



**Dinas a Sir Abertawe**

**Hysbysiad o Gyfarfod**

Fe'ch gwahoddir i gyfarfod

## **Panel Perfformiad Craffu - Addysg**

**Lleoliad:** O bell drwy Microsoft Teams

**Dyddiad:** Dydd Iau, 22 Ebrill 2021

**Amser:** 4.00 pm

**Cynullydd:** Y Cynghorydd Lyndon Jones MBE

**Aelodaeth:**

Cynghorwyr: C Anderson, A M Day, M Durke, S J Gallagher, D W Helliwell, B Hopkins, L James, S M Jones, M A Langstone a/ac L J Tyler-Lloyd  
Aelodau Cyfetholedig: D Anderson-Thomas a/ac A Roberts

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### **Agenda**

**Rhif y Dudalen.**

- 1 Ymddiheuriadau am absenoldeb.**
- 2 Datgeliadau o fuddiannau personol a rhagfarnol.**  
[www.abertawe.gov.uk/DatgeliadauBuddiannau](http://www.abertawe.gov.uk/DatgeliadauBuddiannau)
- 3 Gwahardd Pleidleisiau Chwip a Datgan Chwipiau'r Pleidiau**
- 4 Llythyrau a'r Cofnodion** **1 - 7**
- 5 Cwestiynau gan y Cyhoedd**  
Rhaid cyflwyno cwestiynau'n ysgrifenedig, cyn hanner dydd ar y diwrnod gwaith cyn y cyfarfod fan bellaf. Rhaid i gwestiynau ymwneud ag eitemau ar yr agenda.
- 6 Diweddariad - Diwygio Anghenion Dysgu Ychwanegol a'i weithredu** **8**  
Y Cynghorydd Jen Raynor, Aelod y Cabinet dros Wella Addysg, Dysgu a Sgiliau, Helen Morgan Rees (Cyfarwyddwr Addysg) a Rob Phillips, cynghorydd her
- 7 Adroddiad a Llythyr Estyn - Ymateb Addysg i'r pandemig** **9 - 74**  
Y Cynghorydd Jen Raynor, Aelod y Cabinet dros Wella Addysg, Dysgu a Sgiliau, a Helen Morgan Rees (Cyfarwyddwr Addysg)
- 8 Diweddariad - Cwricwlwm newydd gan gynnwys cynnydd wrth ei weithredu** **75 - 79**

Y Cynghorydd Jen Raynor, Aelod y Cabinet dros Wella Addysg, Dysgu  
a Sgiliau, Helen Morgan Rees, Cyfarwyddwr Addysg a Rob Davies, Pennaeth  
Tîm y Cyfnod Uwchradd

**9 Cynllun Gwaith 2020/2021**

**80**

**Cyfarfod nesaf:** Dydd Iau, 13 Mai 2021 ar 4.00 pm



**Huw Evans**  
**Pennaeth Gwasanaethau Democraidd**  
**Dydd Iau, 15 Ebrill 2021**

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**Cyswllt: Michelle Roberts, Craffu**

# Agenda Item 4



**To:**  
**Councillor Jennifer Raynor**  
**Cabinet Member for Education**  
**Improvement, Learning and Skills**

**BY EMAIL**

*Please ask for:* Michelle Roberts  
*Gofynnwch am:*  
*Scrutiny Office* 01792 637256  
*Line:*  
*Llinell*  
*Uniongyrchol:*  
*e-Mail* [scrutiny@swansea.gov.uk](mailto:scrutiny@swansea.gov.uk)  
*e-Bost:*  
  
*Date* 7 April 2021  
*Dyddiad:*

**Summary:** This is a letter from the Education Scrutiny Performance Panel to the Cabinet Member for Education Improvement, Learning and Skills following the meeting of the Panel on 18 March 2021 looking at the Covid recovery in Education, Pupil Development Grant spend, remote learning and regional scrutiny.

Dear Cllr Raynor,

## **Education Scrutiny Performance Panel – 18 March 2021**

We would like to thank you, the Director of Education Helen Morgan Rees and Damien Beech the Head of Primary, Partnership and Achievement Team for attending our meeting. We are writing to you to reflect on what we learnt from the discussion and to share the views of the Panel.

### **Blended and Remote Learning**

We were pleased to hear from the Headteacher and four pupils from Bishopston Primary School about their thoughts on remote and blended learning. It was interesting to hear about how they stayed healthy during lockdown, the challenges they faced learning from home, the home learning highlights and how they made progress. We were also pleased to hear how they were now glad to be back in the classroom.

### **Education and Schools Recovery from Covid**

We were encouraged by the positive update about pupils returning to school and the ongoing recovery in Education. We heard primary pupils had fully returned. That secondary schools had partially opened with more pupils returning in the week of this meeting. We are pleased to hear that a full return of secondary pupils will start from 12 April. We also understand that 100 Primary pupils and about 400 secondary pupils

**OVERVIEW & SCRUTINY / TROSOLWG A CHRAFFU**

**SWANSEA COUNCIL / CYNGOR ABERTAWE**

**GUILDHALL, SWANSEA, SA1 4PE / NEUADD Y DDINAS, ABERTAWE, SA1 4PE**

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have had to self-isolate because of a few cases that had come into schools from the community.

You paid tribute to schools on their management of the phased return, saying it had required risk assessments, redesigning of spaces and, with the secondary sector, the introduction of lateral flow testing. You also said that wellbeing will be central in the first phase of the return. We appreciate the efforts made by schools and the education department in the management of a seamless as possible return to school and for the important focus on pupil and staff welfare.

### **Pupil Development Grant - Summary of the spend to support vulnerable pupils**

We heard about the Pupil Development Grant (PDG) spend last year and how it has helped schools to improve the outcomes of vulnerable pupils across Swansea. We were told about the guidance from Welsh Government and Estyn and past good practice on 'what works' and how that helps schools to decide how best to spend their allocated grant. Also how each schools PDG spend is discussed when Challenge Adviser's make their autumn visits to schools. We were interested to hear about the many ways in which the money has been spent by schools and how we evidence the impact of that spend. You did emphasise that we must look at pupils' ongoing progress and achievement and not just end outcomes. We heard that wellbeing has been central to a lot of the monies spent including for example in supporting families. We did hear that the PDG grant for the next year has not yet been allocated from Welsh Government. However you stated your concern about the year on year allocation of the grant making it difficult to plan ahead.

### **Regional Education Improvement Service (ERW)**

We heard that a report has gone to the Councils Cabinet asking them to defer removal of Swansea from ERW, meaning Swansea will continue to be a member of this regional body until 31 August 2021. This is to enable more time for the region to set up the arrangements for a new regional body that will commence from 1 September 2021. We understand that Carmarthenshire, Powys, Pembrokeshire and Swansea Councils have agreed to remain within the interim partnership until 31 August. That Neath Port Talbot and Ceredigion Councils will not form part of this arrangement but may buy in services until 31 August.

We heard that some impediments have slowed down entering into a new regional agreement including, for example, Covid and expectations of Welsh Government. Also, that a lot more work needs to be done and discussions had with all stakeholders to establish what they want from this new partnership. We were told that in the new model we will be able to select what Swansea wants and needs the Consortium to deliver, rather than a one size fits all model we have had in the past. We agreed that it is important that there is clarity of roles and responsibilities and avoidance of duplication between what Local Authorities do and what the regional body will do moving forward.

We asked what the governance arrangements of the new partnership will be and how scrutiny will fit into this new model, what its key objectives will be and how will success be measured? We were told that the new arrangements will be taken to each local

authorities Cabinet for agreement and that these plans and the governance model will also be shared with scrutiny locally.

### **Your Response**

We would welcome your comments on any of the issues raised but on this occasion do not require a formal written response.

Yours sincerely

**COUNCILLOR LYNDON JONES**

Convener, Education Scrutiny Performance Panel

[Cllr.lyndon.jones@swansea.gov.uk](mailto:Cllr.lyndon.jones@swansea.gov.uk)



City and County of Swansea

## Minutes of the **Scrutiny Performance Panel – Education**

Remotely via Teams

Thursday, 18 March 2021 at 4.00 pm

**Present:** Councillor L R Jones (Chair) Presided

**Councillor(s)**

C Anderson  
S J Gallagher  
S M Jones

**Councillor(s)**

A M Day  
D W Helliwell  
M A Langstone

**Councillor(s)**

M Durke  
B Hopkins

**Co-opted Member(s)**

D Anderson-Thomas

**Co-opted Member(s)**

A Roberts

**Co-opted Member(s)**

**Other Attendees**

Jennifer Raynor

John Owen  
4 Pupils

Cabinet Member - Education Improvement, Learning & Skills

Bishopston Primary School  
Bishopston Primary School

**Officer(s)**

Damien Beech  
Helen Morgan-Rees  
Michelle Roberts

Head of Primary Phase Unit  
Director of Education  
Scrutiny Officer

**Apologies for Absence**

Councillor(s): L James

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**1 Disclosure of Personal and Prejudicial Interests.**

Cllr Lyndon Jones and Parent Governor Co-optee Alexander Roberts declared they are Governors at Bishopston Primary School.

**2 Prohibition of Whipped Votes and Declaration of Party Whips**

None

**3 Letters and Minutes**

Minutes, letters and response from Cabinet member were received by the Panel.

#### **4 Public Questions**

No public questions were received.

#### **5 Blended and Remote Learning - the thoughts of four pupils from Bishopston Primary School**

The Panel welcomed John Owen the Headteacher and four pupils Max, Iris, Jacob and Esme from Bishopston Primary School. They attended the meeting to discuss their thoughts on remote and blended learning. They gave their thoughts about how to stay healthy during lockdown, the challenges they faced, the home learning highlights and how they made progress and also about their return back at into school. The Panel were keen to hear about their experiences and thanked them for their attendance.

#### **6 Verbal Update - Education and Schools Recovery from Covid**

The Panel were pleased to hear about the positive update on pupils returning to school and the ongoing recovery in Education. They heard that:

- Primary pupils had fully returned. That there has been a few Covid cases in the last couple of weeks so approximately 100 pupils have had to self-isolate.
- Secondary schools partially opened to pupils with 11 and 13 years returned already and more returning this week. This week 400 pupils had to self-isolate because of a few cases coming in from the community. Full return will start from 12 April with possible planning day.
- The Cabinet Member said she wanted to pay tribute to schools on their managing of the phased return. Saying it required risk assessments, redesigning of spaces and with the secondary sector introduction of lateral flow testing. She also said that wellbeing will be the first phase of the return...happy children learn better.
- The Panel appreciated the efforts made for a seamless as possible return to school and for the focus on pupil and staff welfare.

#### **7 Pupil Development Grant - Summary of the spend to support vulnerable pupils**

The Head of the Primary Team, Achievement and Partnership Services attended the meeting, gave a presentation on the Pupil Development Grant (PDG) and discussed the following issues

- Background to the PDG spend including Autumn visits and Policy Development Committee recommendations
- The PDG Spend for Swansea Primary Schools is £5,644,200 with Primary average with 73K (lowest: £3,450 and highest £207K)
- The pupil development Grant Spend for Swansea Secondary & Special Schools is £2,748,500, with Secondary average: £196K (lowest: £52K and highest: £348K). Total for Special Schools £70,150 with average: £35K
- Guidance flowchart for schools
- Examples of spend including a large variety of uses including in supporting families
- Evidencing impact of the spend

- What has proved no so successful
- Welsh Government and Estyn Guidance
- Local Authority receives PDG LAC (looked after children) funding of £292,756 for 20-21 and this was distributed to clusters
- The panel heard that we have not been told of next year's allocation as yet
- School advised not to over complicate their PDG plans and to use guidance on eligible expenditure. Research and evidence should be used when looking at how to spend grant. It is discussed with schools in their autumn school improvement visits.
- Wellbeing is central, it is taking front and centre stage currently both physical and mental wellbeing.
- The Panel asked how success is measured recognising it is difficult to quantify many of the outcomes. They heard that maximising the use of the grant is key and must be based on research about what works. Key also to measure progress and achievement of pupils rather just measuring outcomes at the end.
- The allocation of this grant annually was raised, schools and the local authority not knowing how this will change year on year is an issue.

## **8 Update - Regional Education Improvement Service (ERW)**

The Director of Education updated the Panel on arrangements in Swansea in relation to the Regional School Improvement Service. The following was noted:

- A report went to Swansea's Councils Cabinet asking to defer removal of Swansea from ERW, therefore Swansea continuing to be a member of this regional body until 31 August 2021. This is to enable more time for the region to set up the new arrangements for a new regional body that will start on 1 Sep 2021.
- Currently Carmarthenshire, Powys, Pembrokeshire and Swansea have agreed to remain within the interim partnership until 31 Aug, Neath Port Talbot and Ceredigion will not form part of the body but may buy in services until new body has been set up.
- Some impediments slowed down entering into a new regional agreement including for example Covid and expectations of Welsh Government.
- Implementation of a new agreement from 1 September is planned and discussions on how this will look are ongoing. A lot more work needs to be done and discussions need to be had with all those involved about what each stakeholder wants from the partnership.
- The Panel asked what the governance arrangements will be. How scrutiny will fit into this new model? What will be its key objectives? And, how will success be measured? The Director of Education said that any new arrangement will be taken to each local authorities Cabinet for agreement and that these plans and the governance model can also be shared with scrutiny. All the ERW Joint Committee meetings where these items will be discussed (for the region) can also be accessed via the [www.erw.wales](http://www.erw.wales) website.
- From the new model we will be able to select what Swansea wants and needs the Consortium to deliver, rather than a one size fits all we have had in the past. It is important that there is clarity of roles and responsibilities and avoidance of duplication between what Local Authorities do and what the regional body will do.



- The Chair of the Panel updated members on the ERW Scrutiny Councillor Group which took place on the 1 March 2021. The letter to the Chair of the ERW Joint Committee from that meeting will be circulated to the panel, shortly for information.

## **9 Work Programme 2020/2021**

The work programme was accepted. The Panel agreed to schedule an item on what works for vulnerable pupils on the work programme for the new municipal year.

The meeting ended at 5.45 pm

**Chair**

# Agenda Item 6



## Report of the Convener of the Education Performance Scrutiny Panel

22 April 2021

### **Briefing and Q&A Additional Learning Needs (ALN) Reform Implementation**

<b>Purpose:</b>	To look at and discuss the briefing on Additional Learning Needs Reform and its implementation in Swansea
<b>Content:</b>	A presentation and Q&A session on the Additional Learning Needs Reform and progress with its implementation in Swansea
<b>Councillors are being asked to:</b>	The Panel will consider and discuss the information provided and give their views and recommendations to the Cabinet Member via a letter.

#### **Background**

The Panel agreed for Additional Learning Needs Reform and its implementation in Swansea to be included on the Panel's work programme as an ongoing watching brief item.

This item will consist of a presentation and a question and answer session. The essence of the item will be to provide Members with an update on progress with the implementation of Additional Learning Needs Reform in Swansea.

In attendance will be Cllr Jen Raynor, Cabinet Member for Education Improvement, Learning and Skills and Helen Morgan Rees, Director of Education.

# Agenda Item 7



## Report of the Convener of the Education Performance Scrutiny Panel

22 April 2021

### **Education Response to the Pandemic – Estyn National Report and Letter for Swansea**

<b>Purpose:</b>	To look at and discuss the Estyn Report and Letter
<b>Content:</b>	The Estyn national report and the letter to Swansea relating to the Education Response to the Pandemic
<b>Councillors are being asked to:</b>	The Panel will consider and discuss the information provided and give their views and recommendations to the Cabinet Member via a letter.

#### **Background**

Estyn reviewed the Education response across Wales to the pandemic and have provided a report giving the national picture and have also written to each local authority giving feedback.

Attached are these two documents for the Panel to review and discuss.

In attendance will be Cllr Jen Raynor, Cabinet Member for Education Improvement, Learning and Skills and Helen Morgan Rees, Director of Education.

Dear Phil Roberts

During the early autumn term, the Welsh Government asked us to undertake a review of local authorities work in supporting their learning communities in schools and pupil referral units (PRUs) during the period from March to October 2020.

This letter outlines the outcome of this work in Swansea local authority. The content of the letter is based on virtual meetings with officers, the cabinet lead member for education and a sample of schools and PRUs. We have also considered the supporting documentation provided by the local authority and the feedback from surveys of school/PRU leaders, governors, teachers and support staff, parents and pupils. We have referred to the outcomes of the surveys where relevant, although the surveys were mainly be used to inform the national report which was published on our website on 15 January. Here is a [link](#) to that report.

We would like to thank your staff for giving of their time to discuss their work with us and for providing additional information on request.

Yours sincerely

A handwritten signature in blue ink that reads "Meilyr Rowlands".

**Meilyr Rowlands**

**Her Majesty's Chief Inspector**

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## **The local authority's work to support its schools and PRU from March to August 2020**

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### **Leadership, management and collaboration**

From the outset of the pandemic in Wales, representatives from Swansea's primary and secondary headteachers met regularly with union representation and local authority officers as part of the Education Emergency Board. This group took responsibility for the continuation of learning plan for Swansea local authority and plans to reopen schools safely, initially as childcare hubs and then for all pupils later in the summer term. The group established early on for the need for a recovery support programme to allow schools to focus on pupils' wellbeing and deal with any trauma they may have experienced during the lockdown.

The council's Cabinet and Scrutiny committee meetings were conducted virtually during the lockdown period although policy development meetings were cancelled due to the circumstances. The director met regularly with chairs of governors to discuss the reopening of schools and the continuation of learning strategy. Procedures were established early on to support the governance of schools. The Governors Support Team shared information on how governors could continue to operate virtually during lockdown, for example to agree on indicative budgets through online meetings. Regular bulletins and newsletters helped keep governors informed of the latest developments both nationally and within the authority. The governors' area of Hwb also provided them with access to current information and guidance from Welsh Government and the local authority. Regular headteacher network meetings helped officers to disseminate important information and gave leaders a forum to ask questions or express views on the local authority's plans and performance during the crisis.

Swansea local authority schools and PRUs could build on established approaches to allow staff to collaborate and share effective practice. Working groups such as the primary headteachers network and the Secondary Curriculum and School Evaluation Network (SCASEN) group were able to convene virtually from the start of lockdown. This enabled local authority officers to meet regularly with headteacher representatives throughout the lockdown period. On occasions, the local authority worked alongside colleagues from ERW during the summer term to develop continuity of learning plans and practices, for example to develop Welsh resources for both primary and secondary schools. The local authority also continued to engage well with ADEW to discuss national policy as well as regional and local responses and initiatives.

Throughout the spring and summer terms, the local authority continued to update parents and carers about key developments via their social media accounts and their website. In addition, schools relayed useful information and guidance via their usual communication channels. Senior local authority officers met with headteachers regularly to prepare for reopening schools. Officers, such as health and safety

advisors, visited schools to provide bespoke advice and guidance. However, an over-reliance on providing autonomy for schools to make important decisions at times, led to inconsistency of approaches across the local authority. For example, schools were allowed to decide whether to allow nursery and reception pupils to return at the end of the summer term, which may have confused parents.

## **Promoting learning**

Local authority learning support officers have worked closely with headteachers and teachers to ensure continuity of learning since the start of lockdown. Initially, resources were shared with schools through networks and the Hwb website. In addition, the Swansea Virtual School (SVS) was established to share learning resources with teachers to support distance learning. Working groups of teachers were identified to produce recorded lessons to be hosted on the SVS site. The Primary Continuity of Learning (CoL) Strategy Group was also set up, which included headteachers and challenge advisers, to support distance learning. In addition, the SCASEN shared information across secondary schools on how best to organise distance learning.

At the beginning of May, the Primary CoL Strategy Group and the Secondary Phase team began to quality assure modelled lessons which were being produced by groups across the authority. By mid-May, the SVS site recorded around 20,000 hits in total – this increased by half the following week which suggests that teachers were making extensive use of the service. However, the national debate at the time on safeguarding considerations for synchronous teaching prevented live streaming of lessons at this time. Following the publication of ‘Safeguarding Principles and Practices of Live Streaming’ by Welsh Government, the local authority developed guidance to support schools who wanted to deliver live synchronous teaching sessions to their pupils.

The “What does distance learning look like in your school?” survey was distributed to schools in May. The feedback allowed the Primary CoL Strategy Group to review the primary curriculum and what it would look like going forward during the pandemic. The local authority also produced draft guidance on developing blended learning strategies, which was based on findings from international research and good practice from around the UK. This guidance was eventually adopted by ERW and shared with local authorities and schools across the region.

### **Cameo – using virtual technology effectively to provide essential professional learning for teachers and school staff**

The local authority used technology effectively to deliver a series of virtual professional learning sessions to help schools understand the new blended learning concepts. Officers conducted webinars based on Swansea’s continuation of learning guidance for schools and PRUs. These sessions also looked at how to use a range of Hwb tools to facilitate effective synchronous and asynchronous teaching. This was later followed by a third blended learning webinar at the beginning of July, which included discussion on three walkthroughs including Year

6/7 Maths and ICT lessons and a key stage 3/4 geography lesson. The event was attended by over 120 delegates for the live event and others could view a recording of the session on the local authority's YouTube channel. The SCASEN virtual network meeting was also well attended and included sharing best practice, for example on supporting pupils' wellbeing.

Objective 6 of the Swansea Continuation of Learning Plan focuses on promoting Welsh language learning, including supporting pupils attending Welsh-medium schools who are from non-Welsh speaking backgrounds. The local authority worked alongside ERW regional consortium to develop resources, which were shared via the SVS site. The two local authority co-ordinators initially liaised with Welsh-medium schools across the authority to assess what was needed to support learning across the primary and secondary sector. This resulted in the team uploading over 20 lessons or challenges per week to the SVS site. In addition, they helped signpost useful resources such as Mudiad Meithrin's daily circle time and other apps and websites.

During the summer term, the local authority received around 13,000 responses from parents and carers to their 'What does distance learning look like in your school' survey on distance learning. Around 83% were satisfied with the work being provided by schools and noted that their children completed their school work regularly. As a result of the survey, the local authority were able to provide qualitative data to individual schools in order to help them evaluate and adapt their distance learning strategies. By the end of June, Swansea Virtual School had received over 40,000 page hits, averaging approximately 400 per day. At the same time, 108 video lessons were uploaded by staff which received around 3,300 views. Hwb login figures showed that all Swansea schools were using the platform with substantial increases in use compared to the previous year. For example, Hwb use for Swansea had increased by 83% in June compared with the same period in 2019.

### **Cameo – Ensuring that learners are not digitally disadvantaged during the pandemic**

Objective 1 of the local authority's Continuation of Learning Plan focusses on supporting digitally disadvantaged families. In May 2020, the local authority surveyed all schools to establish the demand for ICT equipment to enable pupils to access online distance learning. It was estimated that up to 3,000 devices and 1,800 connectivity units were required to support pupils learning at home. As a result, officers devised a 5-phase plan to target groups of learners according to their need. The roll-out began with pupils from Year 6, Year 10 and Year 12 as well as all those with a statement of special educational needs, looked after children, children of asylum seekers, learners with English as an additional language and learners from the Gypsy and Traveller communities. Along with this initial roll-out of equipment, the local authority produced guidance on distance learning and internet safety for families, as well as an acceptable use policy for schools on the lending of equipment to families. This initiative helped to ensure that most pupils had access to at least one device to continue learning during the lockdown period.

By the end of the summer term, around 2,000 devices were loaned out to pupils, which consisted of a mixture of new equipment and repurposed old devices. In addition, around 400 MiFi devices have been given to learners that have no appropriate internet connection at home.

The local authority became aware early on in the pandemic that there was inconsistency in the way schools were delivering online distance learning materials. This prompted discussions with headteachers on how best to serve parents and pupils whilst providing continuity in the delivery within schools as well as across the local authority. As a result, best practice was identified and shared with others. For example, Pontarddulais Comprehensive School established a co-ordinator to ensure that all teachers were using the same learning platform across the school. They also created a central contact point to allow pupils and parents to contact the school should they need help and guidance with specific tasks or if they needed technical support.

Primary and secondary practitioners met via Teams on a regular basis to discuss ideas and strategies as well as to share good practice. The leadership team from the Swansea PRU Brondeg and Step Ahead Education Centre also led on training for synchronous teaching for all teachers across Swansea.

The local authority provided useful advice and learning materials for parents and carers on their 'School's out' section of their website, including videos from the Swansea Play Service and activities for pre-school children from the Early Language Development team.

### **Supporting vulnerable learners.**

The local authority's Continuity of Learning Plan outlines how it aimed to ensure that pupils' wellbeing and learning are prioritised through high-quality support and distance learning. The local authority provided useful information for parents on how to take care of themselves and their children during the pandemic. The emphasis was very much on establishing daily routines and prioritising wellbeing ahead of anything else. The 'Letter from a teacher' published on their website in March emphasised this point very well and gave reassurance to parents and carers. The launch of the 'Swansea Virtual School' (SVS) in April provided parents and carers with an online 'one-stop-shop' for teaching and learning resources as well as guidance on wellbeing.

#### **Cameo – Using virtual platforms effectively to provide guidance and support for learners and their families**

Swansea Virtual School was created to bring together a collection of links and teaching resources that were compiled by teaching staff and education officers, to ensure the materials are suitable for use by parents and pupils. For example, the platform provides tips and ideas for parents with younger children on how to structure each day and how to talk to them about the coronavirus pandemic and answer questions they might have. Officers from Child and Family Services, Education and Health also worked collaboratively to place useful information on



the SVS site to help young people, families and professionals know how to access support if required. This included information on how to keep in touch with key workers as well as help on managing wellbeing and mental health. The local authority used a well-publicised media campaign to signpost the relevant services to support wellbeing that were available for schools and children and young people.

The Education Psychology Service (EPS) and the Learner Support Team (LST) provided schools with guidance on the availability of services to support pupils as schools reopened for the last three weeks of the summer term. Both the EPS and the LST provided online consultations and intervention sessions in small groups as pupils returned to school. In addition, the Therapeutic Counselling Service (TCS) provided face-to-face sessions in school by the end of June.

The Emotional Health and Psychological Well Being Group secured additional funding to meet the increased demand on services both during and post lock down. The local authority used this funding to support new work streams. For example, a few schools completed bereavement training to provide support to pupils who may have witnessed the loss of a family member or someone they knew as result of COVID-19.

Swansea local authority continued to support pupils that are eligible for free school meals during the period of school closures. Carers could choose to receive either a fortnightly payment of £39 direct to their bank account or a weekly food parcel for their children. Staff from many schools and officers from the authority visited families' homes on occasions to ensure that they had the meal or payment they were entitled to. This also allowed them to check on the wellbeing of the learners and their families.

In line with Welsh Government guidance, all schools across the local authority closed their doors for pupils in March. However, most reopened as childcare hubs to care for children of key workers and vulnerable pupils. These included the pupil referral unit provisions at Arfryn Education Centre, Swansea PRU Brondeg and Step Ahead Education Centre as well as Ysgol Crug Glas and Ysgol Pen-y-Bryn special schools. The local authority also identified vulnerable pupils who were offered access to a number of childcare sessions based on need.

The local authority allowed each school to decide whether they would operate as an emergency childcare centre or provide care as a standalone school. This decision was supported by headteachers as it was seen better suited to meet the needs of their local communities. Where appropriate to the local context, a few schools worked together to open one emergency childcare centre between them. Attendance at the sites varied, but most reported spare capacity during most days. The attendance was lower for secondary schools with no pupils attending on occasions in a few schools. The number of parents taking up the childcare offer on weekends was low throughout the two terms. Throughout the summer holiday period, the local authority provided financial support for families of vulnerable pupils who required childcare. The use of the local authority's hardship fund ensured that

the learners already identified as the most vulnerable through the RAG risk-rating system received continuity in the care and support they received over the summer months.

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## **The local authority's work to support its schools and PRU from September**

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### **Leadership, management and collaboration**

Since September, local authority leaders have continued to support schools and PRUs, learners and their families through a range of activities including providing timely advice and guidance. The improved communication both within the local authority and across partner agencies has ensured that the learning and welfare of learners and their families remains the focus of their work. Services across the authority now work more closely together. Schools report that there is a more coherent response to any query or issue. School leaders report that they are confident about the support they receive from the local authority for either routine matters or urgent cases such as when a pupil or member of staff reports a positive case of COVID-19.

In the absence of the Director of Education, who has been on long-term sickness absence since the beginning of the autumn term, the interim Director and her senior management team have endeavoured to ensure regular, timely and clear communication with schools, partners and stakeholders. Headteachers particularly valued the use of the Swansea Virtual School and Hwb platforms to disseminate important documents and guidance such as useful health and safety guidance and model policies for safe operation of schools. The regular virtual 'drop in sessions' with the local authority provides headteachers with quick answers to problems caused by the pandemic. They are positive about how the local authority has continued to summarise key Welsh Government documents, which allows school leaders to implement guidance quickly. The headteachers we spoke with feel valued for their work and hope that the close engagement and co-operation between schools, the local authority and other agencies will be a model for future working.

The local authority has adapted quickly to using online meetings and digital communications to ensure that essential services continue. For example, speech and language support for vulnerable learners is conducted virtually when face-to-face meetings are not possible due to COVID-19 restrictions. In addition, virtual meetings across local authority departments and with external agencies has ensured a co-ordinated and quick response to issues. The senior management team reflect regularly on how beneficial changes they have made in response to the pandemic will become established in practice going forward.

Despite the challenges posed by COVID-19, officers and elected members have continued to address key priorities in their strategic plan. For example, they have remained largely on track with their additional learning needs (ALN) transformation

agenda including making key appointments to lead roles and providing training for them. The local authority has maintained their capital programme throughout the COVID-19 period despite the challenges posed, for example the opening of the new PRU, Maes Derw, has remained largely on track with pupils set to move from the current buildings in early 2021.

### **Cameo – Using a parent and carer forum to help inform policy and decision making**

Throughout the coronavirus pandemic, the local authority has continued to engage with parents through their 'Parent and carer forum' to discuss ideas and policy. A notable feature of this work includes the use of a parent forum to inform policy and decisions around ALN provision. Officers continued to engage with representatives from the forum throughout the pandemic, which helped to inform their support and guidance around groups of learners such as the specialist support for pupils with autistic spectrum condition and their families. This helped to ensure that their policies and decisions were based on the needs of the learners and their families as much as possible.

### **Promoting learning**

Since September, the local authority has continued to provide substantial support to schools to ensure continuity of learning. Many pupils in Swansea Local Authority have been able to attend school and benefit from face-to-face teaching wherever possible. Where pupils are required to isolate or shield, schools are providing distance learning until they are able to return. Nearly all schools we contacted in Swansea were very appreciative of the local authority's support and guidance as they set about re-establishing learning at the beginning of the autumn term. Although the local authority has stipulated to schools that it does not have a preferred methodology for the delivery of their continuity of learning, their advice has centred on schools tailoring their distance learning strategies to meet their own contexts. As a result, schools have adopted a range of strategies that better suit their learners or the ability of their staff to deliver distance learning. For example, leaders in Bishopston Comprehensive School are focussing on the development of live streaming through synchronous teaching while Penyrheol Comprehensive School are focussing more on providing mainly asynchronous learning for their learners. Local authority officers have supported schools well by offering them research-based advice on a variety of methodologies. They have kept abreast of findings from a wide range of organisations to inform their guidance documents and training, including live webinars to teachers across the authority. Officers have worked closely with school leaders and have ensured open communication at all stages through the SCASEN and the Primary CoL Strategy Group. Officers hold weekly virtual team meetings to discuss progress against the targets set out in their CoL plan and to share new information.

Officers have worked flexibly with schools to help them make difficult decisions about their curriculum. For example, Morryston Comprehensive School and Bishop Vaughan Catholic Comprehensive School have an arrangement to share the

teaching of eight subjects in the sixth form, with pupils travelling between sites. Officers were open-minded about the possibility of such arrangements but as a result of wide-ranging discussions with leaders in both schools there is live streaming of lessons instead. This arrangement seems to be an acceptable solution for now although some parents have complained about disruption to learning this term and that pupils are not receiving equal learning experiences.

Many secondary schools have had whole groups self-isolating as a result of the 'Test, Trace and Protect' (TTP) strategy. In a few cases, the same group of pupils have missed considerable amount of direct face-to-face contact with their teachers due to the TTP strategy in Swansea. Although, distance learning arrangements have been put in place, officers and teachers identify that the ongoing disruption is likely to impact on pupils' emotional wellbeing.

### **Cameo: Using evidence from communication with schools to inform professional learning**

Officers sent out a survey to primary head teachers, seeking information on specific training needs during the pandemic. They analysed the responses and came up with a list of items for future webinars including:

- developing the use of live sessions
- how to use the tools available via hwb and other useful platforms/apps
- easy-to-use tools for teachers to help them when designing online/home learning activities

As a result of this, the local authority produced a comprehensive programme of webinars to address the issues above.

The shared understanding of what blended and distance learning means for Swansea schools has changed since September as it is not always possible to plan for pupil absence. Officers continue to work with schools to provide the best fit model for individual circumstances. For example, the local authority has been promoting the use of established principles for designing paper materials for distance learning. This has been based on the evidence that pupils do not learn as well in front of a screen when compared with on paper and are promoting the idea of ensuring that pupils carry out some of their learning on paper. Across the local authority, officers have been working closely with schools to develop their approach to assessing pupils' work through virtual platforms. They have offered virtual training on approaches that include using mini quizzes, giving feedback using the live-chat facility on platforms like 'Microsoft Teams', using video recordings to explain new tasks and to identify misconceptions and offering whole-class feedback on common misconceptions.

Since September, officers have continued to seek stakeholders' views through virtual meetings and surveys. They have distilled developing practice from these activities and disseminated ideas and resources across the local authority. A good example of this is the development of pupils' Welsh oracy, if they need to isolate, through the 'Cynllun Clonc' resources and video links, including staff reading stories and developing pupils' vocabulary and oracy skills.

The SVS website includes a range of learning resources that teachers or parents can use if pupils are away from school. Officers and teachers continue to contribute to its content in order to share resources and best practice. The 'learning' area of the site is developing appropriately although the foundation and primary sections are more developed than the secondary area, which is mainly limited to mathematics resources at present. A particularly positive aspect of this website is the continuous professional learning area that offers teachers useful guidance on distance learning, recording lessons, live streaming, blended learning and transition arrangements. Many headteachers report that they have found it very useful to be able to access this guidance online, especially as it is all located in a 'one stop shop' area.

The local authority continues to support access to digital equipment for all learners well. Officers link regularly with schools to find out which pupils are digitally excluded and ensure that they have access to ICT equipment and internet access. However, a very few schools report that there are still a number of families that do not have access to enough ICT equipment so that all of their children can access work at the same time.

The local authority has continued with its programme of professional learning events with a mixture of input from officers and schools. Officers have reflected on the value of the on-line training materials including webinars and the use of guest speakers, to inform ongoing support to schools and staff. For example, they recently used the results of staff surveys to determine the availability of ICT equipment in schools and the competency of teachers to deliver remote learning. As a result, the local authority has designed their training sessions on different approaches to blended-learning and asynchronous learning, in order to meet the current needs of groups of teachers. Officers have also developed and shared sensible protocols on the continuity of learning with school leaders and subject specific teams to promote consistency. The training offered by officers includes a strong focus on teaching strategies such as building on pupils' prior knowledge and skills, clear explanations,

### **Cameo: Developing literacy**

The Primary CoL Strategy Group produced a plan to set books online for the pupils to read. The books are interactive and are available to pupils to access from the home. The series includes interactive challenges that reinforces their understanding of the text as well as developing their vocabulary. There are also links to 'rapid reading books' that pupils can access to develop their reading skills further. This strategy has helped maintain continuity in pupils' reading should they need to self-isolate as well as reducing the risk of transmission of the virus through shared books.

modelling examples and solutions, well-sequenced tasks and feedback. Officers have also provided teachers with worthwhile training on the use of equipment such as visualisers, to support modelling and demonstrations through video recordings and live sessions.

The digital literacy groups continue to offer useful advice on remote learning development and have produced staff bulletins to share good practice in areas such as online assessment. Officers have also shared information about adaptations to the 2021 subject orders with curriculum leaders but have not yet had discussions with them about the proposed new assessments.

The local authority has started to engage with schools on curriculum reform in a manner that is sensitive to the current situation. Officers have produced and delivered stimulating training materials based on the work of established leaders and experts in this field.

The local authority has continued to support pupils' Welsh language development by creating blended learning resources for latecomers in Welsh-medium schools. Welsh specialist teachers have engaged with schools this term to support the learning of Welsh through face-to-face teaching where possible. In addition, they are continuing to develop resources for the Swansea Virtual School to develop Welsh language skills as well as translating a range of resources and lessons for schools. They have supported teachers in English and Welsh-medium schools with planning and developing digital bilingual resources, lessons and weekly challenges. These resources have also been uploaded to the Swansea Virtual School to offer parents support to help their child learn.

The local authority has disseminated the grant funding for the 'Recruit, Recover and Raise Standards: Accelerated Learning Programme' directly to schools. Schools are required to submit their plans to the local authority in order to allow officers to discuss the effectiveness of their proposals. Such discussions will also form part of the autumn term visit by the challenger advisers. The local authority is also using the outcomes of such dialogue to develop sensible plans for future professional learning linked to this funding stream. Early evidence suggests that the local authority had reached its target of recruiting at least 37 extra teachers to support learners through the 'Recruit, Recover and Raise Standards: Accelerated Learning Programme'.

### **Support for vulnerable learners**

The local authority continued to prioritise the wellbeing of their pupils and staff as schools and PRUs re-established learning from the beginning of September. The continued collaborative working across the local authority as well as with other agencies has ensured that pupils have received appropriate support. The local authority continues to monitor the attendance of vulnerable pupils on a daily basis in order to safeguard their wellbeing. They note that attendance rates, particularly those of vulnerable learners, is clearly below the average for Swansea and Wales

before the lockdown period in March. In addition, they acknowledge that it is much more difficult to identify any patterns in attendance during the autumn term due to the complexity around the new attendance codes. However, the local authority continues to identify and track vulnerable learners using their well-established RAG risk-rating system. The focus remains on providing reassurance and support for those learners and their families, who may be worried about returning to school.

In our conversations with schools, headteachers were very positive and grateful for the work of the education welfare officers (EWOs) and ALN family liaison officers in ensuring the wellbeing of vulnerable learners. They have kept in regular contact with families of learners who have been reluctant to return to school in September. This has helped to reassure those learners who have experienced anxiety about returning to school, for example they may have feared catching COVID-19 or may have struggled to keep up with their learning during the lockdown period. The local authority report that they have experienced an increase since September in the number of families who wish to educate their children at home. The EWO team and family liaison officers have been proactively engaging with these families in order to discuss the advantages and disadvantages of elective home education. In a few cases, they have worked with the school to re-establish learning for these learners by creating a bespoke timetable to help them to re-engage. This has also ensured that the appropriate support has been in place to ensure the wellbeing of these vulnerable pupils as they return to school. In another example, the EWO worked with a school to enable a family to come to the school at the same time as the staggered start times for different year groups made it difficult for the parent to ensure that all the children attended daily. This close collaboration between schools, the local authority and other agencies has helped learners to resume their learning as smoothly as possible during the autumn term.

The local authority's Educational Psychologist Service (EPS) has continued to provide beneficial support to vulnerable learners and staff. They have collaborated with the counselling service provider to help develop pupils' resilience and promote improved attitudes to learning on their return to school. They have introduced positive psychology training to staff to support learners, which focuses on five pathways of happiness and wellbeing. The EPS team, along with the Learner Support Team, continue to provide consultations and intervention sessions for those most vulnerable learners who are in need of help and support. The Therapeutic Counselling Service (TCS) also continue to provide face-to-face counselling sessions to learners, especially those who may have experienced trauma or anxiety as a result of COVID-19. This programme has been recently extended to include Headteachers who may require specialist support during this difficult period.

The local authority have engaged this term with families from the Gypsy, Roma or Traveller group who have been more reluctant to allow their children to return to school. Officers are communicating regularly with families in order to reassure them of the measures put in place to safeguard their children at school. However, most learners have continued to remain absent from school. The local authority note that they have had better success with their engagement of young people who are not in education, employment or training (NEET). At the end of the summer term, officers



collated a list of learners from schools and PRUs who were most likely be NEET in September. These learners were referred to early help hubs for support and guidance on their next steps. The local authority has continued to monitor these learners this term and report that the strategy has been largely successful. The multi-agency approach employed to supporting these vulnerable pupils has ensured that nearly all are now engaged in some form of learning, training or employment this term. In particular, the improved working between the Education Services and the Child and Family Service within the Social Services Directorate has facilitated a more integrated approach to providing help and support for these vulnerable pupils.

As schools re-opened fully to all pupils in September, the focus remained on supporting learner and staff wellbeing. Elements of the curriculum were re-introduced more as the term progressed with an emphasis on developing learner's basic skills and their attitude to learning. Staff also ensured that specialist services from the local authority and other agencies were safe to revisit their settings in order to provide essential support to vulnerable learners. In addition, the learning in pupil referral units as well as support for those learners receiving education other than at schools (EOTAS) also returned to a degree of normality as the term progressed. The use of synchronous teaching to support groups of learners during the lockdown period and at the beginning of the autumn term helped staff and learners to remain in contact during this difficult period. This also helped to prepare learners and their families for possible further disruption to their learning during the year. For example, an outbreak of COVID-19 at a special school affected around a third of staff which resulted in a reduced timetable being implemented over four days, with the fifth day being used to provide additional cleaning of the school site. Swansea's two special schools reopened their doors at the beginning of term having carried out appropriate enhanced risk assessments to ensure the safety of all their learners, particularly those with profound and multiple learning difficulties. The local authority also supported these schools in implementing a blended approach for these vulnerable learners during the early part of the term. This has ensured that the learning returned to near normal by as the weeks progressed.

Nearly all headteachers who took part in our engagement phone calls praised highly the support that they had received with regards to health and safety issues. They valued the guidance from the local authority health and safety specialists when they had to prepare for the reopening of their schools in September. Headteachers stated that the use of the virtual platform by the local authority to host updated health and safety guidance was particularly useful. They also commended the effectiveness and clarity of advice provided by the local authority, especially around issues relating to the safety and wellbeing of vulnerable pupils such as those requiring specialist support. Headteachers also appreciated for the on-site visits by the health and safety team, who provided practical advice on how best to operate as safely as possible. They have remained 'on-call' from the outset of the pandemic to answer queries and questions from school leaders. As a result, headteachers felt confident that they were well prepared for the reopening of schools and to make important decisions on health and safety issues at a local level when the need arose. A few headteachers, who have responsibility for specialist teaching facilities (STF)



on-site, were grateful to the work of the local authority for organising the safe transportation of pupils to these settings. Officers from both the education and transport departments collaborated to ensure that taxis were organised to transport pupils safely, removing this added burden from headteachers.

Given the relatively high proportion of learners with English as an additional language (EAL) attending Swansea schools, the local authority ensured from the outset that all important guidance documents were translated in many languages. In addition, they ensured that these learners were not digitally disadvantaged especially as on-line translation services were so vital to their learning. Schools and the local authority continued to support their EAL pupils well as schools re-opened, including ensuring the wellbeing of their families.

As schools re-opened in September, the local authority continued to work more effectively both across departments and with other agencies to provide support for learners and their families. Although the local authority have not experienced a surge in demand in statutory referrals from schools, the improved co-operation between agencies has provided much needed early help and support. This, together with better use of computer technology to digitise the referral process and to facilitate virtual meetings and consultations, may have contributed to the lower than expected number of referrals for support for learners. Since September, many schools have been grateful of the support their learners have received from specialist services, particularly those requiring help as a result of bereavement or those suffering from increased anxiety. In our discussion with headteachers, the local authority's guidance on supporting pupils' mental health and wellbeing has been gratefully received by staff in their efforts to support vulnerable learners. In addition, they also value the co-operation between agencies as part of 'Operation Encompass' which has provided useful information on learners who may have witnessed domestic violence.

#### **Cameo – Local authority guidance on supporting learners' mental health and wellbeing**

From the outset, the local authority has prioritised the health and wellbeing of learners and staff a priority. The improved sharing of information across the local authority and with external agencies during the pandemic, allowed officers to highlight and focus on common issues affecting learners across Swansea. In particular it became evident that there could be an increase of learners self-harming, suffering from anxiety and depression or attempting to take their own lives. As a result, the local authority produced timely guidance for schools to support their learners and information on where to seek further help. The guidance was also shared with a neighbouring local authority to help support their learners.

Since September, the local authority has continued to provide a range of virtual professional learning opportunities and bespoke training for staff working with vulnerable learners. The combination of 'in-house' and third party providers has

ensured a breadth of worthwhile training on a range of pertinent topics including supporting looked after children, learners with Autistic Spectrum Condition (ASC), person-centred approaches in preparation for the ALN reforms and trauma-informed practices. In addition, headteachers have particularly valued the multi-agency approach to training that has allowed practitioners to gain a better understanding of current issues such as dealing with learners who are self-harming or suffering from increased anxiety. They are also appreciative of the support that their ALNCOs have received via the regular forum organised by the local authority. In addition, they value the important information on ALN and support for vulnerable learners that are included in regular newsletters from the local authority. This has generated useful discussions between schools in their own cluster as well as with similar schools across Swansea. Such co-operation has reinforced the team ethos generated across the local authority and its schools throughout the pandemic.

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# **Local authority and regional consortia support for schools and PRUs in response to COVID-19**

## Update report from June to November 2020

January 2021



**The purpose of Estyn is to inspect quality and standards in education and training in Wales. Estyn is responsible for inspecting:**

- ▲ nursery schools and settings that are maintained by, or receive funding from, local authorities
- ▲ primary schools
- ▲ secondary schools
- ▲ special schools
- ▲ pupil referral units
- ▲ all-age schools
- ▲ independent schools
- ▲ further education
- ▲ independent specialist colleges
- ▲ adult community learning
- ▲ local authority education services for children and young people
- ▲ teacher education and training
- ▲ Welsh for adults
- ▲ work-based learning
- ▲ learning in the justice sector

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Publication Section

Estyn

Anchor Court

Keen Road

Cardiff

CF24 5JW or by email to [publications@estyn.gov.wales](mailto:publications@estyn.gov.wales)

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<b>Contents</b>	<b>Page</b>
<b>Introduction</b>	<b>1</b>
<b>Background</b>	<b>1</b>
<b>Main findings</b>	<b>4</b>
<b>Recommendations</b>	<b>6</b>
<b>Leadership</b>	<b>7</b>
Decision-making and governance	7
Working together to support schools and PRUs	7
Delivering ongoing priorities	9
<b>Promoting learning</b>	<b>10</b>
Supporting schools and PRUs to reopen to all pupils	10
Identifying and addressing regression in learning	11
Supporting Welsh language skills	13
Promoting broad curriculum experiences	14
Promoting more effective distance and blended learning	16
Professional learning	18
<b>Supporting vulnerable pupils</b>	<b>21</b>
Preparing for pupils to return in September	21
Supporting wellbeing	24
Supporting vulnerable pupils	28
<b>Appendix 1: Evidence base</b>	<b>32</b>
<b>Appendix 2: Survey quantitative feedback</b>	<b>33</b>
<b>Appendix 3: Estyn publications</b>	<b>38</b>
<b>Appendix 4: Timeline</b>	<b>40</b>
<b>Glossary</b>	<b>45</b>
<b>References</b>	<b>46</b>

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## Introduction

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This report is written in response to a request for advice from the Minister for Education in July 2020. It provides an overview of how local authorities and regional consortia have worked with schools and pupils referral units (PRUs) to promote learning and support vulnerable pupils during the COVID-19 period between June and November 2020, that is the period after the initial lockdown when schools were reopening. It captures the ways local authorities and regional consortia have adapted their work to respond to the challenges resulting from COVID-19. The work was carried out before all schools returned to remote learning in January 2021 but will be helpful to inform current ways of working.

The intended audience for this report is the Welsh Government, local authority and regional consortia officers and staff in schools and PRUs. It draws on the evidence base in appendix 1 including interviews, survey feedback and documentary evidence. Due to restrictions associated with COVID-19 we were unable to visit schools and PRUs to gather first hand evidence about the quality of provision. The quantitative feedback from the surveys issued can be found in appendix 2. We have also provided detailed feedback to individual local authorities and regional consortia to support their own self-evaluation for improvement. The report is part of a series of publications by Estyn to share learning and support the education system's continued response and recovery (Appendix 3).

The report features 'cameos' from local authorities and regional consortia. These are not case studies as we are unable to evaluate the impact of the work because of restrictions on our activities due to COVID-19. The cameos are included to exemplify points raised in the report, giving a flavour of the work that has taken place across Wales.

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## Background

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In the foreword to his Annual Report 2019-2020, Meilyr Rowlands HMCI (Estyn, 2020, p.4) stated that 'the last months of the 2019-2020 academic year brought challenges to Welsh education the like of which we have not seen in generations. The challenges were many, complex and unexpected. The COVID-19 pandemic changed people's lives, had a huge impact on economies, and caused major disruption to education systems worldwide and in Wales'. His foreword offers an initial account of how schools and other education and training providers coped with the initial lockdown period and strived to support pupils while providing continuity of learning for them remotely. For further information on this initial lockdown period see the [Annual Report 2019-2020](#).

This thematic report focuses on the period from late summer to late autumn. A timeline of significant events during this period can be found in appendix 4.

In late June, nearly all schools reopened to pupils to provide an opportunity for them to 'Check in, catch up and prepare for summer, and September'. In July and August, the Welsh Government published guidance to support schools to reopen to all pupils, on supporting learning and on supporting vulnerable learners (Welsh Government 2020a, 2020b, 2020c). Schools and PRUs reopened to pupils in September, with a transition period leading up to all pupils attending by 14 September 2020. Almost immediately, schools began to experience their first positive COVID-19 cases among pupils and staff, reflecting the situation in their communities, and the first of a series of local restrictions to reduce transmission was announced. During September and October, individual pupils, classes or whole year groups were required at times to self-isolate, leading to the need for remote learning provision. The length of self-isolation periods varied from one day to 14 days depending on the reason and personal circumstances<sup>1</sup>. Positive COVID-19 cases continued to rise and the Welsh Government announced a two-week firebreak lockdown from 23 October 2020. Schools and PRUs were closed for half-term during the first week of the firebreak. During the second week primary schools re-opened for face-to-face learning while many secondary-aged pupils reverted to distance learning from home.

In early November, around 90% of pupils were in school. The proportion of pupils in school fell to around 80% by the end of November and to around 70% by mid-December, as increasing numbers of pupils were required to self-isolate or their school was closed due to an insufficient number of staff available to supervise pupils on site. Towards the end of the autumn term, an increasing number of parents chose not to send their children to school, even if their school remained open, often due to concerns about being able to meet family or friends at Christmas. The national attendance figures mask considerable variation across schools and local authority areas, as in the local authorities worst affected by COVID-19 only around 50% of pupils were in school towards the end of the term. The national figures also mask considerable variation across age groups, with older secondary school age pupils having the lowest attendance at school.

The scope of this thematic report includes the extent of the support provided to schools and PRUs by local authorities and regional consortia during this period. Although the scope does not include post-16 or pre-school providers, we refer to aspects of these sectors' work where helpful. The report focused specifically on two aspects:

- Promoting learning – the quality of the learning offer and how has this been supported through further guidance and professional learning?
- Supporting vulnerable pupils – how did the local authority targeted services and support to vulnerable pupils to support them to engage in learning? What barriers still exist?

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<sup>1</sup> The maximum self-isolation period was reduced to 10 days from 10 December 2020.



We also considered the early planning and implementation for the 'Recruit, recover and raise standards programme' grant across schools and PRUs and the next steps for this work.

At the time of our engagement with schools in October, very few pupils needed to receive blended learning. Most pupils were able to attend school and benefit from face-to-face teaching. Where pupils were required to isolate or shield, schools provided distance learning until they were able to return. A blended learning approach would involve a cohesive, intentional plan for pupils' learning to involve a combination of learning in school and at home which was not required in most schools during the autumn term. At the time of publication in January 2021, all schools have returned to providing remote learning for pupils, with some face-to-face provision in school for vulnerable pupils and those with parents who are key workers.



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## Main findings

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- 1 Local authorities and regional consortia have worked closely together and with the Welsh Government to respond to the evolving context caused by the pandemic. Through the Association and Directors of Education Wales (ADEW), senior leaders have provided good support for each other and collaborated to create shared approaches and resources.
- 2 Local authorities provided valuable support to enable their schools and PRUs to reopen successfully to all pupils in September. Particular strengths were the practical support around health and safety and on communicating with parents and learners. For example, local authorities, working with health care partners where appropriate, supported risk assessments, including for vulnerable pupils and developed welcome packs providing information for parents, carers and pupils. School leaders welcomed the direction from local authorities and regional consortia to focus on pupil wellbeing and felt this was appropriate.
- 3 During the initial lockdown and the autumn term, local authority services had to respond rapidly to support the wellbeing of all pupils, and particularly those known to be vulnerable. Where local authorities already had effective joint working across services and external agencies, this was evident in the efficiency with which they responded to these needs. In other local authorities where collaboration is less well established, the pandemic has been a catalyst to strengthen joint working. The enhanced use of digital communication also contributed to more efficient multi-agency working within local authorities.
- 4 During the initial lockdown, teachers had to respond quickly to the need to provide distance learning materials for pupils. This provision improved though the summer term. As the need for a number of pupils to learn away from the classroom continued in the autumn term, it remained a priority to further improve and embed distance and blended learning provision. Regional consortia and local authorities have developed helpful guidance, playlists of videos featuring good practice and a range of professional learning. However, schools', local authorities' and regional consortia's oversight of the quality of provision is underdeveloped.
- 5 Pupils' learning experiences in the autumn term varied widely across and within schools. This is partly due to the varied impact of the pandemic in different areas and also as a result of the different policies and practices adopted by local authorities in relation to close contacts and the different ways that schools have organised groups and cohorts of pupils. These factors have resulted in considerably unequal learning experiences for pupils who have received most of their autumn term education in school and those who have been taught at a distance for extended periods.
- 6 In his recent Annual Report, the Chief Inspector's noted that 'despite considerable effort by schools, local authorities and central government to provide additional equipment and support, a minority of learners were disadvantaged by lack of access

to suitable computers or adequate connectivity.’ The barriers to learning at home identified in the summer term, including access to digital technology, remained in the autumn term.

- 7 The pandemic has had a greater impact on certain groups of pupils and magnified challenges that already existed. For example, school leaders have told us that pupils eligible for free school meals made slower progress in their learning during the initial lockdown than their peers, with some pupils returning to school with weaker language and numeracy skills than before the initial lockdown started.
- 8 The pandemic has exacerbated some challenges that local authority and regional consortia had already been working with schools to address. Pupils across Wales have experienced the pandemic in very different ways as a result of their home circumstances. The necessity for pupils to work at home for periods of time in the autumn term has highlighted the need for pupils to be able to work independently successfully and for schools to focus on supporting pupils to improve learning resilience.
- 9 Local authorities and consortia have recognised the potential longer-term impact of the pandemic on the wellbeing of children and young people. All have offered enhanced professional learning for staff from schools and PRUs on supporting wellbeing, including on bereavement and adverse childhood experiences. Children and young people already challenged because of adverse childhood experiences prior to the pandemic have faced further challenges. Children and young people in stable family environments with very few or no prior adverse childhood experiences may also have been affected by the pandemic. For example, time away from friends caused by lockdowns, isolation periods or having to remain in tight bubbles at school can have an adverse impact on pupils’ social development and their mental health.
- 10 In most cases, local authorities have ensured that statutory processes for pupils in relation to special education needs (SEN), including assessments and annual reviews, have continued during the autumn term. Where there have been delays, this has most commonly been due to the capacity of educational psychology services and other specialist services, caused by staff absence or challenges in delivering services remotely.
- 11 Regional consortium and local authority officers continued to support teachers’ and school leaders’ digital competence during the autumn term. The increased effective use of digital communication has had positive consequences for facilitating more agile, efficient and frequent interactions between and within learning communities across Wales. School and PRU leaders have valued the flexibility of online professional learning opportunities provided by local authorities and regional consortia.
- 12 School leaders across Wales have mixed views about the effectiveness of support they have received from their local authority and their regional school improvement consortium during the pandemic. School leaders in south west Wales are most satisfied with the support they have received from their local authority, while school leaders in north Wales are most satisfied with the support they have received from their regional consortium.

- 13 Local authorities made appropriate early adaptations to the governance arrangements but a few local authorities were too slow in resuming their scrutiny functions. By the middle of July 2020, most councils had begun to hold Cabinet meetings online, but only half of councils had held virtual meetings of their scrutiny committees. As a result, decisions about re-opening schools and providing support for learners in the summer were not scrutinised in half of councils. By the autumn, all council Cabinets were meeting online, and scrutiny committees in most councils were also meeting online.

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## Recommendations

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### **Recommendations for the Welsh Government to work with regional consortia, local authorities, and other partners and providers to:**

- R1 Urgently address barriers to learning at home, particularly where this is due to a lack of access to suitable computers or adequate connectivity
- R2 Improve the quality of the distance and blended learning experiences for pupils by supporting more effective teaching across and within schools and PRUs
- R3 Develop a coherent approach to improve progress in literacy, numeracy and personal and social skills of vulnerable pupils disproportionately affected by the pandemic, for example pupils eligible for free school meals
- R4 Establish strategies to monitor and address the long-term impact of the pandemic on the physical and mental health of pupils
- R5 Create opportunities to take stock and evaluate the impact of policies and practices developed since the start of the pandemic to inform future ways of working and curriculum design

## Leadership

### Decision-making and governance

- 14 Local authorities and regional consortia have worked closely together and with the Welsh Government to respond to the evolving context caused by the pandemic. Through ADEW – the Association of Directors of Education in Wales – directors of education have worked co-operatively to support each other through the pandemic. Directors have reduced the burden on themselves, their officers and staff in the regional consortia by identifying aspects of work that they can agree to work on collaboratively or on behalf of each other. ADEW has supported national work with Welsh Government such as guidance relating to the continuity of learning.
- 15 Audit Wales has published several reports on how councils' governance arrangements have been affected by the pandemic. Early during the initial lockdown period, councils had to use emergency governance arrangements, meaning that typically 'responsibility for decisions about how councils use public money and provide services fell to senior council officers in consultation with a much smaller number of senior councillors than would usually be involved in decision-making – sometimes just the leader of the council.' (Audit Wales, 2020).
- 16 Some councils were slow to use new regulations that came in to force in April 2020 that made it easier for councils to meet virtually. As Audit Wales noted, 'in some of those councils there is no comprehensive record available online of the decisions taken since lockdown. This makes it difficult for the public to see and understand the decisions their council has taken during lockdown, and who is accountable for them' (Audit Wales, 2020).
- 17 By the middle of July 2020, most councils had begun to hold Cabinet meetings online, but only half of councils had held virtual meetings of their scrutiny committees. As a result, decisions about reopening schools to all pupils and providing support for learners in the summer were not scrutinised in half of councils. By the autumn, all council Cabinets were meeting online, and scrutiny committees in most councils were also meeting online.
- 18 When important decisions are being taken about education services, local authorities should usually take account of the views of school leaders as well as other stakeholders where relevant. Our survey of school leaders across Wales carried out in October 2020 found that the majority of them agree that their local authority involves them effectively in discussions about local education services. However, a few school leaders do not feel involved enough. Local authorities have continued to build on the range of fora they have with school and PRU leaders to communicate, consult and in a few cases, co-construct approaches.

### Working together to support schools and PRUs

- 19 School and PRU leaders in south-west Wales were considerably more positive about the work of their local authority than leaders were about their local authority in the

other three regions. For example, they were more positive about the timeliness of advice and guidance from the local authority, how well their local authority communicated with them, and the support provided to enable their school or PRU to re-open successfully to all pupils in September 2020. They were also more positive about how well their local authority involves them in discussions about education services. South-west Wales is the only region where challenge advisers are directly employed by local authorities, rather than by regional consortia, and this may partly explain why leaders are more positive in this region.

- 20 School leaders' views of the support they receive from their regional consortium varies considerably. A majority of leaders agreed that GwE had provided effective support and guidance to support learning in their school or PRU. Nearly half of leaders agreed with this was the case with EAS, but only a minority agreed this was the case with CSC and ERW. A majority of leaders also agreed that GwE had provided useful information on the differences between, and approaches to, distance and blended learning. Just over half of leaders agreed with this was the case with CSC and EAS, but only a minority agreed this was the case with ERW.
- 21 Just over half of school leaders told us that they feel that their local authority cares about their wellbeing. This indicates that there is room for improvement in the relationship between some local authorities and their school leaders. A majority of teachers and most support staff told us that their school cares well for staff wellbeing.
- 22 During the initial lockdown, local authority services had to respond rapidly to support the wellbeing of all learners, and particularly those known to be vulnerable. Where local authorities already had effective joint working across services and external agencies, this was evident in the efficiency with which they responded to needs. For example, in Bridgend, the 'early help locality service model' already meant that multi-disciplinary teams worked out of three bases in the county, working in an integrated way to support families with vulnerable children and young people. These teams were well placed to work collaboratively and provide support through the pandemic. In other authorities where collaboration is less well established, the pandemic has been a catalyst to strengthen joint working. For example, Anglesey and Gwynedd's education psychology service has collaborated with the Child and Adolescent Mental Health Service to develop a new approach to supporting pupils who are absent from school because of their emotional wellbeing.
- 23 Local authorities have sought to support school leaders in preparing for various scenarios in the face of uncertainty about how the pandemic may affect schools through the autumn and into 2021. A majority of school and PRU leaders told us in our survey that their local authority provides effective guidance to support them to develop flexible plans in the event of further spikes in infections.

**Cameo: School Business Resilience Planning**

Prior to the increased operation of schools, the Corporate Director for Education and Family Support in Bridgend required all schools including the PRU to produce a business resilience plan. The local authority provided a plan template. Settings were asked to consider a range of possible scenarios and the actions they would take to ensure the continuity of learning. The local authority quality assured the plans and, where necessary required further clarification. Possible scenarios included; the self-isolation of pupils, either individually or as whole year groups; the self-isolation of staff; planning to ensure continuity of leadership. Possible solutions may include the strategic planning and mapping of blended learning; developing the capability and capacity of staff and pupils in using online platforms to support blended learning; producing pre-prepared emergency learning packs for all groups of pupils; use of Welsh Government's 'Recruit, recover and raise standards programme' grant and cover arrangements.

**Delivering ongoing priorities**

- 24 Local authorities have tried sustain as much 'business as usual' as possible while dealing with the various added needs of schools and PRUs associated with the pandemic. For example, wherever possible, work has continued to reorganise schools and improve school facilities as part of the Welsh Government's 21st Century Schools Programme. The workload associated with responding to the pandemic has undoubtedly slowed progress in some areas. For example, at the end of March 2020, Neath Port Talbot left the regional school improvement consortium, ERW, and three of the remaining five authorities gave notice of their intention to leave at the end of March 2021. The lack of a clear plan for school improvement services in south west Wales from April 2021 is a significant concern. Elected members and senior officers across all local authorities in the region have been slow to demonstrate that there is a clear vision and plan for how high quality school improvement services that meet their needs will be provided to schools and PRUs from April 2021.
- 25 Planning and professional learning activities focused on preparing for Curriculum for Wales that schools, local authorities and regional consortia had planned for this year have inevitably been disrupted by the pandemic. From September, we had originally planned to begin discussions with all schools in Wales about their early preparatory work to implement Curriculum for Wales from September 2022. Instead, our discussions with schools in the autumn mainly concentrated on how they are responding to the pandemic. Despite the disruption to preparatory work for Curriculum for Wales, our Chief Inspector noted in our latest annual report that the pandemic 'has presented providers with the need and the opportunity to evolve and innovate ... The re-thinking that the lockdown required of schools, combined with deeper engagement with families and support services, has arguably put schools in a better place to co-create with these stakeholders a common vision for realising the Curriculum for Wales' (Estyn, 2020, p.9).



## Promoting learning

### Supporting schools and PRUs to reopen to all pupils

- 26 Prior to September, many pupils had spent only a few days in school since the onset of the COVID-19 pandemic in March, with some not having spent any time in school. In July, Welsh Government (2020c) issued guidance to schools and settings to support the full return to school in September. This set out priorities for learning emphasising the health and wellbeing of pupils and the importance of outdoor learning. Officers from local authorities ensured that they adopted the same priorities in their work with schools at the start of the autumn term. Local authority officers recognised the pressure that school leaders were under as they planned the reopening of schools and the amount of their time that they needed to give to operational matters including keeping staff and pupils safe. In order to support headteachers, most local authorities and regional consortia distilled the guidance about learning and brought relevant information together in one place, as in Carmarthenshire where officers established Y Porth website for this purpose. Many of the headteachers who responded to our survey said that they had sufficient support from their local authority to help them to re-open their school or PRU successfully. Many agreed that their local authority had provided guidance in good time. This contrasts with what school leaders told us about the guidance in the spring and summer terms, when many felt that it was received too late and that they had to put processes in place to support pupils' learning prior to receiving guidance.

#### **Cameo: Supporting pupils' return to school**

GwE developed a regional model in line with Welsh Government guidance, with local authorities and schools, to ensure that the individual needs of pupils were met, with consideration to their local context. The model evaluated the school's preparedness and approach to ensure learning for all pupils continued. It focused on three inter-related components that assess pupils' fitness for learning. These include their emotional and mental wellbeing; their health and physical fitness; and their core skills of numeracy, literacy, independence, and readiness for new learning.

The aim of the model was to support schools to assist pupils to return to 'learning fitness' and to promote learning which allows pupils to continue to make progress. Ensuring coherence for pupils between in-school and remote learning is another key element of the model including developing appropriate learning while current curriculum requirements were temporarily disapplied.

- 27 Through the school summer break and into the autumn term, regional consortia and local authorities built on the work during the initial lockdown to provide support and guidance to schools for ensuring the continuity of pupils' learning. In some instances, resources provided earlier in the pandemic were revised and updated to make it easier for school leaders and teachers to engage with them. For example, in

the EAS, officers listened carefully to the views of headteachers about the playlist of videos showing effective practice that officers had begun to compile at the start of the pandemic. In the summer term, schools had found the playlist useful as it drew together the national and local guidance about distance learning in one place. As the volume of materials increased, school staff found it more difficult and time-consuming to use the resource and officers responded well to this by streamlining the content into an easier to use web-based resource.

#### **Cameo: 'Supporting Our Schools' website**

In response to feedback from stakeholders, the EAS have created a new website to house their support for schools resources. The new website is easier to navigate than the playlist that the service used previously. Resources are clearly labelled and easy to scan. The website contains sections covering different topics such as governance, school improvement, guidance on using the accelerating learning grant funding and curriculum support. The website also contains a link to another new website that houses all resources related to distance and blended learning. These resources are also clearly organised under themes and there are several examples of informative case studies and presentations from schools, as well as links to helpful external resources. In order to make it easy for leaders to identify any new resources, these are signposted each week in a separate section, before being moved to the relevant themed section. The EAS staff are providing online introductory sessions to the new websites. These well-attended, informative sessions are sector specific and available through both English and Welsh. In addition to providing a demonstration of the websites, these sessions also include a choice of breakout sessions involving presentations from schools and an opportunity for discussions in small groups.

### **Identifying and addressing regression in learning**

- 28 Early in the autumn term, schools leaders started to plan how they could best use the funding from the Welsh Government for the 'Recruit, Recover, Raise Standards' programme. The Welsh Government (2020e) issued guidance for schools to support the use of the grant using the work of national and international organisations including the Children's Commissioner and the OECD to identify the impact of the pandemic on pupils' progress in learning. The government acknowledged that, while many pupils had not progressed as much as they could, there were groups of pupils for whom the impact of the pandemic was greater. These included pupils in year groups preparing for examinations, pupils who had made the transition from primary to secondary school and vulnerable and disadvantaged pupils. Local authorities and regions supported schools to plan for the use of the grant. For example, in GwE, officers worked with schools to try to ensure that headteachers used the funding in a sustainable way and aligned its use to local priorities, including the Welsh language strategy, to benefit pupils in the longer term. Across Wales, many schools found it difficult to recruit staff using the grant because they were drawing on a limited number of available people. A few schools employed a teacher or teaching assistant on a shared basis and many schools used the funding to increase the hours of existing staff. In smaller schools, funding was often not sufficient to be able to support recruitment. Although, it is too early for schools and local authorities to



monitor the impact of the grant on addressing pupils' skills deficits, officers from local authorities and consortia have plans in place to do this. Officers in Powys local authority provided helpful advice for governors about how to evaluate schools' use of the funds on pupil progress.

- 29 The impact on pupils' learning and skills from the initial lockdown period differs widely across Wales. In their study into 'Schoolwork in Lockdown', researchers from UCL (Green, 2020) found that children across the United Kingdom spent an average of 2.5 hours each day engaging in learning. Their research shows that 20% of pupils engaged with learning for less than an hour each day and only 17% worked for more than four hours (Green, 2020, p.2). This means that between March and September 2020 nearly all pupils across the UK spent considerably less time than usual learning during the pandemic. In Wales, the number of pupils engaging with learning was lower than the averages for the UK as a whole. The study found that 20% of pupils in Wales were doing no schoolwork at home or less than an hour each day (Green, 2020, p.19). Only 15% of pupils were learning for four hours each day (Green, 2020, p.19). The report highlights substantial inequality linked to deprivation and social groups. Our findings from engagement calls to schools in the October 2020 mirror these findings. Headteachers from schools in areas of social deprivation say that teachers found it more difficult to engage pupils and families with learning through the summer term. We reported on the reasons for this, including access to technology for learning and support from parents in the thematic section of the Annual Report 2019-2020 (Estyn, 2020).

**Cameo: Assessing the level of learner engagement in the Vale of Glamorgan**

Prior to reopening to all pupils, officers from the local authority, in collaboration with the CSC and schools, developed a matrix to assess the level of engagement of pupils and their wellbeing. Through conversations held between improvement partners and headteachers, information was collected from 55 out of 56 schools in the Vale of Glamorgan. The useful report summarised the key findings, the barriers and challenges encountered by schools and effective practice across the region, and concluded by highlighting ways forward. The information gathered has been used to inform local policy and share effective practice across the local authority through a collection of case studies. In addition, support was provided to schools to help strengthen areas such as increasing the engagement of vulnerable pupils.

- 30 As pupils returned to school in September 2020, leaders and teachers put in place processes to identify the impact of the school closure period on pupils' learning and skills. Many schools used the national online personal assessments for reading and numeracy with pupils in Years 2 to 9 to supplement teachers' own assessments of pupils' skills. Identifying pupils' skill levels following the school closure period was a particular challenge for secondary schools as pupils moved from Year 6 to Year 7. To help schools to identify a baseline for these pupils in secondary schools across the south-east region, the EAS provided schools with funding to support pupil assessment. Generally, local authorities report that pupils have fallen behind with reading and writing skills, and headteachers reported in early October that there has also been a negative impact on the speaking and social skills of younger pupils in the

foundation phase. Local authority and consortia officers are working with schools to address these skills deficits, and are mindful of the need to ensure that schools do not focus on these core skills to the detriment of the wider curriculum.

### Supporting Welsh language skills

- 31 An issue identified during the summer term was the learning of pupils in Welsh-medium schools from English-speaking homes, as many of these pupils had not had the opportunity to hear or practise the language. Addressing this issue was one of the aims of the Welsh Government's 'Recruit, recover and raise standards programme'. As the pupils affected by this issue returned to school in September, staff were particularly concerned about the levels of pupils' speaking skills. Local authorities put a number of initiatives in place to support schools and pupils. For example in Neath Port Talbot, the Welsh advisory service developed useful resources and collaborated with Menter Iaith and the Urdd to provide support for schools. In Wrexham, officers ensured that pupils from Welsh-medium schools who have needed to self-isolate since September have received resource packs and weekly face-to-face sessions or online sessions including podcasts. Several local authorities, including Conwy and Bridgend, used their immersion facilities to provide additional support for these pupils and Cardiff increased its provision in this area to help cope with demand. Officers in the regional consortia also provided support for schools. The EAS placed members of its Welsh support team in Welsh-medium primary schools across the region during the autumn term to support staff and pupils to address the deficit in pupils' skills. In our discussions with headteachers from English-medium primary schools, many said that they valued the support for teaching Welsh from local authorities and regional consortia, in particular the resources produced by Welsh advisory team staff to support provision in school.

#### **Cameo: Supporting pupils who are new to the Welsh language**

One example of the close alignment of the work of Gwynedd and GwE is their approach to supporting schools to develop pupils' Welsh language skills. The challenge of catering for their linguistic needs when schools reopened for all pupils in September was compounded by the difficulties in running Welsh language units in their traditional form. To support primary schools, the local authority arranged for the specialist teachers to provide an outreach service on a cluster basis, while the cluster's improvement support officer worked with the schools to create and adapt Welsh schemes of work.

- 32 Around 1,000 parents responded to our survey question about support for pupils in Welsh-medium schools. Many of these said that they were happy with the support provided by the school to help their children make progress with their Welsh. Very few parents felt that this was not the case, but those that did said that there was a lack of support for parents who do not speak Welsh and a lack of bilingual resources to enable parents to provide support for their children at home. Most of the pupils who responded to our survey agreed that they are getting good support to help them with their Welsh language skills.

**Cameo: Supporting pupils' Welsh language development**

In Carmarthenshire, officers identified the need to support pupils to maintain their engagement with the Welsh language from early in the pandemic. The Welsh advisory team adapted and refined their existing resources to provide schools and PRUs with activities to share with pupils and parents. In addition, they created extra-curricular activities and micro-lessons for pupils to recall previous learning, revise grammar, and to develop their reading skills and numeracy skills. They provided worthwhile tasks based on Welsh poetry as a stimulus to learning as well as providing activities to develop pupils' Welsh-speaking skills through the 'Cynllun Clonc' and Flipgrid activities.

Social media was used well to promote Welsh language activities, for example scientific activities for the outdoors and activities on history of the local area. Homework booklets were also distributed to enable parents to support their children with work through the medium of Welsh. Local authority officers and teachers in a number of its secondary schools worked with regional consortia staff to create a wide range of valuable Welsh language resources to support pupils in Welsh-medium and English-medium schools. Officers continued to develop resources for schools throughout the autumn term to support schools to improve pupils' Welsh language development.

**Promoting broad curriculum experiences**

- 33 Through Modification of Curriculum Requirements in Wales Notices, the Welsh Government temporarily modified the requirement for schools and funded non-maintained nurseries to provide the basic curriculum and associated assessment arrangements. In practice the curriculum narrowed in many schools in the autumn term. Whether the result of their own risk assessments or a misunderstanding of Welsh Government operational guidance, lots of schools determined the need to sanitise resources between uses. In schools where this was the case, it has had an impact on the youngest and the oldest pupils in schools in particular. For example, in the foundation phase pupils have had to access a limited range of resources in their continuous and enhanced provision. In secondary schools, pupils' access to equipment in practical subjects such as art and science has also become more difficult for teachers to manage.

**Cameo: Supporting science teaching**

ERW subject teams shared clear and helpful guidance which reassured and supported science teachers in the region. For example, the ERW science team gave examples of online sites that included video demonstrations of experiments, and useful and engaging resources that teachers could use for distance learning.

- 34 In a few local authorities, the delivery of shared services to schools, for example peripatetic music tuition for pupils stopped. In other local authorities, including Caerphilly and Cardiff, officers found new ways of providing these services. In Ceredigion, the authority's information technology team provided support to the

music service to enable them to teach virtually. This has enabled pupils to continue to receive instrumental lessons. This way of working has removed tutors' travel time and contributed to maintaining pupils' standards.

#### **Cameo: Caerphilly music service**

Local authority officers have worked to ensure that the schools' music service was able to resume its work more fully from September 2020. The local authority has provided clear guidance to music service staff and schools on how this service can be delivered safely in schools. It has also provided detailed guidance and protocols on how the service can be delivered remotely. The guidance covers a range of issues and scenarios, including lessons for individuals and classes, live and recorded sessions and safeguarding considerations. The guidance also provides clear information as to how the Welsh Government's guidance should be followed in the context of the Caerphilly music service.

- 35 In November 2020, the Minister for Education confirmed that, for qualifications in 2021, there will be no end of year examinations for pupils taking GCSE, AS level or A levels. The Minister established a Design and Delivery Group to advise on the process of awarding qualifications without examinations. Plans for this process were again being reviewed as term started in January 2021 with all pupils learning from home due to another national lockdown. Although it is understandable and necessary that plans for awarding qualifications have had to change again this year, these changes, especially in-year changes, can cause great stress and anxiety for pupils, as well as teachers.
- 36 Pupils in key stage 4 following alternative curriculum courses are a particular concern to many schools. There is a great deal of variation in how easily these pupils can access their alternative and off-site provision and this has proved to be a considerable timetabling challenge for schools. A large number of more practical courses such as hair and beauty have not been able to run. As a result, a few pupils who usually access provision of this kind, particularly those who were previously at risk of exclusion, are displaying challenging behaviour or are disengaging. Even when these courses are accessible, often it is with a reduced timetable because the provider cannot allow pupils from one school to mix with another. In Powys, officers engaged with all post-16 pupils through the Powys Learning Pathways website during the summer holidays. This helped pupils to feel supported and engaged after a period of disruption to their learning. At the same time, local authority officers made helpful bridging units available to pupils about to start post-16 courses. These units together with the contact have helped pupils transition to their post-16 studies. During the autumn, pupils had to remain at their own school for all learning as it was not possible to visit other campuses, even if their subject teachers were based elsewhere. Supported by officers in the local authority, subject teachers streamed lessons live so that all pupils could access them. As the local authority had already used remote learning through their 'e-sgol' programme, the transition to online learning was comparatively seamless and schools and pupils are familiar with how to make the best use of it.

- 37 Providers of post-16 education have developed contingency plans for local lockdowns or outbreaks of COVID-19 and continue to amend aspects of the delivery of teaching, training and assessment across the sectors. Where venues for pupils to receive face-to-face teaching or training have had to close, the restrictions on access to pupils' workplaces continue to be a major barrier to learning. Providers offer online activities to maintain learner engagement and interest, however a key challenge on vocational programmes and courses is maintaining the engagement and motivation of pupils during periods of lockdown or self-isolation. These pupils selected practical-based courses and with the current crisis this aspect is often paused or significantly reduced. Providers report that higher level pupils on higher level programmes, even those undertaking academic courses and programmes, may not make the progress that was initially expected due to family reasons such as childcare restricting their study time.

### Promoting more effective distance and blended learning

- 38 In her research commissioned by the Senedd's Children, Young People and Education Committee, Dr Sofya Lyakhova of Swansea University (2020) found that, although many pupils fall behind in their academic learning without access to teachers and support from their parents, a small proportion may make gains in learning, particularly in reading. These are pupils who have the ability to self-regulate or as John Hattie (2020) says, 'they know what to do when they do not know and there is limited help available'. Lyakhova's research emphasises the need for pupils' emotional health and wellbeing to be strong in order for them to be able to learn independently. School improvement advisers have noted that building resilience and developing independent skills have become more evident as school priorities since pupils returned to school in the autumn. Local authority and regional consortia officers are aware of the need for a greater focus on teaching and learning strategies that accelerate the development of pupils' abilities in these areas.
- 39 The need for schools to act quickly to address the need for pupils to learn at home became more urgent as the autumn term progressed. It became clear in September 2020 that schools were going to be affected by positive COVID-19 cases and that pupils would be required to self-isolate at home for periods of time. In our survey, many governors said that their schools and PRUs had sound plans in place to ensure that teaching could continue if pupils were away from school because of another lockdown or the need to isolate. A majority of headteachers agreed, saying that local authorities had provided effective guidance to support schools and PRUs to develop flexible plans to deal with further outbreaks of COVID-19 infection. In practice, pupils' experiences as a result of these outbreaks have varied widely across Wales due to the varied impact of the pandemic in different areas and also the different policies and practices adopted by local authorities in relation to close contacts and the different ways that schools have organised groups and cohorts of pupils. This has resulted in further inequity in the learning experiences between pupils who have received their autumn term education in school and those who have been taught at a distance, in some cases for a significant proportion of the term. Where this happens, the barriers to learning at home identified in the summer term, including access to digital technology and parental support, remain. When we surveyed school leaders in October 2020, many headteachers felt that local authorities had been proactive in providing information technology resources and internet connectivity for those pupils



without access to these at home. Teachers and governors were less positive about this support. Around half of governors said that local authorities had provided effective support in this area. Although many teachers from primary schools and PRUs and a majority of those from special schools said that schools were helping pupils to overcome barriers to learning at home, only around half of the secondary school teachers and a minority of the teachers from all-age schools who responded to our survey agreed with this.

- 40 In November 2020, the Children’s Commissioner for Wales (2020) spoke to pupils from Years 9 to 13 to identify any differences in their learning experiences between the summer and autumn terms, in particular the period where all pupils in these year groups were working at home because of the national firebreak. The pupils involved in this work said that there had been improvements in their experiences of distance learning. Their days were structured in a similar way to a school timetable, and teachers had checked that all pupils had access to digital devices and were provided with feedback on their work online in a timely manner. In some schools, pupils had been asked to complete surveys about their learning experiences and, as a result, teachers had made adjustments to suit pupils. For example, some schools provided recordings of lessons that pupils could use at a time that suited them. The issues raised by pupils included the amount of work provided, which meant that they were working long hours, and the inconsistency of provision between different subject areas. They also shared concerns about the lack of support from parents who do not have the skills to support them and the lack of digital skills of some teachers. Many said that they missed interacting with teachers and other pupils and that, although the distance learning offer had improved, it still does not compare well with learning at school. The importance of remote peer interaction was one of the findings from the EEF’s Rapid Evidence Assessment (2020). Across the studies that EEF researchers reviewed, they found a range of strategies to support peer interaction, including peer marking and feedback, sharing models of good work, and opportunities for pupils to participate in live discussions of content. The evidence from pupils and schools indicates that this is an area of distance learning that needs development.
- 41 Across Wales, regional consortia and local authority officers have seen the COVID-19 pandemic as an opportunity to focus on developing the ethos and principles of the Curriculum for Wales, for example the focus on health and wellbeing in schools at the start of the autumn term. In Powys, challenge advisers are promoting the use of the pedagogical principles to enrich pupils’ learning. In Flintshire, officers provided training on using the outdoor environment as a way to develop pupils’ resilience and perseverance in problem-solving. The training was provided for non-maintained settings, nursery and primary schools and PRUs with pupils of primary school age. Across the GwE region, officers recognise that many secondary schools have had to change their approach and plan lessons in thematic blocks due to pupils being in ‘bubbles’. Officers and elected members see this as a strength as it links clearly with the authority’s vision for implementing the Curriculum for Wales. Many secondary schools have made use of resources provided through GwE’s new online ‘support centre’, including multi-disciplinary units of work that fit well with the principles of the Curriculum for Wales. Despite this positive work, there is also a recognition that the pandemic has slowed the progress that schools were making in addressing the implementation of the new curriculum.

## Professional learning

- 42 Regional consortia and local authorities increased the range of professional learning opportunities to address the additional need caused by the pandemic. Much of their work in the autumn term focused on supporting schools to understand and develop approaches to distance and blended learning, building on the work they started in the initial lockdown. As schools identified pupils' needs on their return to full-time schooling, officers in local authorities and regional consortia responded by tailoring their learning offer to support teachers to address pupils' specific needs. GwE offer a wide range of opportunities for schools to participate in specific professional learning opportunities to improve pupils' literacy, numeracy and accelerated learning strategies. In Swansea, officers adjusted their learning offer as their understanding of the impact of distance learning on pupils developed. They worked with schools to provide the best fit model for individual circumstances. For example, the local authority supported teachers to design paper materials for distance learning following evidence that pupils do not learn as well in front of a screen when compared with on paper. Officers in Swansea also provided support for schools to develop their approach to assessing pupils' work through virtual platforms. They offered virtual training on approaches that include using mini quizzes, giving feedback using the live-chat facility on platforms like 'Microsoft Teams', using video recordings to explain new tasks and to identify misconceptions and offering whole-class feedback on common misconceptions. A few local authorities, including Cardiff, collaborated with organisations such as the Open University to support professional learning in schools. In Cardiff, schools and the Cardiff and Vale College worked with the Open University to deliver a programme of interactive online workshops, focused on pedagogy and effective learning design.

### **Cameo: Using evidence from communication with schools to inform professional learning**

Officers in Swansea carried out a survey with primary headteachers, seeking information on specific training needs during the pandemic. They analysed the responses and came up with a list of items for future webinars. These included developing the use of live sessions, how to use the tools available via Hwb and other useful platforms/apps and suggestions for easy-to-use tools for teachers to help them when designing online/distance learning activities. As a result, the local authority produced a comprehensive programme of webinars to address these.

- 43 Officers from local authorities and regional consortia used the initial lockdown period to engage with national and international research, to identify effective practice to share with schools. In Bridgend, school improvement partners collated evidence about learning from the Education Endowment Foundation (2020) whose findings include that the quality of teaching is more important than how it is delivered. This has helped schools in the local authority to think about their approaches to distance and blended learning. In Carmarthenshire, officers used the work of Michael Fullan as a basis for moving learning from a distance learning model used during the school closure period to a model that could be used as schools re-opened fully for the autumn term. In the EAS, officers adapted the approach of Simon Brakespear to help school leaders to see their response to the pandemic in phases and to identify what was important and different at each phase.

- 44 Officers from local authorities and regional consortia have started to put plans in place to evaluate the impact of their support for schools on pupils' learning. In Gwynedd, officers recognise that it is not yet possible to draw meaningful conclusions about schools' approaches to distance learning. However, following the first case of a school having to send home a significant cohort of pupils in the autumn term, officers evaluated the distance learning provision. They created a case study for other schools, outlining the implications and the factors that leaders and teachers need to consider when planning for pupils to learn remotely. Following cluster meetings with the regional school improvement service to discuss distance and blended learning, one school in Wrexham trialled using a digital distance learning approach while pupils were in class. One group of pupils completed activities and tasks online while the teacher used direct instruction with other pupils. This allowed teachers to support pupils to use software and upload work to a digital platform while they were in school. It also allowed the school to monitor and evaluate the effectiveness of the activities and tasks set as distance learning. The school is adapting its approach following feedback from this process. The EAS carried out a survey to gain leaders' perceptions of their learning offer. Local authorities within the region are using this information to help them to develop an overview of their schools' provision. Across Wales it is too early to be able to evaluate fully the impact of this work on schools and pupils as processes to evaluate the quality of learning offers including distance learning are in the early stages of development.
- 45 Training to support teachers' digital competence continued in the autumn term. Officers in ERW provided a series of webinars for primary, secondary and special schools and PRUs that give an overview of the tools available through Hwb to support blended and distance learning, complementing their earlier work. The sessions included specific themes for school leaders, such as what to consider when experiencing individual year group isolation. These webinars also included recordings and live discussions with school leaders from around the region, which school leaders found reassuring when considering how best to implement their own plans. In addition, the team shared online safety and self-review tools, as well as curriculum support for specific areas, for example to develop teachers' practice with coding. A Google Classroom set up specifically for teaching assistants to develop their online skills has attracted over 200 participants. In our engagement calls with schools, headteachers identified the improvement in teachers' ICT skills and their confidence in the use of technology to support pupils' learning as a positive impact of the pandemic on schools. The need for teachers to put what they had learned into practice quickly made the professional learning immediately relevant to their needs.
- 46 Most consortia and local authorities found that, as professional learning moved online, more practitioners have taken up learning opportunities as they no longer involve full days out of school and materials can be accessed at any time. A majority of the support staff who responded to our survey said that they had received effective professional learning to support them to make a successful return to school. Despite the opportunities available for professional learning, our survey also found that 22% of teachers who responded do not feel that they have had sufficient opportunities to support their understanding of distance and blended learning.
- 47 The period since March 2020 has delivered many challenges for local authorities and regional consortia in their work to support schools. It has also provided opportunities



to think differently and to work in different ways. Officers are aware of the need to learn from the experience and are keen to maintain and build upon the new ways of working that have had a positive impact. The use of digital platforms to hold meetings and as a way of delivering professional learning has been both time and cost effective and has enabled more education staff to participate in these more frequently. In the spring and summer terms 2020, teachers had to respond quickly to the need to provide distance learning materials for pupils. This provision improved through the summer term and as the number of pupils needing to learn away from the classroom has increased in the autumn, the need to further improve and embed distance and blended learning provision remains a priority. The pandemic has reinforced issues that local authorities and consortia had already been working with schools to address. These include the impact of poverty on families and in particular on children's learning. Pupils across Wales have experienced the pandemic in very different ways as a result of their local and home circumstances. The initial lockdown period and the necessity for pupils to work at home for periods of time in the autumn term have highlighted the need for pupils to be able to work independently successfully and for schools to focus on supporting pupils to improve learning resilience.

## Supporting vulnerable pupils

### Preparing for pupils to return in September

- 48 Having briefly welcomed pupils back to their school or PRU at the end of the summer term, leaders' attention turned to supporting vulnerable pupils during the summer holiday as well as preparing for the autumn term. Local authorities organised various summer activities, often led by youth workers. These usually targeted the most vulnerable pupils, such as children looked after by the local authority and those whose behaviour in their community was a concern, and provided a range of useful activities to support personal and social skills as well as their wellbeing.
- 49 Many support services for vulnerable pupils continued through the summer holiday too, such as online counselling, welfare visits to families in need, helplines for those needing support. In Merthyr Tydfil, a local authority officer maintained contact through the summer holiday with Gypsy, Roma and Traveller pupils and their families to support them to remain engaged in learning, with schools reporting that a good proportion of these pupils returned to school in September 2020. In Torfaen, education welfare officers identified pupils who did not engage with the 'Check in, catch up, prepare for summer and September' sessions in schools at the end of the summer term (Welsh Government, 2020d). The officers then worked closely with families to support pupils to return to school in September.

#### **Cameo: Re-engaging pupils through summer activities**

Officers in Denbighshire recognised that some vulnerable pupils would benefit from additional input in order to successfully re-engage with learning. They secured grant funding to deliver engaging and enriching activities to target vulnerable young pupils and those from economically disadvantaged areas. The Education and Children's Services worked in partnership with the Youth Service and external partners to provide a summer holiday activity programme over five weeks. This helped to bridge the gap between the initial lockdown period and the full reopening of schools to all pupils in September by inspiring young people through sport, music, drama, team building and craft activities. Activities included lessons on African drumming, a drama workshop hosted by a West End star, and team games on a beach. All participants received free lunch and bus passes in order to facilitate attendance.

- 50 While scientists warned of the potential for a 'second wave' of COVID-19, this was unpredictable both in terms of timing and scale. The Welsh Government committed to returning all pupils full-time in the autumn, with scope for a staggered start in September. Local authority officers, and sometimes regional consortium officers, worked closely with school and PRU leaders across Wales to ensure that school sites were safe for pupils. In some cases, health and safety officers jointly carried out risk assessments with school and PRU leaders. In other cases, leaders carried out their own assessments and these were sent to officers to be checked. Local authorities have helpfully held drop-in online meetings or used a digital forum for headteachers to discuss health and safety issues with officers.

- 51 Where relevant, individual risk assessments were carried out for vulnerable pupils with special educational needs and those requiring extra support, and often local authority officers supported this process and assisted with any resulting concerns. For example, officers in Caerphilly worked with parents and school staff to discuss the use of PPE when a child with autistic spectrum condition spits when distressed. Officers provided staff in another school with surgical respiratory protection masks for when working with pupils who require aerosol or suctioning procedures.
- 52 Schools and PRUs across Wales prioritised pupils' wellbeing at the start of the autumn term. Regional consortia and local authorities provided professional learning, guidance and resources to help staff think through the potential issues. Much of the professional learning offered to leaders, teachers and support staff across Wales focused on understanding how trauma can affect children and young people, and how staff can identify those who are struggling and support them. For example, GwE offered a 'Return to school trauma-informed schools programme', which included practical strategies and key teaching and learning principles and models. In EAS, teaching assistants were offered training in delivering a 'coping and connecting' six-week intervention programme to support targeted vulnerable pupils settle back to school life. In Powys, existing school-to-school support continued, with staff at the PRU training school staff across the local authority on supporting pupils' behaviour and readiness to learn on their return to school.
- 53 Professional learning also focused on the importance of relationships, with schools and PRUs encouraged to give time to this at the start of the autumn term. For example, CSC purchased access to the Social and Emotional Aspects of Learning (SEAL) for all schools, and ERW commissioned Professor Robin Banerjee to deliver professional learning to develop staff understanding of self-efficacy and connection as key to supporting wellbeing.
- 54 Some local authorities provided parents and carers with information and advice to support pupils' return to school. For example, Carmarthenshire created a 'Welcome back' pack that explained what pupils might experience when using school transport and practical suggestions on how to support their child's wellbeing.

**Cameo: Supporting vulnerable pupils' wellbeing needs in preparation of the return to school**

In collaboration with the Educational Psychology team, leaders and teachers in Neath Port Talbot provided a 'One Page Profile' via Microsoft Forms for all pupils to complete before the 'Check-in, catch-up, prepare for summer and September' period. This was an effective approach to gain direct, individual information from pupils regarding their wellbeing during the initial lockdown. This information served as a guide for teachers to plan more diverse and bespoke provision on their return, especially for specific vulnerable groups such as pupils with SEN.

- 55 Most pupils were happy to return to school in September 2020, for the social contact with friends as well as to progress their learning. Many headteachers we contacted commented on how engaged most pupils were, and how positively they were accepting new routines and procedures. Our survey of pupils in October 2020 found

that 77% agreed or strongly agreed that felt safe in school. Prior to the pandemic, 89% of pupils, on average, told us they felt safe in their school when they surveyed as part of their school inspection. This indicates the anxiety that a few pupils were feeling on returning to school, despite the protective measures that were in place. In particular, pupils expressed concern about the unsafe behaviour of a very few pupils who did not follow their school's rules and put others at risk. Some school leaders have noted that enforced changes to how the school operates, such as staggered break times, zones for different year groups and one way systems, have had a positive impact on pupils' behaviours and they are considering which changes may be useful to continue when the pandemic is over.

- 56 Pupils who were moving to a new class within their school or PRU or a new school or PRU in September 2020 had missed out on usual transition activities, including visits to familiarise themselves with the site and staff. Schools and PRUs made up for the lack of visits and opportunities to meet new staff in the summer term through helpful video tours and staff introductions alongside information on websites to help pupils prepare for their transition. In our survey, 92% of pupils moving to a new class in September felt that teachers helped them settle, with only a very few disagreeing.
- 57 Some primary schools have commented that young children starting school for the first time in September 2020 are less ready for school than is usually the case. They also noticed that children that who had their first year in school disrupted by the initial lockdown had regressed in their readiness for learning. For example, schools identified weaknesses in the development of these pupils' social and communication skills, and more children than normal are unable to toilet and feed themselves. This is making it harder for young pupils to settle, and is stretching the resource of staff to support them.

**Cameo: Sharing a school's approach to supporting skills in the early years across Monmouthshire**

One primary school in Monmouthshire noticed that the sudden ending of school in March had a significant negative impact on pupils in the reception class. From March, many of these young pupils made less progress in relation to their personal, social and learning skills than would have normally been expected. To help address this, leaders, teachers and support staff worked with parents to create a framework of skills to tackle this deficit. The local authority noted that the school's strategy seemed to be successful and shared the learning from this with other schools..

- 58 While almost all pupils returned to school or PRU in September 2020, a very few did not and some parents opted to educate their child at home. The number of pupils being educated at home has been steadily rising in recent years, but there has been a sharper increase this year. Around half of local authorities report that the number of families choosing to educate their children at home has increased as a result of the pandemic.
- 59 The Welsh Government postponed the introduction of statutory guidance and regulations on elective home education due to COVID-19, so local authorities

continue to have limited responsibilities and powers in relation to ensuring that every child's right to an education are upheld. Local authorities have varying degrees of success in their efforts to encourage these families to engage voluntarily. For the large proportion of families that are willing to engage, local authorities offer varying extent of support to parents and carers of children educated at home. For example, in Anglesey, officers established an elective home education forum to help to strengthen the procedures around home education and in Neath Port Talbot inclusion officers worked with schools to provide guidance to parents of pupils with a statement of special educational needs.

- 60 A very few pupils did not return to their school or PRU because of specific health and safety concerns that meant the risk to themselves or staff was too great. This included, for example, pupils with severe health conditions and those with extremely challenging behaviour. In these rare instances, local authorities have worked with schools and PRUs to ensure that these pupils can continue to learn from home as much as possible.
- 61 Local authorities often proactively supported vulnerable young people to return to school in September 2020. For example, in Ceredigion a team of youth specialists was attached to each secondary school. Youth workers, specialist behaviour workers and youth justice workers supported pupils who were known to be at risk of not engaging in their education. This support, in addition to that provided by the schools themselves, contributed to high attendance rates for these pupils.

### Supporting wellbeing

- 62 For children and young people already challenged by several adverse childhood experiences, the pandemic may have magnified the challenges they face and taken a heavy toll on their wellbeing. Even children and young people in stable family environments with very few or no prior adverse childhood experiences have been significantly affected by the pandemic. For example, time away from friends caused by lockdowns, isolation periods or having to remain in tight bubbles at school can have an adverse impact on pupils' social development and their mental health. Indeed, schools and local authorities noted that some of the pupils they had become concerned about were not pupils that they would previously had recognised as vulnerable.
- 63 During the initial lockdown, schools and local authorities refined their approaches and systems for identifying and monitoring vulnerable pupils and sharing information between agencies. In Cardiff, for example, the local authority set up a new data system for collecting information on vulnerable pupils. The information was reviewed weekly by a 'joint vulnerable pupils panel', which planned a co-ordinated response across services.
- 64 During the initial lockdown, local authority services had to respond rapidly to support the wellbeing of all pupils, and particularly those known to be vulnerable. Where local authorities already had effective joint working across services and external agencies, this was evident in the efficiency with which they responded to needs. In authorities where collaboration is less well established, the pandemic has been a catalyst to strengthen joint working. For example, Anglesey and Gwynedd's

education psychology service has collaborated with the Child and Adolescent Mental Health Service to develop a new approach to supporting pupils who are absent from school because of their emotional wellbeing.

**Cameo: Multi-disciplinary working – sharing information and providing solutions**

A key feature of Bridgend's ability to adapt and respond quickly to the needs of children and young people, particularly those identified as vulnerable, has been the strong connections that exist across and within service areas. For example, the pre-existing 'early help locality service model' across the borough helps to ensure that professionals share relevant information with one another. Multi-disciplinary staff are co-located at three sites across the borough. Discussions and solution-focused work with families involve different specialist services. This integrated approach helps to ensure also that support is prioritised and allocated appropriately.

The development of the multi-agency safeguarding hub, in place for the past two years, has also contributed to a sharing of intelligence around safeguarding concerns for individuals. Colleagues from South Wales Police, the local health board and local authority are co-located and provide a single point of contact for agencies to refer into.

- 65 In the summer term 2020, school leaders often noted that they had been inundated with information, guidance and suggested resources and activities to support pupils' wellbeing and to support vulnerable pupils. This was a reflection of how all agencies, including local authorities, regional consortia, health services, police and justice services, local and national voluntary organisations, were keen to support children, young people and their families. Taking account of feedback from senior leaders, agencies helpfully rationalised their communication with schools during the autumn term.
- 66 In most cases, local authorities have ensured that statutory processes for pupils in relation to special education needs (SEN), including assessments and annual reviews, continued during the autumn term. Where there have been delays, this has most commonly been due to the capacity of educational psychology services and other specialist services, caused by staff absence or challenges in delivering services remotely. In Wrexham, the local authority has employed a locum educational psychologist to boost capacity in their service and help complete outstanding assessments. Local authority services, schools and PRUs have adapted so families and professionals involved with their child's education can meet online where necessary to facilitate statutory processes. During the autumn term, services gradually resumed face-to-face work to support assessment of pupils with SEN, although headteachers were frustrated by inconsistent approaches across agencies to returning to face-to-face work.
- 67 Local authority services to support pupils with special educational needs have found ways to continue support for pupils. For example, in Caerphilly, the regional SENCOM service for pupils with sensory difficulties has worked remotely with pupils through video conferencing technology and provided bespoke training to school staff so that they can support pupils with hearing or visual impairments.



- 68 Our survey of parents and carers in October 2020 found that the majority of those with children who receive additional support agreed that the school or PRU is considering their child's needs and providing appropriate resources, support and guidance for them. A similar proportion felt that the school or PRU makes appropriate arrangements for their child to discuss their feelings, health and wellbeing or concerns. On both matters, a few parents disagreed. Where parents and carers had concerns, these related to poor communication about how their child's needs would be met, support outlined in a statement for special educational needs not being provided, reduced support for pupils with autistic spectrum condition, and general concerns about the usual support not being provided.
- 69 The Welsh Government gave local authorities additional funding this year to increase the capacity of counselling services. These services are provided directly by some local authorities, although more commonly the service is commissioned from an external provider. In some cases, the funding has been used to extend access to Year 4 and Year 5 children as local authorities are only required to provide a service for Year 6 children in primary school. In the Vale of Glamorgan, the local authority has employed a play therapist to provide support to younger children in primary schools, to complement the counselling service. Lots of counsellors have completed additional training in counselling online. While some counselling services resumed face-to-face sessions with children and young people during the autumn term, others continued to provide sessions online or over the telephone as they did during the initial lockdown. Young people around Wales have mixed views about counselling via video or telephone calls: some find it easier to talk to a counsellor this way whereas others have not engaged and are waiting for face-to-face sessions to resume.
- 70 Some local authorities and consortia are supporting schools to use their 'Recruit, recover, raise standards' programme grant from the Welsh Government to increase capacity to support the emotional wellbeing and mental health of pupils. For example, in Ceredigion, schools have used the funding to increase the hours of Emotional Literacy Support Assistants, working under the Child and Adolescent Mental Health Service 'In-Reach' pilot.
- 71 Safeguarding work with children, young people and families continued online through the autumn term when circumstances meant that this was the best option. While the rate of children placed on the child protection register was a little lower than usual during the initial lockdown period, the rate rose through August 2020 and peaked in September before dropping again through the autumn term. The peak rate was not a significant increase compared to typical fluctuations or the long term trend for rising numbers of children being placed on the register nationally. There is no clear correlation between the local authorities seeing the highest increases in the rate of children placed on the child protection register and the incidence of COVID-19 in the community.
- 72 Young people have often spent more time online than usual due to periods of self-isolation and restrictions on activities that they would usually be involved in. In Monmouthshire, the local authority recognised the increased safeguarding risk associated with this. Local authority officers worked with their schools, the PRU and the Home Office to hold more frequent Channel Panels to review concerns about pupils relating to extremism or radicalisation.

- 73 School attendance was understandably affected by COVID-19 in the autumn term. After pupils gradually returned at the start of September 2020, attendance peaked at 88% at the start of October. Attendance dropped through October as the incidence of COVID-19 began to rise sharply in some parts of Wales. Attendance was 90% in the first week after the firebreak in November, which included half-term, before dropping through the rest of the autumn term. Attendance in the autumn term is highest for pupils in primary schools, with the exception of nursery pupils. Pupils in Years 11, 12 and 13 have the lowest attendance. Much of the absence is explained by pupils having to self-isolate. Although recorded as authorised absence, schools provide distance learning for these pupils, although for logistical reasons there is often a delay of a day or so before the full distance learning offer is in place for self-isolating pupils. School leaders report that pupils often make slower progress in their learning when self-isolating.
- 74 There is a close correlation between school attendance rates and local COVID-19 rates. Through the autumn term, pupils were affected unequally as enforced self-isolation due to close contact with a confirmed COVID-19 case affected certain parts of Wales more than others. Some pupils experienced several weeks of distance learning during the autumn term due to self-isolation, whereas other pupils were in school every day.
- 75 The 'Test, Trace and Protect' (TTP) strategy in Wales is a partnership between the Welsh Government, local authorities and NHS organisations. The purpose of the strategy is 'to enhance health surveillance in the community, undertake effective and extensive contact tracing, and support people to self-isolate where required to do so' (Welsh Government, 2020f). The strategy appears to have been implemented slightly differently across Wales when a positive COVID-19 case has been confirmed in a school. In some local areas, much larger groups of pupils have been regarded as a close contact compared to other areas despite schools having similar protective measures in place. This has particularly affected older pupils in secondary schools, with some of these pupils having several weeks away from school in self-isolation during the autumn term. The local variation in implementation of the TTP strategy has impacted pupils' progress and wellbeing unequally across Wales.
- 76 When pupils are required to self-isolate, some local authorities work with schools to share this information across services and with partners so that vulnerable pupils can be offered additional support. For example, in cases where a pupil is on the child protection register in Denbighshire, officers make contact on the first day of self-isolation to ensure that support is in place. When several hundred pupils from a school serving an area of high deprivation were required to self-isolate, Denbighshire's Youth Support Team worked constructively in partnership with local police officers to support young people who were gathering outside during the day instead of self-isolating.
- 77 Schools, PRUs and education services sometimes reported that they had noted a rise in concerns about pupils' mental health. All local authorities have sought to ensure that schools and PRUs are aware of all the support that is available for pupils struggling with their mental health.



**Cameo: Guidance on supporting learners' mental health and wellbeing**

From the outset, Swansea has prioritised the health and wellbeing of learners and staff. The improved sharing of information across the local authority and with external agencies during the pandemic, allowed officers to focus on common issues affecting learners across Swansea. In particular it became evident that there could be an increase of learners self-harming, suffering from anxiety and depression or attempting to take their own lives. As a result, the local authority produced timely guidance for schools to support their learners and information on where to seek further help. The guidance was also shared with a neighbouring local authority to help support their learners.

**Supporting vulnerable pupils**

- 78 Schools have found it particularly challenging to support all their vulnerable pupils. Our survey of support staff found that many of them feel that they have been providing effective support to vulnerable pupils, with hardly any disagreeing. In the same survey, just over half of teachers felt that they were able to meet the needs of their vulnerable pupils, with around two-in-ten teachers disagreeing.
- 79 Children and young people who are Gypsy, Roma or Travellers often miss more school than most pupils for cultural reasons. Local authorities have worked hard to maintain contact with families and encourage them to return to school in September. For example, officers in Carmarthenshire used an existing WhatsApp support group to keep families engaged and as a platform for offering support where needed. This authority is also providing these families with access to a tailored package of activities to support language skills as this was identified as a common concern.
- 80 Pupils with English or Welsh as an additional language are particularly vulnerable to making little progress when they are expected to learn from home, as was the case during the initial lockdown and periods of self-isolation in the autumn term. Often these pupils' parents or carers do not understand English or Welsh and therefore find it difficult to support their child's learning. In Newport, the Gwent Education Minority Ethnic Service (GEMS) continued to support pupils at home during the autumn term. Multi-lingual staff in GEMS kept in regular contact with families affected, to support pupils to continue learning as well as to monitor their wellbeing.
- 81 Operation Encompass is a relatively new scheme where police services commit to contacting key staff in relevant schools before the start of the next school day if they have been called to an incident of domestic abuse at a child's home. This early information enables schools to offer immediate support to pupils affected. As lots of schools remained in contact with vulnerable families during the school summer holidays and the two-week firebreak in the autumn term, authorities such as Cardiff worked with police services to extend the scheme to operate through these periods too.
- 82 Children and young people looked after by local authorities are among the most vulnerable in Wales, both in terms of their wellbeing as well as their education outcomes. Local authorities have often added in extra checks and support for these

children and young people during the pandemic. For example, in Bridgend local authority officers visited care placements weekly, which helped them to identify potential placement breakdowns and be proactive in providing additional support where needed rather than waiting for placements to fail. Anglesey and Gwynedd local authorities provided looked-after children with a laptop to enable them to continue learning at home during lockdown or self-isolation periods.

- 83 Pupils in work-based learning have faced redundancy or anxiety related to potential redundancy during the autumn term. Some vocational courses, such as hair and beauty, have been significantly affected by the pandemic. This has disproportionately affected vulnerable pupils who are more likely than their peers to follow vocational routes at ages 14-19. For example, older secondary-aged pupils in Merthyr could not continue with junior apprenticeships run by the local college. This caused considerable disappointment for these young people, the vast majority of whom returned to school full-time while the local authority had to make alternative provision for the rest.

#### **Cameo: Local authority support for vocational provision**

In one secondary school in Pembrokeshire, leaders had already planned to evaluate and review its vocational provision during the last academic year. They worked with a local authority officer to carry out this evaluation. The school no longer employs an external vocational provider and has created its own vocational provision. It has employed three staff from the previous provider and a qualified teacher to supervise the provision. This has resulted in a significant financial saving for the school as well as allowing leaders to monitor the quality and effectiveness of the provision more closely. Around 230 learners currently access the vocational provision as part of their curriculum. The school has worked with the local authority so pupils from other providers can also access this provision. Through its vocational courses, the school now provides a crèche, nursery, and a motor vehicle workshop that serves the local community.

- 84 It is difficult to assess the impact of the pandemic on the proportion of young people in Wales who are not in education, employment or training (NEET). Work to monitor and support young people to secure a suitable destination at the end of Year 11 into the autumn was significantly affected. Given the pandemic's national impact on employment and training generally, it is not surprising that early information from some local authorities suggests that more young people are NEET at age 16 this year than in recent years. In Swansea, pupils that schools and the PRU had identified at risk of becoming NEET were prioritised for support in the summer 2020. The young people were referred to multi-agency early help hubs for support and guidance on their next steps, and local authority officers continued to monitor their progress in the autumn term and provide support where necessary. As a result, nearly all of these vulnerable pupils have been engaged in some form of education, employment or training during the autumn, despite the challenges brought by the pandemic.

**Cameo: Supporting disengaged pupils**

Wrexham local authority planned a programme to target Year 9 learners who have become increasingly disengaged with education during the COVID-19 period or have become vulnerable due to their COVID-19 experiences. The programme includes 15 weekly sessions where between 10 and 15 pupils from six secondary schools take part in activities and challenges to develop their engagement with learning and resilience. Activities include problem-solving workshops, outdoor activities, workshops with motivational speakers and support from Careers Wales delivered online.

- 85 Pupils eligible for free school meals have poorer outcomes than their peers. The pandemic has hampered the efforts of the education system to support these pupils to achieve better outcomes than their predecessors. Headteachers have told us that this group of pupils made slower progress in their learning during the initial lockdown, with some pupils returning the school with weaker language and numeracy skills than before the lockdown started. In addition to the annual Pupil Development Grant, the Welsh Government has provided schools with additional funding through the 'Recruit, recover, raise standards' grant. Local authorities and regional consortia have advised schools on how this grant could be used to fund suitable strategies to support pupils eligible for free school meals to catch up on their learning during the autumn term and beyond. In Rhondda Cynon Taf, the local authority has worked with the Child Poverty Action Group to strengthen its support for pupils living in poverty. For example, a cluster of schools has focused on identifying the local barriers to learning that exist because of poverty currently and is working with the Action Group and local authority to address these.
- 86 Rising obesity in children and young people is a national concern as it leaves them susceptible to poor physical health. Obesity is primarily caused by what children and young people eat and drink and how physically active they are. It appears that pupils have had fewer opportunities to be physically active at school during the autumn term than would usually be the case. In our learner survey, 77% agree they have enough chance to exercise, which is lower than the average response from inspection surveys where 86% of pupils agree. A lot of schools have reduced the time pupils have for lunch breaks in order to protect bubbles of pupils using facilities, meaning that pupils have less time to play and be physically active. Very few schools ran any after school clubs during the autumn term that involved physical activity, and the usual sports competitions between schools have not taken place. Local authorities have taken different approaches to access to outdoor play equipment and parks, and leisure facilities and gyms have been forced to close locally and nationally at times due to government restrictions.
- 87 Local authority youth workers played a significant role in supporting vulnerable children, young people and their families during the initial lockdown and have continued to provide support through the autumn term. Youth workers are often highly skilled at building relationships quickly with young people, gaining their trust and finding creative ways to support young people, especially those who are at risk of disengaging with their education. Youth workers already used technology to communicate with young people, and have built on this during the pandemic by

setting up more online spaces where young people can connect safely with each other and with youth workers to socialise and discuss issues that interest or concern them. Some of these spaces were set up for specific groups, for example for young people wishing to chat online in Welsh or for lesbian, gay, bisexual and transgender young people.

- 88 Youth workers have struggled to maintain contact with a very few vulnerable young people who do not have regular internet access or do not like to use online tools. Despite the effectiveness of online communications, young people often regret the lack of in-person social interaction they have had this year. Where safe to, youth workers have re-established opportunities to meet with young people in person. For example, youth workers in Powys have visited the key market towns between 5pm and 7pm during the autumn to engage with young people informally, which has provided useful opportunities to check on their wellbeing and help them to access support if required.
- 89 Despite having extremely heavy workloads, some local authority services have created space to consider what is working well and how they could improve the way they are supporting vulnerable pupils and their families.

#### **Cameo: Evaluating family experiences**

The ALN and Social Inclusion team in Conwy is eager to learn more about the effect of this pandemic on vulnerable learners and their families. As a result, officers are involved in a project that is based on 'Evaluating family experiences during lockdown', including focus on COVID-19 bereavement support and enhanced counselling support. This has been supplemented by training for individual schools delivered by the Educational Psychology Service on request. This is in preparation for another possible lockdown situation.

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## Appendix 1: Evidence base

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As part of the work we engaged in discussions with 340 schools and PRUs across Wales and held meetings with staff in every local authority and regional consortia.

We issued surveys to seek the views of:

- leaders
- teachers
- support staff
- governors
- parents/carers
- learners in key stages 2 and above

In addition, we looked at a range of documentary evidence provided by local authorities and regional consortia as well as nationally available guidance, data and research.

## Appendix 2

In addition to the calls to schools and LA, we issued and promoted surveys to stakeholders.

We had individual surveys for learners, parents or carers, school or PRU leaders, teachers, support staff and governors or members of PRU management committees. Some of the questions were directed at specific groups within those populations, so not all questions have been responded by all participants.

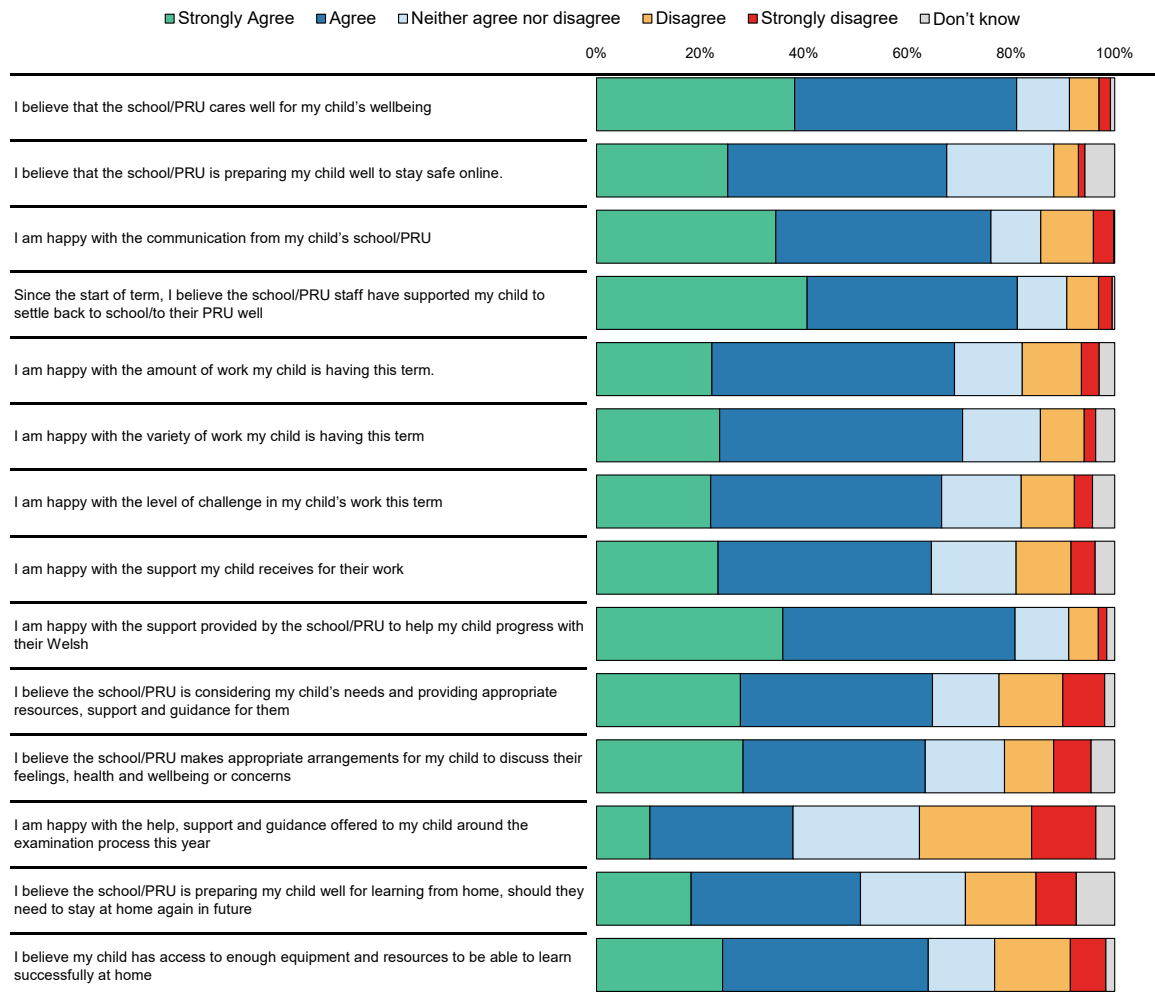
The responses are summarised below.

Stakeholders were also able to leave a comment to explain their answers or provide additional information. These were analysed and the information used to inform this report.

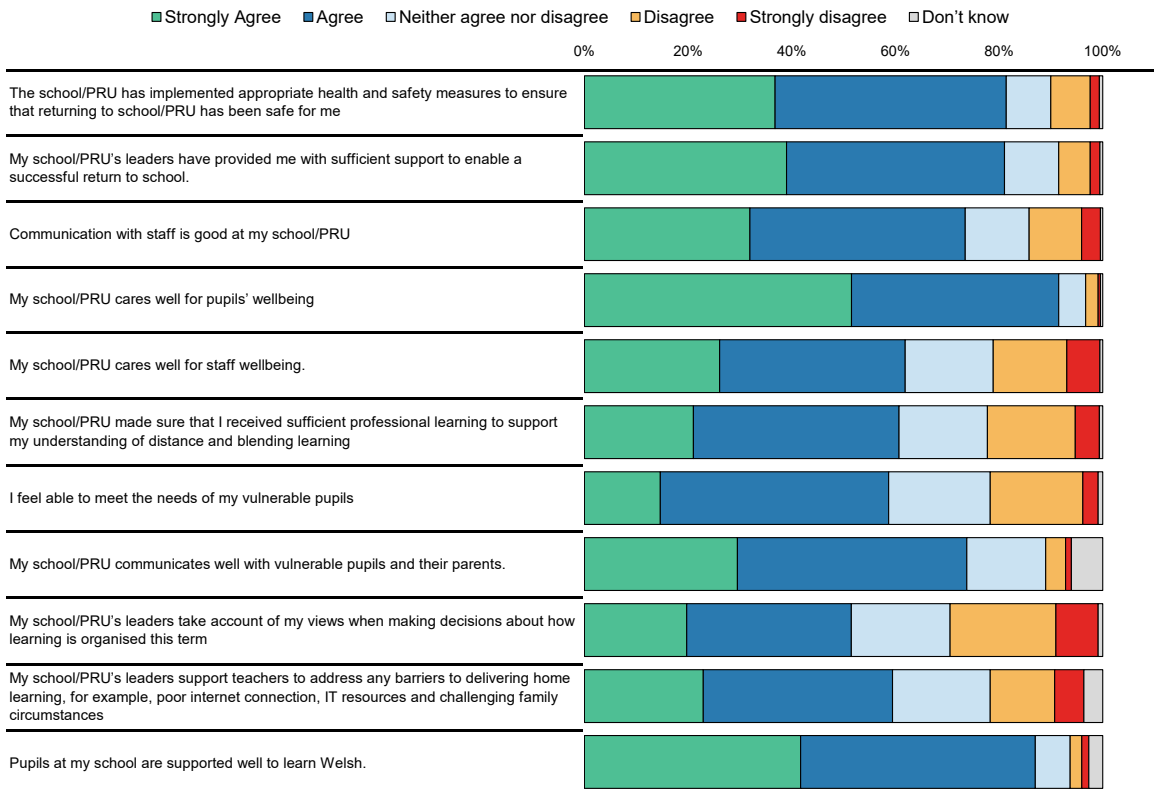
### Learners (760 responses)



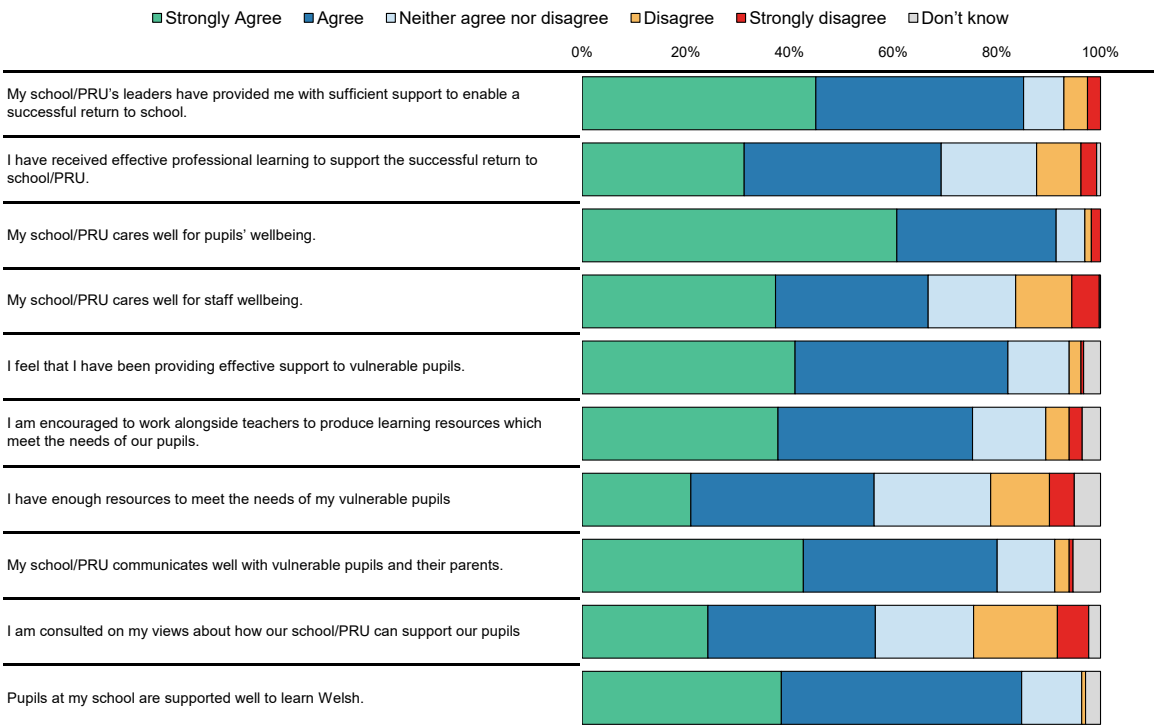
## Parents and carers (3620 responses)



## Teachers (908 responses)

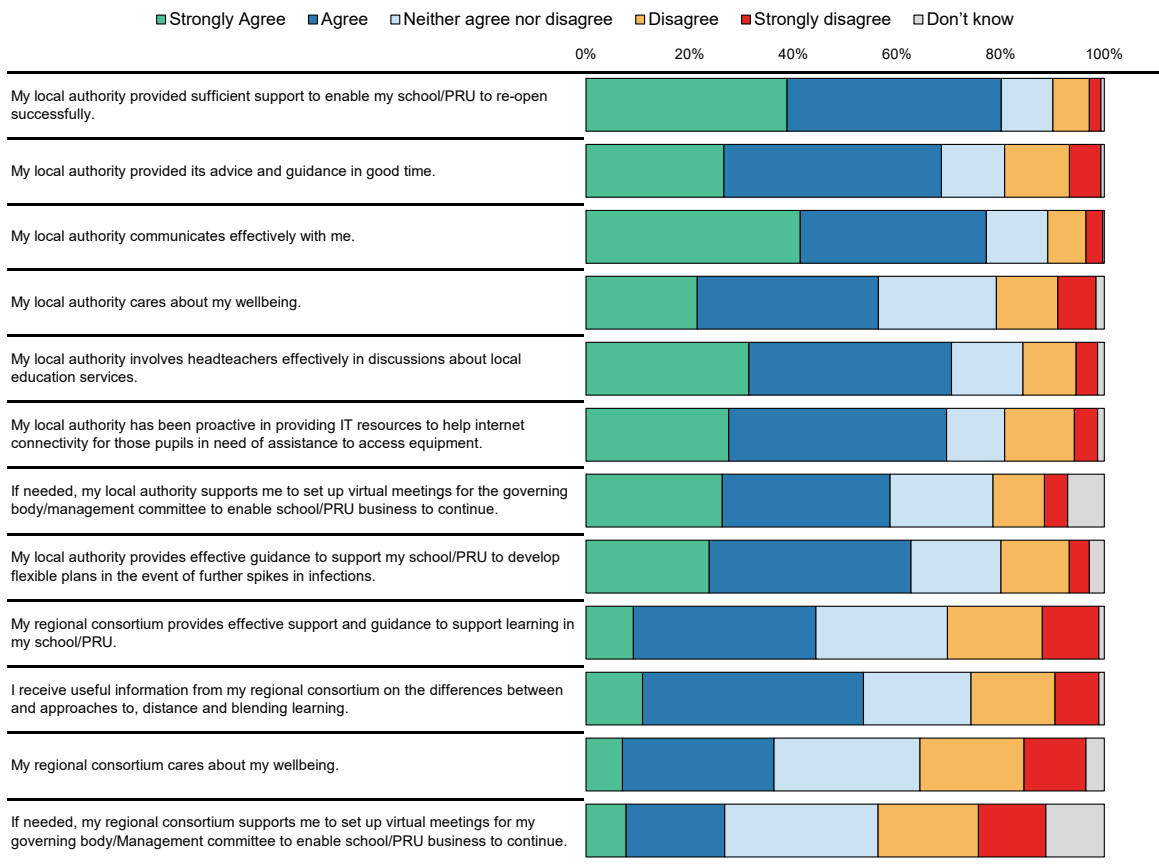


## Support staff (397 responses)

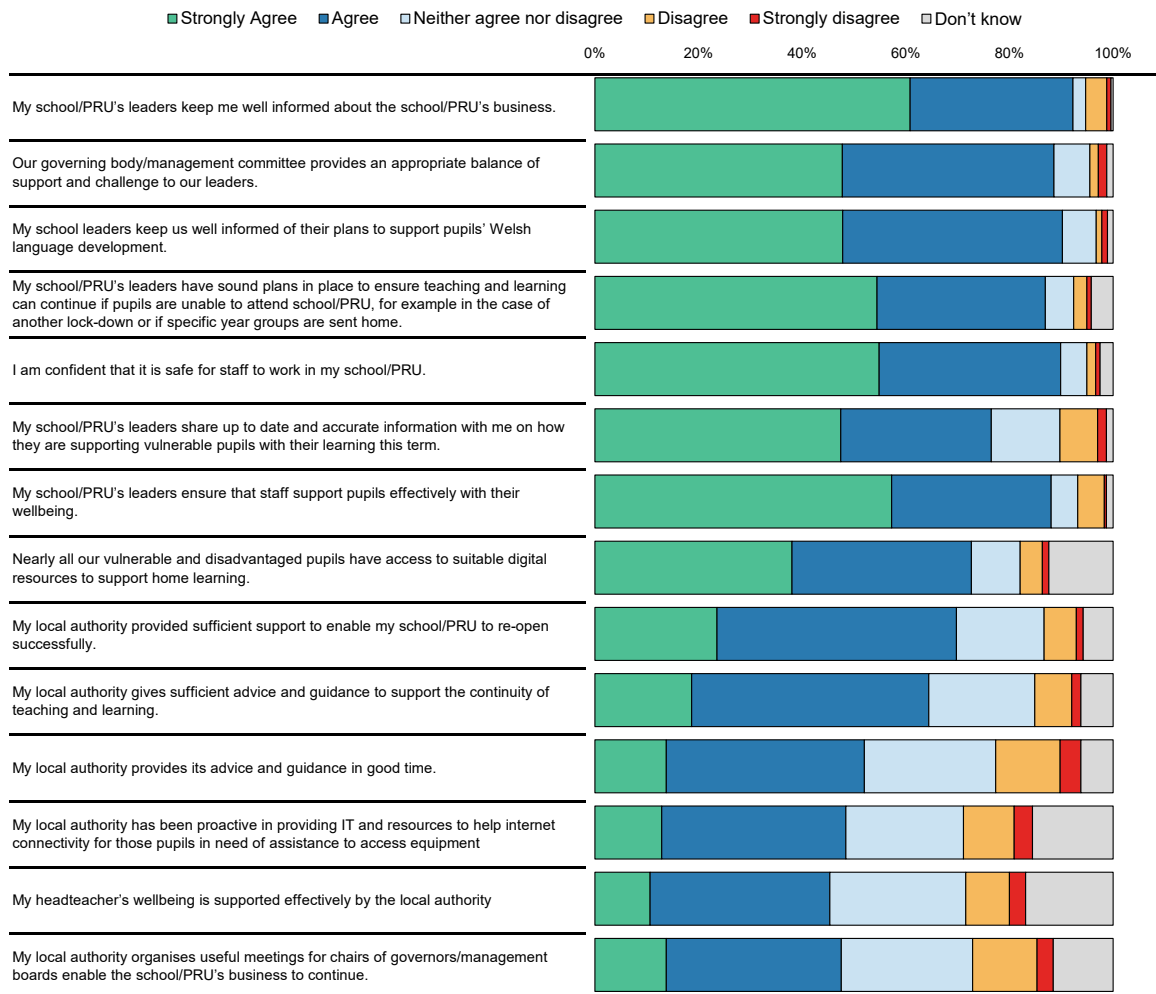




## Leaders (312 responses)



## Governors (245 responses)



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## Appendix 3: Estyn publications

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### Guidance

- [Advice for school and PRU leaders and governors on how to continue with school and PRU business during the Covid-19 pandemic](#)
- [Arrangements for September 2020 Planned approaches across maintained schools and PRUs](#)
- [Cameos and ideas for continuity of school business during Covid-19](#)
- [Cameos and ideas from schools and PRUs on continuing with school business](#)
- [Key principles to support the continuation of school and PRU business](#)
- [Supporting wellbeing and learning during COVID-19 – approaches from adult learning in the community partnerships](#)
- [Supporting wellbeing and learning during COVID-19 – approaches from further education colleges](#)
- [Supporting wellbeing and learning during COVID-19 – approaches from primary schools](#)
- [Supporting wellbeing and learning during COVID-19 – approaches from PRUs](#)
- [Supporting wellbeing and learning during COVID-19 – approaches from secondary schools](#)
- [Supporting wellbeing and learning during COVID-19 – approaches from special schools](#)
- [Supporting wellbeing and learning during COVID-19 – approaches from work-based learning providers](#)
- [Engagement work: Primary sector update – autumn 2020](#)
- [Engagement work: Secondary sector update – autumn 2020](#)
- [Engagement work: All-age school sector update – autumn 2020](#)
- [Engagement work: Maintained special school and pupil referral unit \(PRU\) sector update – autumn 2020](#)
- [Engagement work: Post-16 sector update – autumn 2020](#)

## Thematic reports

- Community schools: families and communities at the heart of school life [thematic report](#) and [training materials](#)
- [Insights into how independent schools and specialist colleges have responded during the COVID-19 pandemic](#)
- Learner resilience – building resilience in primary schools, secondary schools and pupil referral units [thematic report](#) and [training materials](#)

## Blog posts

- [Adverse childhood experiences \(ACEs\) - how can schools support children and young people who live in difficult circumstances?](#)
- [Is your school one that puts families and communities at the heart of its work?](#)
- [Now learners have returned to schools and colleges, what part have we played and how will our role change in the future?](#)
- [Our support for Welsh education and training in the current climate](#)
- [What can schools and PRUs do to strengthen pupils' resilience?](#)
- [Working together to support teaching and learning during COVID-19](#)

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## Appendix 4: Timeline

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## March 2020



- Chief Inspector for Wales announces immediate suspension of all of Estyn's inspections.
- Minister for Education announces that schools will close for statutory provision of education by 20 March. Also, announces suspension of GCSE and A level examinations for summer 2020.



## April 2020

- Suspension of the Childcare Offer for Wales. Funding to be used to support vulnerable children and the childcare costs of key workers.
- Welsh Government announces £1.25 million for additional mental health support for children who may be experiencing increased stress or anxiety as a result of the Coronavirus outbreak. They announce £3 million for local authorities to purchase hardware and secure internet connectivity to ensure learners in Wales are not 'digitally excluded'.
- Estyn release advice for school and PRU leaders on how to continue with school and PRU business. In collaboration with Welsh Government, regional consortia and ADEW we release 'Developing Approaches to Support Distance Learning'.
- The Minister for Education sets out five key principles for when and how schools would return.



## May 2020



- Welsh Government announces £3.75 million of funding to support mental health in schools and publishes a COVID-19 Resilience Plan for the post 16 sectors, including further and higher education, apprenticeships, employability and adult learning.



## June 2020

- Further education colleges and work-based learning providers begin to re-open for face-to-face learning for a priority groups of learners.
- Minister for Education announces that she will use the Coronavirus Act 2020 to disapply temporarily basic curriculum requirements for Wales.
- Most schools re-open to pupils to provide an opportunity for them to 'Check in, Catch up and prepare for summer, and September'.



## July 2020

- Estyn publishes several thematic reports and sector specific insights to support Wales to keep learning. In conjunction with the four regional consortia we also release 'Models of blended Learning' guidance to help from September.
- Welsh Government introduces the Curriculum and Assessment Bill to provide a legislative framework for the new curriculum and assessment arrangements. They announce the 'Recruit, recover and raise standards' scheme to employ 900 extra teaching staff in schools.
- Welsh Government announces additional funding of over £50 million for universities and colleges to maintain jobs in teaching, research and student services, invest in projects to support economic recovery, and support students suffering from financial hardship.



## August 2020

- Wales's Childcare Offer is re-established. Working parents are again able to access 30 hours of early education and care.
- Estyn releases 'Planned approaches across maintained schools and PRUs', to capture a variety of approaches in response to common challenges across different education sectors.
- Welsh Government pledges an additional £4 million to support childcare providers affected by COVID-19 and further funding of up to £264m for local authorities to support a range of services, such as social care, education and leisure.
- Education Secretaries for Wales, England and Northern Ireland announce that exam results will be based on teacher assessment.
- Minister for Education guarantees that learners' final A Level grade will not be lower than their AS grade. Published GCSE and revised A-level results based on teachers' assessments show a notable increase in grades over previous years.
- The Minister for Education announces an independent review of the arrangements for awarding grades for the 2020 summer examinations.



## September 2020



- All pupils return to school, phasing in during the first two weeks of term.
- Minister for Education announces a commitment to provide free face coverings for all learners in secondary school and further education settings.
- Minister for Education announces that all pupils eligible for free school meals will continue to receive provisions if they are shielding or have to self-isolate.
- Estyn begins engagement calls to schools, PRUs, and post-16 settings on request from the Welsh Government to carry out a thematic review of the extent and impact of local authorities' and regional consortia's approaches to supporting schools, their school communities, governing bodies and learners. Estyn also opens a survey for learners, governors, parents and school staff to share their experiences.



## October 2020

- The Education Policy Institute (EPI) publishes a report that describes the way the Welsh Government provided laptops and wi-fi devices to address the lack of access to online learning caused by the coronavirus pandemic as 'commendable'. The report states that, in contrast to other UK nations, the Welsh Government was able to draw on 'well established infrastructure to act quickly following the closures'.
- Minister for Education publishes an updated action plan setting out the next steps in Wales' reform journey, ahead of the introduction of the new Curriculum for Wales in 2022. The action plan, known as Our National Mission, shows the steps the Welsh Government has taken in response to the coronavirus pandemic and its response to the independent report published by the Organisation for Economic Co-operation and Development (OECD).
- Minister for Education announces that "there will be an uplift of pay to reward our highly skilled and hardworking teachers in Wales." This includes an agreement in principle to accept all of the Independent Welsh Pay Review Body's recommendations for 2020/21.
- Deputy Minister for Health and Social Services announces £12.5m package of funding to support vulnerable children and families.

## November 2020



- Pupils in Years 9-13 remain at home for the week after half-term as part of the national 'firebreak'.
- Minister for Education announces that there will be no end of year exams for learners taking GCSEs, AS levels or A levels in 2021. In place of exams, the Welsh Government intends to work with schools and colleges to take forward teacher managed assessments, including assessments that will be externally set and marked but delivered within a classroom environment under teacher supervision.
- Deputy Minister for Health and Social Services launches the new 'Parenting. Give it Time' campaign providing information, support and advice for parents. The new campaign covers issues reflecting parents' concerns during the pandemic, including how to understand and respond to children's behaviour.

# December 2020

- Estyn publishes its insight reports on the immediate effects of the pandemic on schools, PRUs and all age settings. These reports summarise the findings made from the engagement calls carried out during September and October.
- Estyn publishes the Chief Inspector's Annual Report for 2019-2020. This annual report reviews the standards and quality of education and training in Wales from September 2019 to March 2020. It also offers an initial account of how schools and other education and training providers supported pupils and students during lockdown while providing continuity of learning for them remotely.
- Minister for Education decides that all secondary schools and colleges in Wales will move to online learning for the last week of term, with local decisions to be made about whether or not other schools would be open that week.



## Glossary

<b>Distance learning</b>	Where work is set and/or lessons broadcast (live or pre-recorded) to learners at home. This means that they are not required to attend school to access.
<b>Blended learning</b>	Where learners are provided with a combination of face-to-face learning provided in school, which is complemented by cohesively planned distance learning tasks and activities
<b>CSC</b>	The regional consortium for school improvement for central south Wales
<b>EAS</b>	The regional consortium for school improvement for south east Wales
<b>ERW</b>	The regional consortium for school improvement for south west Wales
<b>GwE</b>	The regional consortium for school improvement for north Wales

### Numbers – quantities and proportions

nearly all =	with very few exceptions
most =	90% or more
many =	70% or more
a majority =	over 60%
half =	50%
around half =	close to 50%
a minority =	below 40%
few =	below 20%
very few =	less than 10%

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# Agenda Item 8



## Report of the Convener of the Education Performance Scrutiny Panel

22 April 2021

### **Briefing and Q&A New Curriculum and its implementation**

<b>Purpose:</b>	To look at and discuss the briefing on the New Curriculum and its implementation in Swansea
<b>Content:</b>	A presentation and Q&A session on the New Curriculum and progress with its implementation in Swansea
<b>Councillors are being asked to:</b>	The Panel will consider and discuss the information provided and give their views and recommendations to the Cabinet Member via a letter.

#### **Background**

The Panel agreed for New Curriculum and its implementation in Swansea to be included on the Panel's work programme as an ongoing watching brief item.

This item will consist of a presentation and a question and answer session. The essence of the item will be to provide Members with an update on progress with the implementation of the New Curriculum in Swansea.

In attendance will be Cllr Jen Raynor, Cabinet Member for Education Improvement, Learning and Skills and Helen Morgan Rees, Director of Education.

*Y diweddraf am y  
Cwricwlwm*  
**Curriculum Update**

*Panel Craffu Perfformiad*  
**Scrutiny Performance Panel**

*22 Ebrill 21*

**22 April 21**





# *Cyn y pandemig*

## **Prior to the pandemic**

- *Sefydlwyd gweithgor i lunio Cynllun Gweithredu'r Cwricwlwm - Haf/Hydref 2020*
- **Working group established to set up a Curriculum Implementation Plan – Summer/Autumn 2020**
- *LIC yn rhyddhau dogfennaeth derfynol Cwricwlwm i Gymru - Ionawr 20*
- **WG release final CfW22 documentation – Jan 20**
- *Cynhadledd Gwyddoniaeth Dysgu Penaethiaid Trawsgyfnod, lansio Cynllun Gweithredu'r Cwricwlwm Abertawe*
  - *Cynllun 4 cam*
- **Science of Learning Cross Phase Heads Conference, Swansea Curriculum Implementation Plan launched**
  - 4-phase plan
- *Dechrau'r pandemig, Mawrth 2020*
- **Start of the pandemic – March 2020**

# *Yn ystod y pandemig* **During the pandemic**

- *Seibiant o waith y prif gwricwllwm oherwydd tarfu ond:*
  - *cafwyd llawer o ddysgu proffesiynol o safon uchel*
- **Hiatus with main curriculum work due to disruption but:**
  - **A lot high-quality professional learning has taken place**
- *Parhaodd ychydig bach o ddatblygiad “normal” drwy rwydweithiau a hyfforddiant llywodraethwyr*
- **A small amount of more “normal” development continued through networks & governor training**
- *Parhaodd LIC â map ffordd Cwricwllwm i Gymru*
  - *Rhyddhau Taith i'r Cwricwllwm i Gymru ym mis Tachwedd 21 (cynllun 4 cam), Pasio bil Cwricwllwm i Gymru - Mawrth 21*
  - *Adolygiad BAME - adroddiad terfynol, Mawrth 21, Fframweithiau Addysg Cydberthynas a Rhywioldeb a Chrefydd, Gwerthoedd a Moeseg yn cael eu datblygu , Ymgynghoriad Diwygio Cymwysterau - Ebrill 21*
  - *Ymgynghoriad ar Ganllawiau Gwella Ysgolion - Mawrth 21*
- **WG continued with CfW roadmap**
  - **Journey to CfW released Nov 21 (4-phase plan), CfW bill passed – March 21**
  - **BAME review – final report, March 21, RSE & RVE frameworks being developed**
  - **Qualifications Reform Consultation – April 21,**
  - **School Improvement Guidance Consultation – March 21**

# Camau Nesaf

## Next Steps

- *Rhoi lle i ysgolion ar gyfer tymor yr haf, cyfnod hwy o amser mae'n debyg.*
- **Give schools space for the summer term, probably longer.**
- *Diweddaru Cynllun Gweithredu'r Cwricwlwm Abertawe i adlewyrchu newidiadau o ganlyniad i'r pandemig a'r dirwedd ranbarthol sy'n dod i'r amlwg.*
- **Update Swansea's Curriculum Implementation Plan to reflect changes given the pandemic and newly emerging regional landscape.**
- *Bwriedir ymweld ag ysgolion unwaith eto yn yr hydref, neu pan fydd amser i wneud hynny.*
- **Aim to revisit with schools in the autumn, or when time allows**

## Education Scrutiny Performance Panel Work Programme 2020/2021

**All meetings will be held remotely using Teams for foreseeable future**

Date	Items to be discussed	Who
<b>Meeting 1</b> 22 Oct 2020	<ol style="list-style-type: none"> <li>Update on implications and the recovery plan resulting from the impact of Covid-19 in Education and Schools (<i>cont'd from meeting in July</i>)</li> <li>Update on the key issues affecting Education more widely</li> <li>Planning the rest of the Council year in Education Scrutiny – Draft Work Programme (for discussion by Panel)</li> </ol>	Cllr J Raynor H Morgan Rees  Panel
<b>Meeting 2</b> 19 Nov 2020	<ol style="list-style-type: none"> <li>School 1 – Waun Wen Primary School (<i>part of panels watching brief on Wellbeing in Schools and was on work programme for March 2020</i>). How the school meets the needs of their most vulnerable pupils, the challenges they face and what they do to meet/mitigate those challenges including through the Covid-19 crisis.</li> <li>Elective Home Education</li> </ol>	Headteacher Ms C Nicklin Cllr J Raynor H Morgan Rees Kate Phillips
<b>Meeting 3</b> 17 Dec 2020	<ol style="list-style-type: none"> <li>Swansea Skills Partnership</li> <li>Update – Education and Schools recovery from Covid</li> <li>Annual Audit of Schools (<i>for information item</i>)</li> </ol>	Members of Partnership Cllr J Raynor H Morgan Rees
<b>Meeting 4</b> 21 Jan 2021	Update – Education and Schools recovery from Covid	Cllr J Raynor H Morgan Rees
<b>Meeting 5</b> 16 Feb 2021	Annual Budget as it relates to Educations matters (using Cabinet budget papers) <i>Annual item</i>	Cllr J Raynor H Morgan Rees
<b>Meeting 6</b> 18 Mar 2021	<ol style="list-style-type: none"> <li>Blended and Remote Learning Feedback – pupils from Bishopston Primary School</li> <li>Education and Schools recovery from Covid – Verbal Update</li> <li>PDG summary of spend to support vulnerable pupils (<i>Annual item</i>)</li> <li>Regional Education Improvement Service (ERW) – Update</li> </ol>	Pupils/Headteacher Cllr J Raynor Damien Beech H Morgan Rees
<b>Meeting 7</b> 22 Apr 2021	<ol style="list-style-type: none"> <li>Additional Learning Needs Reform and implementation (<i>watching brief item</i>)</li> <li>New Curriculum update including progress with implementation (<i>watching brief item</i>)</li> <li>Estyn Report and Letter – Education Response to the Pandemic</li> </ol>	Cllr J Raynor H Morgan Rees
<b>Meeting 8</b> 13 May 2021	<ol style="list-style-type: none"> <li>Education Other Than At Schools Update (EOTAS), including progress with new provision</li> <li>Update 21<sup>st</sup> Century Schools Programme</li> </ol>	Headteacher PRU Cllr J Raynor H Morgan Rees

**To be rescheduled: Penyrheol Comprehensive School** (Discuss school performance), **Morryston Secondary School** (Discuss school improvement following Estyn Monitoring) and Behaviour Strategy and how associated delegated spend to schools has been used.