to mitigate against gaps widening between groups of pupils (e.g. pupils from disadvantaged backgrounds, Additional Learning Needs, English as Additional Language etc.);
- Promote Welsh Language learning (including supporting pupils in Welsh Medium schools from English speaking backgrounds);
- Provide guidance and support to schools and governors on school business;
- Consideration on how schools could reopen safely;
- Technical support for schools with assessed grades for GCSE and A-Level & other matters related to exam cohort pupils, i.e. Yr10/12;
- Transition – primary/secondary and secondary/post-16.

She outlined the extensive scoping and research exercise undertaken to establish those digitally disadvantaged pupils and that in excess of 550 devices and 400 home wifi kits had been supplied to those pupils to enable home learning to be undertaken, some of which had been funded from Welsh Government grants.

The development of the Swansea Virtual School (SVS) https://swanseavirtualschool.org/ had proved to be an excellent development that one that given the timescales involved, the authority could be extremely proud of. The virtual school contains a wide ranging supply of information, model online lessons, advice for pupils/parents/carers and links to CPD for staff.

She outlined the childcare provisions put in place in schools for 'key worker' children, and outlined the approach developed to assist young people with mental health issues and those with ALN needs.

The support and advice given to governing bodies was also outlined.

She indicated that it was likely that the blended learning programme of school/digital/home provision would continue well into the autumn term dependant on the re-infection rate and advice from Welsh Government.

She outlined the work done with the year 11 cohort for 2020 and the assessments undertaken for this year's exam results. 2021's year 11 and how their studies/exams will be affected remains a concern and is yet to be decided. The current year 6's transition to secondary school is also an area of issue, although virtual tours and online introductions to the new school and teachers have assisted the situation.

Damien Beech then outlined in more detail the high quality CPD and resources in place and available for schools and their staff via the SVS and the well established various primary and secondary networks. The website also signposts teachers to areas of best practice and details online activities that can be utilised.

He indicated that a very successful webinar relating to blended learning had been held last week with over 300 teachers 'attending'. A further webinar was also being held today regarding online classrooms.

He also outlined that ERW had also released resources to assist with the development and provision of Welsh language classes. He also indicated that ten staff had signed up for sabbatical classes. He also detailed the links developed with the Book Trust Cymru and an online Theatre group.

He outlined the enormous amount of research, work, effort and co-ordination that had gone into the planning for the reopening of schools. He detailed the good practice observed, risk assessments undertaken, and the input of schools, unions, HR, legal, and the transportation section that went into the reopening. Parents were also consulted on the proposals.

He outlined that the huge task needed to acquire the necessary PPE for each school which was also sourced, procured and distributed to schools prior to their re-opening.

He re-iterated that work and planning remains ongoing for the new term in September subject to any further lockdowns, whether local or national, and following advice from Welsh Government.

Member of the committee asked many questions of the officers around the topics and issues covered above, the officers responded accordingly.

The Chair wished to place on record both his and the committee's thanks and appreciation for all the work and effort undertaken by both officers centrally within the education department and all the school based staff in providing and sustaining the education provision for young people across the city in extremely stressful and very difficult circumstances both during lockdown and since the partial easing of restrictions and the re-opening of schools.

Members of the committee echoed and supported the comments from the Chair.

The Chair indicated that as the draft cabinet report would be available at the end of July, a special meeting of the committee would need to be arranged in August to consider this, the special meeting could also receive an update from officers and a scoping report covering the areas raised and discussed above including topics such

as digital infrastructure and capability, distance/blended learning, schools design/layout, feedback from parent surveys etc.

Agreed that a special meeting of the committee be held on Wednesday 5 August at 4pm to consider the two reports outlined above.

The meeting ended at 4.52 pm

Chair

Education and Skills Policy Development Committee – 5 August 2020

Draft Report of the Education and Skills Policy Development Committee

Cabinet – 17 September 2020

Implications and Preparation for the New Curriculum in Swansea Schools

Purpose:	To consider implications and preparation undertaken for the introduction of the new curriculum in Wales.
Policy Framework:	Welsh Government Curriculum and Assessment Reform Education in Wales: Our National Mission 2017-2021 Regional Strategy ERW 2019-2022
Consultation:	Access to Services, Finance and Legal.
Recommendation(s):	It is recommended that:

1. Swansea identifies and continually reviews its school support needs as the new curriculum evolves. It will deliver information, assistance and influence via various methods, including regional partnerships, where appropriate.
2. A Swansea-wide Professional Learning Community (PLC) is further developed to share effective practice, ideas and learning. The PLC will continue to harness opportunities to work with external partners, as appropriate, including both Universities.
3. Swansea schools and officers maintain mechanisms to systematically share good practice on-line by sustaining and building on existing platforms.
4. Meaningful pupil progress and achievement indicators are developed locally and in collaboration with Welsh Government.
5. Robust systems of moderation, based on the cluster model, to ensure consistency of assessment practice across Swansea to support rigorous and reliable teacher assessment are sustained.
6. School leadership capacity, at all levels, to deliver curriculum reform is supported, including partnership with the National Academy, where appropriate.

7. Ensure the workforce skills needed to deliver the new curriculum by maintaining systems to identify and meet continual professional development needs for all school practitioners.
8. Ensure skills learning for current and future occupations, including digital learning, is embedded into the curriculum in all Swansea schools in collaboration with Swansea's Skills Partnership / Partneriaeth Sgiliau Abertawe (PSA).
9. Swansea's curriculum implementation guidance moves into planning phases 3 and 4 following the successful milestones reached in phases 1 and 2 (appendix A).

Report Author:	Helen Morgan-Rees
Finance Officer:	Chris Davies
Legal Officer:	Stephanie Williams
Access to Services Officer:	Rhian Millar

1. Introduction

1.1 Curriculum reform is a significant part of the Welsh Government's strategy to improve education in Wales. The overall strategy is articulated in the Welsh Government's action plan for 2017-2021, *Education in Wales: Our national mission*[1]

1.2 The curriculum reform journey began back in March 2014 when the Minister for Education at that time, Huw Lewis, invited Professor Graham Donaldson, one of the architects of Scotland's Curriculum for Excellence, to review the Welsh National Curriculum. Prior to this work, the last significant change to the curriculum took place in 2008, when all the subject orders were revised. After poor PISA outcomes in 2009, the Literacy and Numeracy Framework (LNF) was added, along with national literacy and numeracy tests. In 2014, the English, Welsh and mathematics orders were amended to align more closely with the LNF. In the following years, changes to common GCSE qualifications were made.

1.3 In February 2015, after less than a year, which included the *Great Debate*[2], Donaldson published the findings and recommendations of his review in the report: *Successful Futures, Independent Review of Curriculum and Assessment Arrangements in Wales*[3].

1.4 The report was wide-ranging in scope covering curriculum, teaching, assessment, and system evaluation. It contained 68 recommendations in total. The four purposes provided the overarching design of the curriculum, which were, and remain:
- ambitious, capable learners, ready to learn throughout their lives
- healthy, confident individuals ready to lead fulfilling lives as valued members of society

- ethical, informed citizens ready to be citizens of Wales and the world
- enterprising, creative contributors ready to play a full part in life and work

In addition to the four purposes, six areas of learning and experience would replace subject disciplines. Literacy, numeracy and digital skills would be cross-cutting themes. The report also outlined twelve pedagogical principles. Notably, Donaldson's principle of subsidiarity would mean teachers and schools would have the freedom and responsibility to design their own local curricula.

1.5   Although the *Great Debate* only lasted 10 weeks, and commentators expressed concerns over the haste at which it had taken place, the Successful Futures report and its recommendations were broadly welcomed by stakeholders. There was a sense of excitement at the prospect of curriculum reform as noted by Dr Phillip Dixon, director of the Association of Teachers and Lecturers Cymru, at that time[4].

1.6   In July 2015, Huw Lewis and the Welsh Government formally accepted Donaldson's proposals in full and began planning for the implementation in their education strategy, *A Curriculum for Wales, A Curriculum for Life*[5], which was published in October 2015. Later that year, in May 2016, Huw Lewis stood down as an Assembly Member and was replaced by Kirsty Williams as Minister for Education.

1.7   In December 2016, Wales' PISA outcomes were disappointing. After a rapid review[6] undertaken by the Organisation for Economic Cooperation and Development (OECD) during the following year, Kirsty Williams and the Welsh Government, supported by OECD's report, maintained the ambitious curriculum reform programme. Furthermore, the Welsh Government adopted OECD's *Schools as Learning Organisations*[7] model that is based on seven action-oriented dimensions, which the OECD believes help schools to transform into learning organisations.

1.8   As part of the curriculum reform preparation, Welsh Government's Children and Young People's Committee heard concerns[8] from pioneer schools stating they had not received clear guidance on what they needed to do, and further concerns[9] from the Welsh Local Government Association (WLGA), the Association of Directors of Education in Wales (ADEW) and the teaching unions on the vague nature of the initial curriculum reform work. Additionally, commentators pointed to issues in Scotland, where the Curriculum for Excellence, which is based on four capacities that are virtually identical to the four purposes outlined in Successful Futures, has encountered challenges. A recent review by the Scottish Parliament Education Committee published a damning report[10] on the narrowing of subjects being taken by pupils in secondary schools. As a result of the review, and wider concerns in general, the OECD has been asked to conduct a review[11] of the Curriculum for Excellence during

2020-2021; this is the second review in six years on the difficulties of implementing the Curriculum for Excellence.

1.9 In spring 2019, the Welsh Government consulted on its White Paper; *Our National Mission: A Transformational Curriculum*[12]. The consultation received 1780 responses, in total. To the first question, "*Do you agree with our approach to legislating for the new curriculum structure*", over sixty-four per cent responded "*No*". The feedback highlighted that while there was broadly consistent support for the underpinning principles, notwithstanding the response to the first question, respondents had significant concerns over a lack of detail and clarity on the proposed content, and impact on teachers' workload in designing, resourcing and implementing the new curriculum.

1.10 In March 2019, the Welsh Government published a draft version of the Curriculum for Wales, which had been co-constructed by working groups of experts and teachers from pioneer schools. Alongside the contributions received through workshops and focus groups, the Welsh Government received 1,680 contributions online and via email for feedback[13] on the draft curriculum. Most respondents said the guidance needed to be improved to help *"understand and implement the curriculum in practice"*.

1.11 In response to the weight of the feedback on the draft curriculum, the Welsh Government instigated a Response to Feedback Phase[14], which included selecting Quality Improvement and Innovation schools from the existing pioneer-school network. These schools, along with experts from Glasgow University, University of Wales Trinity St David, the Welsh Government and regional consortia leads, were tasked with refining the draft curriculum documentation by responding to the key questions raised in the feedback, such as manageability, accessibility, learner progression and the curriculum framework to support teachers' planning.

1.12 At the end of January 2020, the Welsh Government published the final version of the Curriculum for Wales[15] along with a summary of the proposed legislation that is intended to lay the foundations for the start of the new curriculum in September 2022.

1.13 The Welsh Parliament's Children, Young People and Education Committee has announced a consultation on the Welsh Government's Curriculum and Assessment Bill[16]. The consultation will consider:
- the general principles of the Curriculum and Assessment (Wales) Bill and whether there is a need for legislation to deliver the Bill's stated policy objectives
- any potential barriers to the implementation of the provision and whether the Bill takes account of them
- any potential implications of implementing the Bill's provisions while relevant sectors deal with the consequences of the COVID-19 pandemic

- whether there are any unintended consequences arising from the Bill
- the financial implications of the Bill (as set out in Part 2 of the Explanatory Memorandum)
- the appropriateness of the powers in the Bill for Welsh Ministers to make subordinate legislation (as set out in Part 1: Chapter 5 of the Explanatory Memorandum)

2.   Evidence considered by the committee

2.1   For the academic year 2019-2020, the Education and Skills Policy Development Committee focussed its attention on curriculum reform. As outlined above, curriculum reform in Wales will be ten years in the making. Currently, schools are expected to adhere to the current statutory national curriculum as well as make preparation for the implementation of the new curriculum from September 2022. It is timely that the committee considers policy to inform, assist and influence schools in preparing for considerable national policy change.

2.2   Over the programme of work, the committee has listened to and discussed challenges, issues and opportunities with four secondary schools and four primary schools, including curriculum pioneer schools. Officers presented on and informed the discussion on the implications and preparation undertaken for the new curriculum. Officers, including ERW chief officers, ERW's curriculum reform and innovation officer, primary/ secondary officers, digital and skills officers provided a breadth of information about support available to help schools with curriculum change.

2.3   Over the sessions, committee members heard wide-ranging views about the successes and challenges that curriculum reform presents to schools and their staff. A few schools outlined that as they are now three years into the pioneer school project, and having visited other pioneer schools they and their staff feel confident going forward that the new curriculum will benefit young people in the long term. More than one school referred to the serious issue of teacher recruitment facing schools, particularly Welsh medium schools, especially in subjects like science and information technology. Links and relationship with the cluster schools were highlighted as vitally important to schools' success in planning the new curriculum together. A few schools indicated a more cautious approach to change, while staying in line with the current statutory national curriculum. Schools indicated they are working well with ERW to upskill the staff in readiness for the new curriculum. A 'leader of learning' was also appointed who also works across the cluster schools, and this has proved beneficial. Pioneer primary schools demonstrated a strong enthusiasm for the curriculum work they had undertaken and shared with other schools within their cluster and beyond. A few schools mentioned the effect of working as a pioneer school in improving the quality of a range of aspects in their schools including assessment of pupil progress, staff development, Welsh language development and pupil focussed

planning. Impact on pupil engagement, enthusiasm and attitudes to learning was evident in pioneer schools.

2.4 The Head of Curriculum Reform and Innovation in ERW stated that in her view the progress being made in preparedness for the new curriculum in Swansea was very well aligned with the views of Welsh Government and schools are already discussing the matters and sharing good practice and ideas during the lead in period to the new curriculum. She also indicated that the new curriculum should allow schools to move away from the inflexibility of the current prescribed curriculum and allow them to focus on the pedagogical principles and develop and build/expand on the areas that they are doing well. The committee heard that ERW Schools as Learning Organisation and Curriculum for Wales events during the summer and autumn term 2019 were organised so that information could be disseminated and ERW can ensure that schools keep abreast with the rapidly changing landscape of education in Wales. A few schools also outlined the excellent support received from the local authority and outlined a trial of a more thematic based cross subject learning initiative which aims to assist and encourage improvement. In addition to local curriculum plan, ERW's curriculum team has developed complementary curriculum-planning guidance, *Transform Your Curriculum[18]*, to support schools.

2.5 A few schools have amended both the management and departmental structures at the school to build on the knowledge and experience of the staff and aim to maintain subject integrity going forward, which is key for pupils wishing to study A levels and progress to University. A new timetable and provision for humanities has also been trailed in one school this year and this has worked well. Schools referred to the anticipated and understandable anxiety of some teachers towards the new curriculum. Nearly all schools spoke about the importance of literacy across the new curriculum areas. Nearly all schools made reference to the investment in time required to train staff for curriculum changes.

2.6 Swansea's Curriculum, Teaching and Assessment Group (including members from both primary and secondary schools and officers within the Education Directorate) has been pivotal in preparing for the new curriculum by:
- reviewing the work of pioneer and non-pioneer schools
- promoting research-based approaches through school networks; the work of key organisations and people have been shared, such as Educational Endowment Fund (EEF), Sutton Trust, Deans for Impact and Evidence Based Education
- arranging for keynote speakers for schools and forging links with the National Academy for Education Leadership (NAEL)
- developing a local authority curriculum implementation plan to support a consistent approach to schools in planning a phased approach to curriculum reform:
  - Phase 1 – Evaluate the current curriculum
  - Phase 2 – Planning and designing new curriculum

- Phase 3 – Trialling and refining
- Phase 4 – Implementing, monitoring and reviewing

- ensuring curriculum planning promotes:
  - the principles of schools as learning organisations (SLOs)
  - the four purposes of the new curriculum and the "what matters" statements within the new draft curriculum
  - strong evidence-based approaches on how pupils learn using the findings from cognitive science to help shape curriculum design and evidenced-based pedagogy
  - development and support for a well-informed school workforce

- promoting cultural capital through a connected curriculum in years 5/6 and years 7/8, and between secondary schools and post-16:
  - A connected curriculum promotes a degree of coherence between schools, for example, by building on previous knowledge and skills, and identifying aspects of cultural capital, while maintaining school-level flexibility
  - Cultural capital can be thought of as an entitlement to knowledge, skills and experiences that pupils, particularly those from disadvantaged backgrounds, might not otherwise acquire
  - The committee also heard that given the wide-ranging interpretation of the new curriculum framework, the Education Directorate has taken a strong research-informed, or evidenced-based, approach to supporting schools with curriculum reform. This approach complements the SLO model as well as the new teaching and leadership professional standards. These both expect teachers to take responsibility for their professional learning by keeping abreast of research findings to inform their practice. Following on from *The Science of Learning* cross-phase Headteachers meeting in February, Swansea Council was asked to provide feedback on Evidenced Based Education's draft update to Sutton Trust's, *What Makes Great Teaching, The Great Teaching Toolkit: Evidence Review*[17]. The evidence review was published in June 2020, and the Council's contribution was recognised in the report alongside educational organisations and experts such as EEF, Harvard University, University of Cambridge, Dylan Wiliam, John Hattie, Tom Sherrington and David Didau.

2.7 Following presentations from officers and schools, Members outlined their concerns relating to issues including the complete change from the current system to the new curriculum, the capacity for change, capacity for assessment and monitoring in the system, literacy levels, city deal job opportunities and vocational training opportunities. In addition issues around the potential impact of several different feeder schools linking into one comprehensive, the issue of teacher engagement into the changes, lessons learned from the curriculum reform in Scotland, implications for

children currently in the system and the need to maximise the opportunities for disadvantaged children were considered by the committee. Overall, the committee was impressed with the steps taken to prepare for the new curriculum by the sample schools.

3. RECOMMENDATIONS

3.1 Swansea identifies and continually reviews its school support needs as the new curriculum evolves. It will deliver information, assistance and influence via various methods, including regional partnerships, where appropriate.

3.2 A Swansea-wide Professional Learning Community (PLC) is further developed to share effective practice, ideas and learning. The PLC will continue to harness opportunities to work with external partners, as appropriate, including both Universities.

3.3 Swansea schools and officers maintain mechanisms to sytematically share good practice on-line by sustaining and building on existing platforms.

3.4 Meaningful pupil progress and achievement indicators are developed locally and in collaboration with Welsh Government.

3.5 Robust systems of moderation, based on the cluster model, to ensure consistency of assessment practice across Swansea to support rigorous and reliable teacher assessment are sustained.

3.6 School leadership capacity, at all levels, to deliver curriculum reform is supported, including partnership with the National Academy, where appropriate.

3.7 Ensure the workforce skills needed to deliver the new curriculum by maintaining systems to identify and meet continual professional development needs for all school practitioners.

3.8 Ensure skills learning for current and future occupations, including digital learning, is embedded into the curriculum in all Swansea schools in collaboration with Swansea's Skills Partnership/ Partneriaeth Sgiliau Abertawe (PSA).

3.9 Swansea's curriculum implementation guidance moves into planning phases 3 and 4 following the successful milestones reached in phases 1 and 2 **(Appendix A).**

4. Equality and Engagement Implications

4.1 The Council is subject to the Public Sector Equality Duty (Wales) and must, in the exercise of their functions, have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and those who do not
- Foster good relations between people who share a protected characteristic and those who do not

4.2 Our Equality Impact Assessment process ensures that we have paid due regard to the above.

4.3 An Equality Impact Assessment Screening has been completed and is attached. As a result there it has been determined that there is no requirement for a full EIA report.

5. Financial Implications

5.1 There are no financial implications associated with this report.

6. Legal Implications

6.1 There are no legal implications associated with this report.

Background Papers:

1 *Education in Wales: Our national mission,* Welsh Government*,* September 2017

2 *A report on responses to the Great Debate*, Wavehill Ltd on behalf of the Welsh Government, June 2015

3 *Successful Futures; Independent Review of Curriculum and Assessment Arrangements in Wales*, Professor Graham Donaldson CB, February 2015

4 *Curriculum changes in Wales must not be rushed, government is told*, Dr Phillip Dixon, SecEd, May 2015

5 *A Curriculum for Wales – A Curriculum for Life*, Welsh Government, October 2015

6 *The Welsh Education Reform Journey; A Rapid Policy Assessment*, OECD, 2017

7 *Developing Schools as Learning Organisations in Wales*, OECD, October 2018

8 *Changes to the curriculum in Wales,* Letter from Lynne Neagle to Kirsty Williams, Chair of CYPEC, January 2017

9 *Welsh Government's progress in developing the new Curriculum for Wales; Responses to the consultation*, CYPEC, Welsh Parliament, December 2018

10 *Subject choices in schools*, Education and Skills Committee, Scottish Parliament, September 2019

11 *Curriculum for Excellence Review 2020/21*, Scottish Government, February 2020

12 *Welsh Government Consultation – summary of response Our National Mission: A Transformational Curriculum*, Welsh Government, July 2019

13 *Curriculum for Wales 2022 Feedback Analysis*, Wavehill Ltd on behalf of the Welsh Government, October 2019

14 *Response to feedback phase*, Welsh Government, January 2020

15 *Curriculum for Wales*, Welsh Government, January 2020

16 *Consultation on the Welsh Government's Curriculum and Assessment Bill*, Welsh Parliament, July-September 2020

17 *The Great Teaching Toolkit: Evidence Review,* Evidence Based Education, June 2020

18 *Transform Your Curriculum,* ERW, March 2020

Appendices:
Appendix A - Swansea's Curriculum Implementation Guidance
Appendix B – Equality Impact Assessment Screening

Curriculum Implementation Guidance

September 2019 – 2022

Introduction

This plan outlines how Swansea Council will support schools to secure the effective implementation of the new curriculum as described in Welsh Government's plan, Education in Wales: Our National Mission.

"Developing transformational curriculum and assessment arrangements will be crucial to realising our vision for children and young people in Wales. They will have higher standards of literacy and numeracy, become more digitally and bilingually competent, and evolve into enterprising, creative and critical thinkers. Our new curriculum will have equity and excellence at its core and help develop our young people as confident, capable and caring citizens".

Education in Wales: Our National Mission, page 17

Swansea Council's plan compliments and assists the delivery of ERW's business plan, and considers Estyn's guidance, Journey towards Curriculum for Wales.

Swansea's curriculum implementation plan is mapped out over four key phases. The phases are not distinct, and will start and overlap at different times according to the individual needs of schools and needs of areas of learning and subject teams in schools.

The four phases are:

1. **Evaluate current curriculum**
    o Schools review their current curriculum considering what is working well and what could be improved
2. **Planning & designing new curriculum**
    o Schools plan and design a new curriculum in line with the needs of their pupils and the guidance provided by the new curriculum
3. **Trialling & Refining**
    o Schools trial new aspects of their curriculum and refine as required
4. **Implementing & Reviewing**
    o From September 2022, all pupils, up to Year 7, start the new curriculum. Schools review and amend as required.
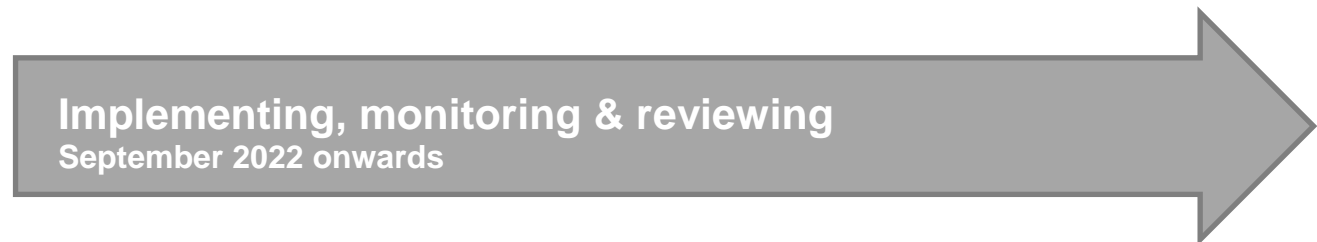
Overview of the phases

Phase 1

Evaluate current curriculum
September 2019-2020

Phase 2

Planning & designing new curriculum
September 2020-2021

Phase 3

Trialling & refining
September 2021-2022

Phase 4

Implementing, monitoring & reviewing
September 2022 onwards

Phase 1/2

	Priorities Aims	Actions	Ways of working	Leads	Milestones & outcomes	Costs
Evaluate Current Curriculum	*In line with the principles of* **SLOs**:	Identify & monitor needs across schools	CAs through support visits Support – CAs, networks, S2S, ERW	CA & ERW Team	Schools receive timely support to match their needs. Termly basis.	N/A
	Prepare and support schools for curriculum reform in light of the new curriculum (**4Ps & WMs**) and promote **professional learning**.	Support schools to review* their current curriculum effectively (e.g. Tom Sherrington 10 steps, lessons from pioneers) and engage with all stakeholders (teacher/pupil/parent/cluster etc.)	CA Support Networks & development progs YCA/SCCASH/SCASEN/SLN/Cross-phase S2S HWB – shared resources/discussion ERW Team	CA & ERW Team Schools	Schools develop good systems to review their curricula 2019-20. School start preparing to design well-sequenced curricula, mapping out knowledge, skills and experiences (KSE) effectively.	Key note speakers £1.5k
	Develop strong **evidence-based approaches** on how pupils learn (findings from **cognitive science**) to help shape **1)** Curriculum design **2)** Evidenced-based pedagogy	Promote research-informed** and research-engaged schools. Share major research findings related to curriculum design and T&L. Highlight key reading. Promote effective CPD linked to PTS (e.g. Chris Moyse's coaching model – RDR)	Networks (as above) – promote research reading through relevant books and blogs. Suggested reading list. Identify CfW myths****/pitfalls. Invite key note speakers to Cross-Phase, senior leader groups etc.	CA & ERW Team Schools Seren Bach	Senior leaders are well read with respect to evidenced-based approaches to curriculum design, how pupils learn and effective teaching approaches. HWB network used to share information 20190-20	Books for CAs £200 Key note speakers £1.5k
		Promote connected curriculum*** Y5/6 and Y7/8 and between secondary schools and post-16	CAs, networks, ERW AoLEs MyChoice platform Education Business Exchange	Schools/LA/ERW Careers Wales	Clusters begin to work together to promote coherence between phases. Secondary schools link where appropriate (e.g. Welsh Dimension)	
	Develop & support a **well-informed workforce**	Schools & clusters to consider cultural capital*** in their curricula (e.g. Holocaust, Dylan Thomas etc.)	Networks/CAs encourage schools to consider 1) Global/European, 2) UK/Wales and 3) local cultural capital.	CA & ERW Team Schools LA Culture Offer	While reviewing and planning their curricula schools identify cultural capital they value for pupils – through 2019-20+	NA
		Share the work of pioneer and other schools (Swansea, ERW and Wales) and curriculum models.	Networks – YCA/SCCASH/SCASEN/SLN/Cross-phase HWB	CA & ERW Team Schools	Pioneers and non-pioneers share their work/findings on a termly basis in networks. Schools learn from each other.	N/A

Equality Impact Assessment Screening Form   Appendix B

Please ensure that you refer to the Screening Form Guidance while completing this form. If you would like further guidance please contact the Access to Services team (see guidance for details).

Section 1
Which service area and directorate are you from?
Service Area: Achievement and Partnership
Directorate: Education

Q1(a) WHAT ARE YOU SCREENING FOR RELEVANCE?

Service/ Function	Policy/ Procedure	Project	Strategy	Plan	Proposal
☒	☒	☐	☐	☐	☐

(b)   Please name and <u>describe</u> here:

Implications and preparation for the new curriculum in Swansea schools

The Education and Skills Policy Development Committee has considered the implications and preparation undertaken for the introduction of the new curriculum in Wales. As a result specific recommendations are being made to ensure that Swansea continues with its preparations for the implementation of the new curriculum.

Q2(a) WHAT DOES Q1a RELATE TO?

Direct front line service delivery	Indirect front line service delivery	Indirect back room service delivery
☐ (H)	☐ (M)	☒ (L)

(b)   DO YOUR CUSTOMERS/CLIENTS ACCESS THIS…?

Because they need to	Because they want to	Because it is automatically provided to everyone in Swansea	On an internal basis i.e. Staff
☐ (H)	☐ (M)	☐ (M)	☒ (L)

Q3   WHAT IS THE POTENTIAL IMPACT ON THE FOLLOWING…

	High Impact (H)	Medium Impact (M)	Low Impact (L)	Don't know (H)
Children/young people (0-18)	☒	☐	☐	☐
Older people (50+)	☒	☐	☐	☐
Any other age group	☒	☐	☐	☐
Disability	☐	☐	☒	☐
Race (including refugees)	☐	☐	☒	☐
Asylum seekers	☐	☐	☒	☐
Gypsies & travellers	☐	☐	☒	☐
Religion or (non-)belief	☐	☐	☒	☐
Sex	☐	☐	☒	☐
Sexual Orientation	☐	☐	☒	☐
Gender reassignment	☐	☐	☒	☐
Welsh Language	☒	☐	☐	☐
Poverty/social exclusion	☐	☐	☒	☐
Carers (inc. young carers)	☐	☐	☒	☐
Community cohesion	☐	☐	☒	☐
Marriage & civil partnership	☐	☐	☒	☐
Pregnancy and maternity	☐	☐	☒	☐

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Q4   WHAT ENGAGEMENT / CONSULTATION / CO-PRODUCTIVE APPROACHES WILL YOU UNDERTAKE?
Please provide details below – either of your planned activities or your reasons for not undertaking engagement

Both national and local engagement, consultation and co-production continue in readiness for the implementation of the new curriculum.

The Welsh Parliament's Children, Young People and Education Committee has announced a consultation on the Welsh Government's Curriculum and Assessment Bill. The consultation will consider:

- the general principles of the Curriculum and Assessment (Wales) Bill and whether there is a need for legislation to deliver the Bill's stated policy objectives
- any potential barriers to the implementation of the provision and whether the Bill takes account of them
- any potential implications of implementing the Bill's provisions while relevant sectors deal with the consequences of the COVID-19 pandemic
- whether there are any unintended consequences arising from the Bill
- the financial implications of the Bill (as set out in Part 2 of the Explanatory Memorandum)
- the appropriateness of the powers in the Bill for Welsh Ministers to make subordinate legislation (as set out in Part 1: Chapter 5 of the Explanatory Memorandum)

Q5(a) HOW VISIBLE IS THIS INITIATIVE TO THE GENERAL PUBLIC?

High visibility	Medium visibility	Low visibility
☐ (H)	☐ (M)	☒ (L)

(b)   WHAT IS THE POTENTIAL RISK TO THE COUNCIL'S REPUTATION?
(Consider the following impacts – legal, financial, political, media, public perception etc…)

High risk	Medium risk	Low risk
☐ (H)	☒ (M)	☐ (L)

Q6   Will this initiative have an impact (however minor) on any other Council service?

☐ Yes   ☒ No   **If yes, please provide details below**

Q7   HOW DID YOU SCORE?
Please tick the relevant box

MOSTLY H and/or M ⟶ HIGH PRIORITY ⟶ ☐ **EIA to be completed**
Please go to Section 2

MOSTLY L ⟶ LOW PRIORITY / ⟶ ☒ **Do not complete EIA**
NOT RELEVANT **Please go to Q8**
followed by Section 2

Q8   If you determine that this initiative is not relevant for an EIA report, you must provide a full explanation here.   Please ensure that you cover all of the relevant protected groups.

The implementation of the new curriculum will be delivered at a school level and equality implications, in the main, will be assessed by individual schools to ensure that all learners will develop towards the four purposes of the curriculum – the starting point and aspiration for every child and young person in Wales.

Section 2
NB: Please email this completed form to the Access to Services Team for agreement before obtaining approval from your Head of Service. Head of Service approval is only required via email – no electronic signatures or paper copies are needed.

Screening completed by:
Name: Rhodri Jones
Job title: Head of Education Performance Team
Date: 29/07/2020
Approval by Head of Service:
Name: Helen Morgan-Rees
Position: Head of Education Achievement and Partnership
Date: 29/07/2020

Cyngor **Abertawe**
Swansea Council

Report of the Director of Education

Education & Skills Policy Development Committee – 5 August 2020

Covid-19 Summary of Feedback Received from Schools

Purpose:	To update the Education & Skills Policy Development Committee on feedback received from school staff during the period of school closures and the re-opening of schools in Swansea between March and July 2020.
Report Author:	Damien Beech, Head of Primary Phase Team
Finance Officer:	N/A
Legal Officer:	N/A
Access to Services Officer: N/A	
For Information	

1.   Background

1.1   On 18 March 2020, Kirsty Williams, the Minister for Education in Wales, announced that schools were to close for the statutory provision of education at the latest on 20 March 2020.

1.2   As of 23 March 2020, schools were 're-purposed' and became emergency childcare settings to help support those most in need, including people involved in the immediate response to the coronavirus outbreak.

1.3   During the period of school closures for the purpose of statutory education, the priorities of the Welsh Government (WG), and all its partners across the education system, was to support:
   • the safety of all our learners and our education workforce;
   • the physical and mental health and well-being of all our learners and our education workforce;
   • the ability of all our learners to keep learning; and
   • learners' transition back into school and onto the next phase of their learning when the time comes.

1.4   The Education Directorate moved quickly to create an Emergency Education Board (EEB). Members of the EEB include senior officers from the Education Directorate and primary and secondary headteacher representatives. The EEB focussed on the priorities listed above and the provision of free school meals and summer childcare arrangements. Updates from the EEB were communicated to schools after each meeting via a newsletter. The EEB created a task and finish group to revise the original risk assessment and operational plan issued to schools at the start of the closure period. This group included headteachers officers, and school leadership trades unions. The revised documentation was shared with schools and was continually updated as part of the Re-opening of Schools Task & Finish Group's work (see below).

1.5   Whilst operating as emergency childcare settings, schools submitted detailed information each day, which included pupil and staff numbers present. The process also gave schools the opportunity to raise queries and concerns to which   officers would respond with answers, support and guidance.

1.6   In April, a regional Continuity of Learning (COL) Plan Board was created and officers from both the primary and secondary phase teams joined the board to offer support and advice. In Swansea, a primary phase COL group was created to inform and develop progress in this area locally and regionally. This group included all members of the primary phase team and primary-headteacher representatives. A verbal update on continuity of learning in Swansea was given to the Education & Skills Policy Development Committee on 8 July 2020.

1.7   On 13 May 2020, the Children's Commissioner for Wales launched the 'Coronavirus and Me' consultation to find out about the experiences of children and young people in Wales. This consultation captured information about the lives of over 23,700 children between the ages of 3-18, and ran for a two-week period during which restrictions to keep communities in Wales safe had been in place for two months. The Children's Commissioner for Wales published an overview of the national findings on 8 June 2020. In addition to the national overview, each local authority (LA) received a report showing responses from respondents living in that local authority area only. The report contains a breakdown of responses to the majority of quantitative questions asked in the survey. It does not include responses to open ended comment questions, as these are still being analysed at the time of writing.

1.8   In May, the EEB created a large task and finish group focussing on the re-opening of schools to more pupils. This group's membership included councillors, LA officers, the relevant trades unions, and headteachers. The group has met weekly from its formation up to the end of the current academic year.

1.9 On 3 June 2020, the Minister for Education announced that all schools would re-open to offer their learners the opportunity to attend sessions to 'check in, catch up and prepare' (CICAP). Schools offered the sessions on a reduced basis taking into account the scientific advice available at the time and the measures that needed to be put in place to help reduce the risk of transmission. To give schools a better understanding of the number of pupils to anticipate, the Re-opening of Schools Task and Finish Group issued a survey to all parents and carers in Swansea. The survey asked whether parents and carers would be sending their children back to school for CICAP sessions, what they would like to see in place in terms of safety measures and what their concerns were. It also took the opportunity to ask respondents their views on the distance learning offer from their child's school.

1.10 The primary phase COL and Re-opening of Schools Task and Finish groups issued surveys to school leaders relating to approaches to COL, concerns about the wellbeing of pupils and staff, and their views about the re-opening of schools in the summer term to support planning for the autumn term 2020. In the secondary phase, the views of school leaders were regularly captured and shared through Swansea's Curriculum, Assessment and School Evaluation Network (SCASEN).

1.11 Throughout the closure and re-opening period, senior officers from the LA have met regularly with trades unions representatives.

2. Briefing/Main body of the report

Continuity of Learning

2.1 The original survey (sent to primary schools) carried out in May/June 2020 showed a range of approaches are being used effectively in primary schools in Swansea. However, schools want more professional development for their staff. The LA has provided two webinars. The first focussed on what online tools are available to teachers. The second was a blended learning walkthrough (modelling good approaches to use). The webinars had a combined total of 640 attendees. As they were recorded they can still be accessed by those who did not attend. Both webinars received positive feedback with some schools requesting whole staff training via Teams.

2.2 Further support was also requested in the following areas:
- assessment;
- ideas on engaging pupils/families who are currently not engaging;
- sharing good practice, resources and ideas;
- ensuring continuity in teaching of early reading and maths; and

- giving effective feedback to pupils.

Future webinars are being prepared for the autumn term, focussing specifically on the areas above and Swansea teachers will be presenting with LA officers.

2.3 There are common themes from school responses that have promoted distance learning. These include:
- clear, regular communication with children and parents/carers;
- timely feedback for pupils;
- a range of approaches, not just digital/online learning successfully engage pupils;
- providing a balance of focused tasks and open-ended activities and providing opportunities for learners to collaborate remotely; and
- an acute awareness of pupils' wellbeing and to ensure pupils do not feel under pressure.

2.4 The survey responses were shared with primary headteachers, thus sharing good practice, resources and ideas as requested by schools. Good practice was shared with secondary schools through the secondary phase team's senior leaders' network (SCASEN).

2.5 The Re-opening of Schools Group issued an updated COL survey to all Swansea schools mid-way through July. At the time of writing, there are only 22 responses (most likely due to the fact schools in Swansea have now closed for the summer break). The survey aimed to find out levels of engagement, gather further examples of good practice, and identify what support is needed. Early responses suggest:
- variable levels of engagement of pupils with distance (blended) learning, ranging from as little as 10% engagement to around 90%;
- school approaches to blended learning are evolving as staff and pupils develop their digital competence. For example, more use of videos and live streaming sessions;
- schools have used the CICUP sessions to develop the digital competence of pupils;
- there is now greater engagement with pupils who were considered 'digitally excluded' thanks to the loaning of IT equipment and devices that enable WiFi connectivity; and
- a few schools are developing useful methods of tracking progress and engagement.
- A few schools need more IT equipment and schools would like support in communicating reasonable expectations with families. For example, in explaining why streaming live sessions all of the time is not practical or necessarily the best approach in engaging with all learners. Other requests for support echo the findings of the initial COL survey.

The survey will remain open until the end of August.

'Coronavirus and Me' Local Authority Report

2.6   Appendix A contains a summary of the findings of the Swansea LA report. 2,205 children and young people completed the survey in Swansea, the second-highest total in Wales. This equates to roughly 5.7% of the targeted age range of 3 to 18-year-olds. The information was shared with schools in June. School leaders used the information to inform their planning as they prepared for the return of pupils in the CICUP sessions. For example, 75% of Year 6 respondents said they wanted to return to their primary school to say goodbye. As a result, primary headteachers prioritised this year group.

Parent/Carer survey

2.7   This survey received 13,257 responses. Headline data indicated:
- 38% were happy to send their children back to school to attend CICUP sessions;
- 27% did not intend to send their children back to school for CICUP sessions;
- 36% were undecided;
- 83% were happy with the home/distance learning offer from their child's school; and
- 91% said their child had completed school work during the lockdown period.

2.8   Data and systems officers form the Performance Team sent each school the responses related specifically to them. Headteachers reported that this was very useful information and helped inform their plans and what schools communicated to families in preparation for the re-opening of schools.

Wellbeing Survey

2.9   The Re-opening of Schools Task & Finish Group issued this survey in July. At the time of writing, there are only 22 responses (most likely due to the fact schools in Swansea have now closed for the summer break). The survey aimed to find out future requirements for supporting emotional and psychological wellbeing. The survey will remain open until the end of August. Early responses are:
- school leaders are concerned about the lack of engagement of vulnerable families (in terms of maintaining contact with the school and supporting children with home learning);
- school leaders believe the lack of routine and structure of school has led to increased anxiety (pupils and parents) and an escalation of disruptive behaviour that some families find difficult to manage;

- a few schools report an increase in reported instances of domestic violence;
- a few schools are concerned about the lack of support for families. Schools would usually signpost parents to agencies that can help them. A number of schools reported that they had given families extra food, toys, books, and clothing.
- schools report they continue to liaise and work with colleagues in the Education Welfare Service, Child and Family Service and the police;
- schools have signposted families to their local foodbanks when necessary;
- common worries amongst pupils reflect the Coronavirus & Me responses, i.e. missing friends and family, falling behind with their learning, transition to secondary schools etc;
- all schools report that for the pupils who did return for CICUP sessions, though nervous initially it has been a positive experience for pupils and staff;
- schools would like professional development in understanding and supporting pupils and staff who have experienced trauma; and
- other development needs include resilience, bereavement and cognitive behaviour therapy training.

2.10 It is worth noting that Swansea's Educational Psychology Service issued guidance on bereavement, loss and critical incidents to all schools in April.

Return to School Survey

2.11 The Re-opening of Schools Task & Finish Group issued this survey in July. At the time of writing, there are only 34 responses (most likely due to the fact schools in Swansea have now closed for the summer break). The survey aimed to provide information to plan for autumn 2020 and was issued before the Welsh Government published its operational and learning guidance for the new school year. Responses are:
- schools found the LA operational guidance, risk assessment, Frequently Asked Questions, and information for staff/pupils/parents useful – 4.76 average rating (1 being not useful and 5 being very useful);
- schools would have liked the documentation sooner but acknowledge the difficult timescales and the need to reflect WG guidance;
- a few headteachers commented that the amount of information was sometimes overwhelming, but there is general appreciation of the efforts to communicate with schools;
- the use of Teams to conduct meetings was well received; and
- headteachers found the time between WG announcements and the publication of supporting guidance a challenge when

planning to re-open schools. The confusion regarding a three or four-week return was also unhelpful. However, one headteacher felt the 'authority did us proud' by making a decision regarding the issue and giving schools the steer they sought. Others also appreciated the corporate approach to issues such as which year groups to prioritise but would have liked the decisions to have been made sooner.

2.12 Other challenges included:
- providing emergency childcare at the same time as preparing for and providing the CICUP sessions whilst continuing to maintain contact with families and plan and deliver blended learning;
- what to advise staff who were shielding or vulnerable;
- communicating with families for whom English or Welsh is not the language of the home;
- providing 'grab and go bags' to families eligible for free school meals; and
- providing a consistent approach to the eligibility of the long list of 'critical workers'.

2.13 In the autumn term and beyond, schools want:
- to reflect on what has and has not worked well and to share good practice and ideas;
- continued collaboration between schools and the LA;
- continued support from key officers;
- consistent, clear messages and approaches that all schools adhere to;
- continued use of Teams to conduct meetings when possible;
- equity of voice, ensuring officers listen to the views of all headteachers;
- a central area on Hwb to store documents and newsletters; and
- readily available supplies of personal protective equipment (PPE).

Meetings with the trades unions

2.14 During lockdown, teaching staff reported to their trades unions that the approach to blended learning was difficult to achieve within a home-working environment. A few staff report that they lacked confidence in delivering synchronous lessons. When checking pupils' wellbeing, it was noted that staff making contact with families should speak with other adults present. Non-teaching staff were comfortable to work additional hours and were paid for any additional hours they worked. Teachers were willing to volunteer to work at weekends or holidays and were often placed on a rota to attend emergency childcare settings. Headteachers noted that engagement with remote learning was patchy. In secondary schools, adaptations were made to combat barriers to learning.

3. Conclusions/Key Points Summary

3.1 Since schools closed for the provision of statutory education in March to their re-opening in late June and through to the end of the academic year, schools and officers have undertaken a considerable amount of work in unprecedented and extremely challenging circumstances.

3.2 During this period, schools and the local authority have had to change many of their usual ways of working and many elements have become the 'new normal' and will likely continue. For example, the use of technology to conduct meetings and the development of blended-learning approaches.

3.3 The work of the various groups has encouraged greater collaboration and understanding between all involved and this should continue in the new school year and beyond. The LA will consider the responses and views of all stakeholders and use these to refine and improve services on offer in Swansea.

4. Equality and Engagement Implications

4.1 The Council is subject to the Public Sector Equality Duty (Wales) and must, in the exercise of their functions, have due regard to the need to:
- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

  Our Equality Impact Assessment process ensures that we have paid due regard to the above.

5. Legal Implications

There are no legal implications.

6. Financial Implications

There are no financial implications.

Background Papers: None

Appendices: Appendix A – *Coronvirus & Me Survey info (Wales & Swansea)*, Swansea Council, Education Directorate, June 2020.

Coronavirus and Me Survey

On 13th May 2020 the consultation 'Coronavirus and Me' was launched to find out about the experiences of children and young people (between the ages of 3-18) in Wales. It ran for a two-week period during which restrictions to keep communities safe had been in place for two months.

Wales:
https://www.childcomwales.org.uk/coronavirus-and-me-results/
23,719 children and young people responded.

Summary of key findings
Are children worried?
37% of children and young people said that they were not worried about Coronavirus on the day they completed the survey.
A similar number (38%) felt the same level of worry that they had the week before, while smaller numbers felt more worried (12%) or less worried (14%).

What are their worries?
Some were worried about how long the situation would last, and they were worried that they or those they love will catch the virus.
Children who were not worried or were less worried said they felt they were being kept safe, daily numbers of deaths were decreasing, children were less affected, or they were avoiding watching too much news.

How are children feeling?
The majority (58%) of children and young people said that they have felt happy most of the time during the crisis and a large majority (84%) report feeling safe most of the time.
Young people of secondary age had more negative feelings than younger children, with 16% feeling sad 'most of the time'.
2% overall said that they have 'not very often' felt safe.

What has impacted them most?
The top three responses from young people (12-18) on which stay at home rules have impacted the most on how they feel are 'not being able to spend time with friends' (72%), 'not being able to visit family members' (59%) and 'school or college closing' (42%).

Are there any benefits?
Many children and young people spoke of positive aspects of the experience of the Coronavirus crisis.
For many there has been a pleasure in spending more time with their family, learning new skills and enjoying the outdoors in gardens and during daily exercise.
For some, this period has also brought relief from previous social and health pressures such as mental health difficulties or bullying.

Do children know where to get help for their mental health and wellbeing?
The majority said that they know where to get help but only 39% of young people age 12-18 would feel confident seeking school counselling at the current time.

How confident do children feel about learning?
51% of the total said that they feel confident or very confident.
25% of total said that they lacked confidence, with 10% of this group saying they felt 'not at all confident'. 24% of the total selected the neutral option.
But 12-18 year olds are reporting worries: only 11% of respondents in this age group stated they did not feel worried about their education, and the most commonly reported concern they had about learning was that they were worried about falling behind (54%).

Are children in touch with their schools?
Respondents overwhelmingly said they were contacted by their place of education, with only 1-2% of respondents across the different surveys reporting no contact.

What are barriers to home learning?
Themes emerging from a sample of 2000 comments show that many children would like more contact and support from their school, with more online provision. There are also specific challenges around access to electronic devices and pressures in the home environment, and other challenges faced by children with additional learning needs.

What do Year 6 pupils want?
Year 6 children overwhelmingly want to say goodbye to their primary school (76%) and visit their secondary school before school starts (75%).

How do young people feel about cancelled exams?
Only 17% of young people feel happy that exams have been cancelled. Young people were more likely to feel uncertain (51%) or worried (18%). Young people also report feeling angry (6%) and sad (5%).

Are all children able to use Welsh?
The majority of children in both Welsh-medium and English-medium education are continuing to use Welsh during this period.
Some children in Welsh-medium education are not getting any opportunity to use Welsh (8% of 7-11 year olds; 15% of 12-18 year olds).
Over a quarter of children in English-medium education who usually learn Welsh are not getting any opportunity to use Welsh (31% of 7-11 year olds; 26% of 12-18 year olds).

Are children still able to play?
Over half of children report playing more than usual (53%) with a wide range of online and offline play described including outdoor play, imaginary play, playing with toys or games, sports, and creative play.

Swansea:

2205 children and young people responded.
1007 completed the 7-11 survey
1125 completed the 12-18 survey
73 used the survey with pictures

Combined data:
40% of respondents were not worried about Coronavirus on the day they completed the survey.
59% have been feeling happy most of the time.
38% have been feeling worried some of the time.
11% have been feeling worried most of the time.
38% have been feeling sad some of the time.
10% have been feeling sad most of the time.
86% have been feeling safe most of the time.

7-11 survey data:
Specific question for those who identified themselves as Y6 pupils:
What support will you need when you go to secondary school in September? (choose as many as you like)
44% want to talk about their worries with their Y6 teacher before they go.
75% want to say goodbye to their primary school.
78% want to visit their secondary school before school starts.

52% are playing more since schools closed.

Changes that have affected their learning outside school the most include:
Not being able to go outside as much = 55%
Not being able to meet friends or groups = 91%
Parks being closed = 67%

12-18 survey data:
Responding to:
Staying at home because of the coronavirus has changed our lives in lots of ways. Which changes have had the MOST impact on how you feel? Choose up to three
Top three answers are:
Not being able to spend time with friends and family = 73%
Not being able to visit family members = 59%
School or college closing = 40%

47% are worried about how this could affect their exams.
56% are worried about falling behind with learning.
52% are sad about missing out on experiences they were looking forward to.
49% don't feel motivated to school work at home.
10% did not have any worries about their education.
17% felt happy exams had been cancelled.
60% are relaxing more.

Changes that have affected their learning outside school the most include:

Not being able to go outside as much = 60%

Not being able to meet friends or groups = 86%

Parks being closed = 30%

Education & Skills PDC – 5 August 2020 - Work Plan 2019-2020

Meeting Date	Agenda items and Format
12 June 2019	Feedback from PDG Report to Cabinet. Workplan Discussion.
10 July 2019	New Curriculum – Discussion with Pentrehafod, Birchgrove, Pontarddulais & Bryn Tawe Comprehensive Schools.
11 September 2019	New Curriculum – Representatives from ERW.
9 October 2019	Discussion with Llanrhidian & Trallwn Primary Schools
13 November 2019	Overview of the Draft Curriculum Implementation Plan from Education Officers.
11 December 2019	Meeting Cancelled.
8 January 2020	Evidence from Primary Schools – Glyncollen Primary.
12 February 2020	Evidence from Primary Schools – YGG Bryniago. Swansea's Skills Partnership Two Work Streams – Support/ Guidance for Vocational And Digital Capacity Sub-Groups – update from Education Officers.
11 March 2020	Review of evidence/information submitted to date. Topics agreed for future review - Cluster Arrangements, Supply Teachers & Additional Learning Needs.
8 April 2020	Cancelled - Covid 19.
10 June 2020	Cancelled - Covid 19.
8 July 2020	Education Service Update and Further Discussions on Workplan for 2020/2021.
5 August 2020	Draft Cabinet Report on New Curriculum. Covid 19 Update.
9 September 2020	

Agenda Item 6