

'Black, Asian and Minority Ethnic Communities, Contributions and Cynefin in the New Curriculum Working Group'

(Welsh Government March 2021)



Consortiwm Canolbarth y De
Central South Consortium

Gwasanaeth Addysg ar y Cyd
Joint Education Service





Contained within Welsh Government's [report](#) were seven recommendations for consortia in relation to:

1. Supporting thorough ongoing training to craft, embed and promote attention to ethnic diversity and inclusivity as part of a whole-school approach for headteachers and leaders.
2. Hosting annual professional learning events for ongoing development of and to promote excellence in education for diversity.
3. Supporting schools by providing links to communities and positive case studies, such as examples of successful school initiatives to promote diversity in their curriculum. In addition, to signpost specialist online platforms geared to deepening diversification in Areas of Learning and Experience, to develop forums for peer-to-peer development and school-to-school sharing of practice in progressing education for diversity.
4. Supporting schools to organise peer-to-peer sessions or classroom-to-classroom sessions as part of teaching, helping to link schools with low-density and high-density ethnic diversity.
5. A specific cross-curricular focus area and network on Education for Diversity in the new curriculum to engage in promoting good practice and sharing resources.
6. Adopting an Ambassador scheme to develop and deliver on this focus during and beyond the implementation of the new curriculum and to stimulate curriculum development and enable critical monitoring and evaluation of progress on this priority. These Ambassadors could be part of a cross-Regional consortia Working Group, charged with promoting, monitoring and evaluation of this priority area.
7. Developing effective partnerships with a range of organisations, to support work and consider wider sources of funding to support work in this priority area.

Progress against recommendations

1. Supporting thorough ongoing training to craft, embed and promote attention to ethnic diversity and inclusivity as part of a whole-school approach for headteachers and leaders.

A range of asynchronous resources and materials have been developed that focus on teaching diversity across the curriculum, including school case studies. Between June to September 2022 around **1,700 practitioners engaged with these resources.**

Strong progress has been made in the appointment of lead practitioner roles in support of diversity. These lead practitioners support the planning of both professional learning and networking opportunities. For example, a professional learning programme focused on diversity across the curriculum, has been developed in collaboration with external organisations and is scheduled to begin in November 2022.

Diversity network meetings are scheduled to run every term from November 2022. Engaging all schools with this provision remains a potential barrier, and additional focus is being given to promotion of the diversity opportunities with schools across the region.

Satisfactory progress has been made to date in developing area/subject-specific professional learning opportunities related to diversity and anti-racism. For example, 17 participants engaged in a programme on anti-racism in RVE and 30 participants engaged in a programme on teaching problematic texts in secondary English classrooms. Providing additional subject/area specific professional learning and resources and engaging schools with this provision remains an area of focus.

Strong progress has been made with a funded collaboration project focused on diversity across the curriculum. This project was oversubscribed, and nearly all participant schools are engaging very positively in the initial planning and research phases of their enquiry.

Strong progress has been made in the provision of professional learning opportunities, funded projects and networks in the Humanities Area. This includes networks for secondary history, secondary Humanities and primary Humanities. In addition, professional learning sessions and a funded project focusing on Welsh (including Black, Asian and Minority Ethnic History). Engaging all schools with this provision remains a potential barrier, and additional focus is being given to promotion of the humanities opportunities with schools across the region.

CSC continues to collaborate with a range of external partners to provide professional learning opportunities in this area.

CSC's Managing Director and Area Lead for Humanities support the Diversity and Anti-Racism Professional Learning (DARPL) programme and regularly attend monthly DARPL meetings. CSC are supporting the planned DARPL research on the medium- and long-term impact of DARPL programmes on practitioners and schools. DARPL events are regularly shared with schools via the CSC school bulletin. CSC continues to support and promote the DARPL programme, including programmes for senior leaders and governors.

One bespoke support request specifically for diversity and anti-racism has been received to date and support is being deployed appropriately.

2. Hosting annual professional learning events for ongoing development of and to promote excellence in education for diversity.

A range of asynchronous resources and materials have been developed that focus on teaching diversity across the curriculum, including school case studies. Between June to September 2022 around **1,700 practitioners engaged with these resources.**

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Satisfactory progress has been made in developing area/subject-specific professional learning opportunities related to diversity and anti-racism. For example, 17 participants engaged in a programme on anti-racism in RVE and 30 participants engaged in a programme on Anti-Racist Approaches to Teaching 'Of Mice and Men'. Providing additional subject/area-specific professional learning and resources, and engaging schools with this provision remains an area of focus and will feature to a greater extent in future area plans.

3. Supporting schools by providing links to communities and positive case studies, such as examples of successful school initiatives to promote diversity in their curriculum. In addition, to signpost specialist online platforms geared to deepening diversification in Areas of Learning and Experience, to develop forums for peer-to-peer development and school-to-school sharing of practice in progressing education for diversity.

A range of asynchronous resources and materials have been developed focusing on diversity across the curriculum, including school case studies. Between June to September 2022 nearly **1,700 practitioners have engaged with these resources.**

Strong progress has been made in the appointment of lead practitioner roles in support of diversity. These lead practitioners support the planning of both professional learning and networking opportunities.

Diversity network meetings are scheduled termly from November 2022. These network meetings are a forum for school-to-school sharing, led by lead practitioners. Engaging schools with this provision remains a potential barrier, and additional focus is being given to promotion of the opportunities with schools.

An online community area focused on diversity has been created in October 2022 to signpost additional materials and resources available from other organisations. Further awareness raising about this community is planned.



4. Supporting schools to organise peer-to-peer sessions or classroom-to-classroom sessions as part of teaching, helping to link schools with low-density and high-density ethnic diversity.

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Strong progress has been made with a funded collaboration project on diversity across the curriculum. This project was oversubscribed, and nearly all participating schools are engaging very positively in the initial planning and research phases of their enquiry. Within the project, opportunities are being explored to connect schools with low- and high-density ethnic diversity.

5. A specific cross-curricular focus area and network on Education for Diversity in the new curriculum to engage in promoting good practice and sharing resources.

Strong progress has been made in the appointment of lead practitioner roles in support of diversity. These lead practitioners support the planning of both professional learning and networking opportunities.

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A range of asynchronous resources and materials have been developed focusing on diversity across the curriculum, including school case studies. Between June to September 2022 nearly **1,700 practitioners have engaged with these resources.**

An online community area focused on diversity has been created in October 2022 to signpost additional materials and resources available from other organisations. Further awareness raising about this community is planned.

Strong progress has been made with a funded collaboration project on diversity across the curriculum. This project was oversubscribed, and most participant schools are engaging very positively in the initial planning and research phases of their enquiry.

6. Adopting an Ambassador scheme to develop and deliver on this focus during and beyond the implementation of the new curriculum and to stimulate curriculum development and enable critical monitoring and evaluation of progress on this priority. These Ambassadors could be part of a cross-Regional consortia Working Group, charged with promoting, monitoring and evaluation of this priority area.

A CSC honorarium post to lead on diversity has been provided to the Area Lead for Humanities. This has resulted in the CSC Area plan focusing to a greater extent on diversity, compared to previous years.

The Area Lead for Humanities attends Welsh Government working party focused on Welsh (including Black) History, and collaborates with other regions, local authorities, Higher Education Institutions and external organisations as appropriate.

Strong progress has been made in Lead Practitioner appointments for diversity. In addition, strong progress has been made with a funded collaboration project on diversity across the curriculum. This project was oversubscribed, and most participant schools are engaging very positively in the initial planning and research phases of their enquiry.

7. Developing effective partnerships with a range of organisations, to support work and consider wider sources of funding to support work in this priority area.

Strong progress has been made in developing effective partnerships with a range of organisations. The Area Lead for Humanities works in close partnership with a range of organisations including Welsh Government, local authorities, and Higher Education Institutions. CSC's Managing Director and Area Lead for Humanities continue to support and partner with the Diversity and Anti-Racism Professional Learning group (DARPL), attending steering group meetings, supporting peer review of materials, and promoting professional learning opportunities within the region. The Area Lead for Humanities is a member of the BAMEed Cymru network.

Professional learning sessions in this area have been designed in collaboration with external organisations. 'Literature Wales' and 'The Black Curriculum' and 'RE Today' have provided professional learning input into relevant programmes and events.



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Empowering schools to improve outcomes for all learners

'The teaching of Welsh history including Black, Asian and Minority Ethnic history, identity and culture'

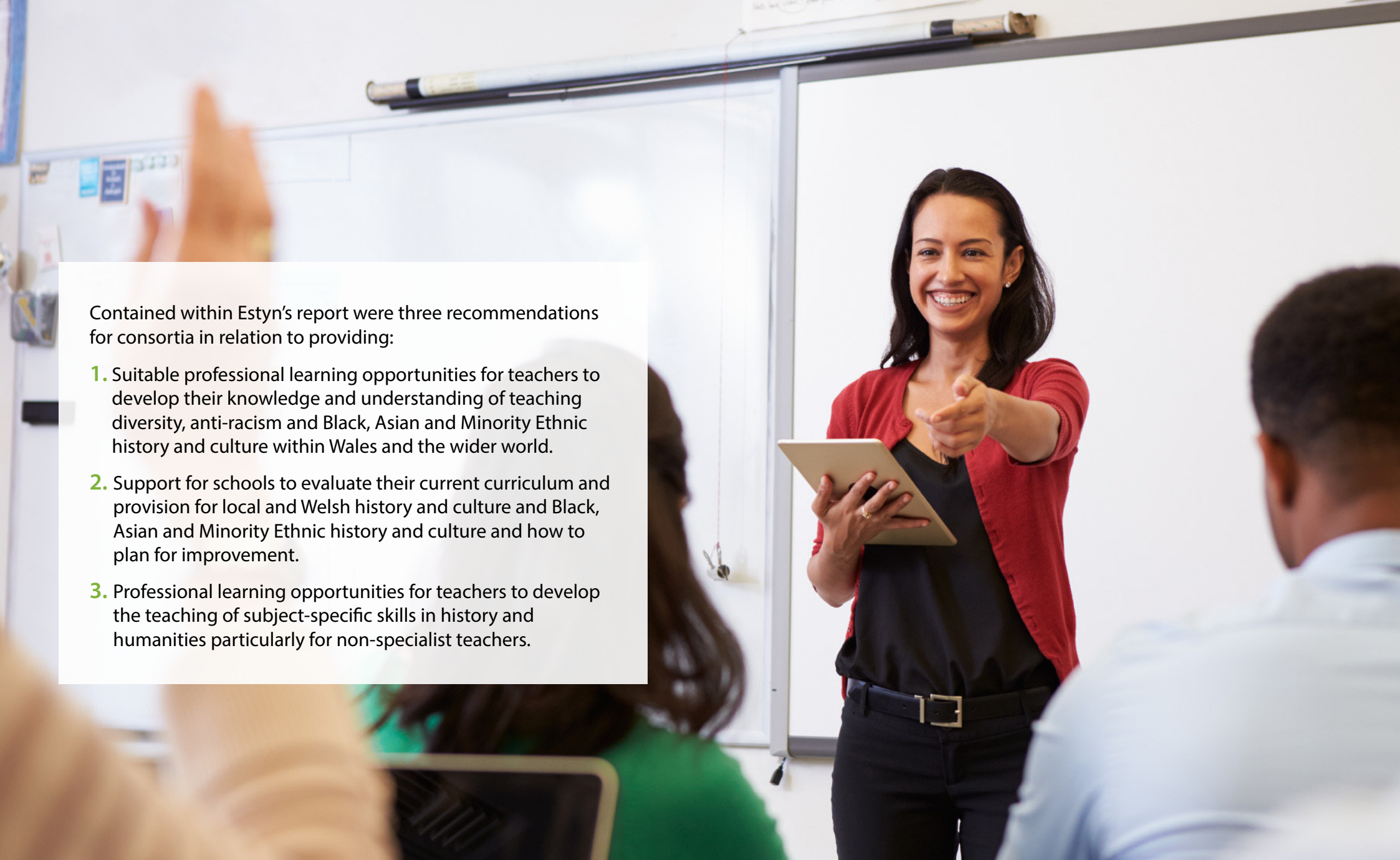
(Estyn October 2021)



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Contained within Estyn's report were three recommendations for consortia in relation to providing:

1. Suitable professional learning opportunities for teachers to develop their knowledge and understanding of teaching diversity, anti-racism and Black, Asian and Minority Ethnic history and culture within Wales and the wider world.
2. Support for schools to evaluate their current curriculum and provision for local and Welsh history and culture and Black, Asian and Minority Ethnic history and culture and how to plan for improvement.
3. Professional learning opportunities for teachers to develop the teaching of subject-specific skills in history and humanities particularly for non-specialist teachers.

Progress against recommendations

1. Suitable professional learning opportunities for teachers to develop their knowledge and understanding of teaching diversity, anti-racism and Black, Asian and Minority Ethnic history and culture within Wales and the wider world

A range of asynchronous resources and materials have been developed that focus on teaching diversity across the curriculum, including school case studies. Between June to September 2022 around **1,700** practitioners engaged with these resources.

Strong progress has been made in the appointment of lead practitioner roles in support of diversity. These lead practitioners support the planning of both professional learning and networking opportunities. For example, a professional learning programme focused on diversity across the curriculum has been developed in collaboration with external organisations and is scheduled to begin in November 2022. Diversity network meetings are scheduled to run every term from November 2022. Engaging all schools with this provision remains a potential barrier, and additional focus is being given to promotion of the diversity opportunities with schools across the region.

Satisfactory progress has been made to date in developing area/subject-specific professional learning opportunities related to diversity and anti-racism. For example, 17 participants engaged in a programme on anti-racism in RVE and 30 participants engaged in a programme on teaching problematic texts in secondary English classrooms.

Providing additional subject/area-specific professional learning and resources and engaging schools with this provision remains an area of focus. The Kirkpatrick model is being used to evaluate all PL activity; the evaluative timeline for area reporting is on track.

Strong progress has been made with a funded collaboration project focused on diversity across the curriculum. This project was oversubscribed, and nearly all participant schools are engaging very positively in the initial planning and research phases of their enquiry.

Strong progress has been made in the provision of professional learning opportunities, funded projects and networks in the Humanities Area. This includes networks for secondary History, secondary Humanities, primary Humanities, professional learning sessions and a funded project focusing on Welsh (including Black, Asian and Minority Ethnic History).

CSC continues to collaborate with a range of external partners to provide professional learning opportunities in this area. CSC's Managing Director and Area Lead for Humanities support the Diversity and Anti-Racism Professional Learning (DARPL) programme and regularly attend monthly DARPL meetings. CSC are supporting the planned DARPL research on the medium- and long-term impact of DARPL programmes on practitioners and schools. DARPL events are regularly shared with schools via the CSC school bulletin.

One bespoke support request specifically for diversity and anti-racism has been received to date and support is being deployed appropriately.

2. Support for schools to evaluate their current curriculum and provision for local and Welsh history and culture and Black, Asian and Minority Ethnic history and culture and how to plan for improvement

- Engagement with Humanities professional learning April 2022 to Sept 2022 is at **19.7%** of schools as compared with **15.8%** in the same period last year.
- Capacity within the Humanities Area team has increased through the secondment of a full-time Associate Adviser.
- To date, 10 support requests have been made for Humanities and support is being deployed appropriately.
- All schools involved in the 'Embedding Welsh (including Black, Asian and Minority Ethnic) History' funded collaborative project have engaged strongly with initial audit, research and planning stages of their enquiries.
- Case studies, podcasts and materials from 2020-21 funded projects on Welsh History, Heritage and Diversity are available to all schools on the CSC website.
- **141** practitioners have engaged with a resource to support the evaluation and improvement of diversity within their Humanities curriculum.
- **263** practitioners have engaged with a resource supporting understanding of embedding consideration of diversity within curriculum design.



3. Professional learning opportunities for teachers to develop the teaching of subject-specific skills in history and humanities particularly for non-specialist teachers.

Satisfactory progress has been made in the appointment of regional lead practitioners for humanities. Additional time has been funded for the secondary history lead practitioner. However, to date there remain vacancies for primary and secondary humanities lead practitioner roles.

Capacity within the Humanities Area team has increased through the secondment of a full-time Associate Adviser.

161 practitioners have engaged with resources on 'History in the Curriculum for Wales' that have been published to support subject-specific knowledge and skills.





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Empowering schools to improve outcomes for all learners

'Guidance Document: Framework on embedding a whole-school approach to emotional and mental well-being'

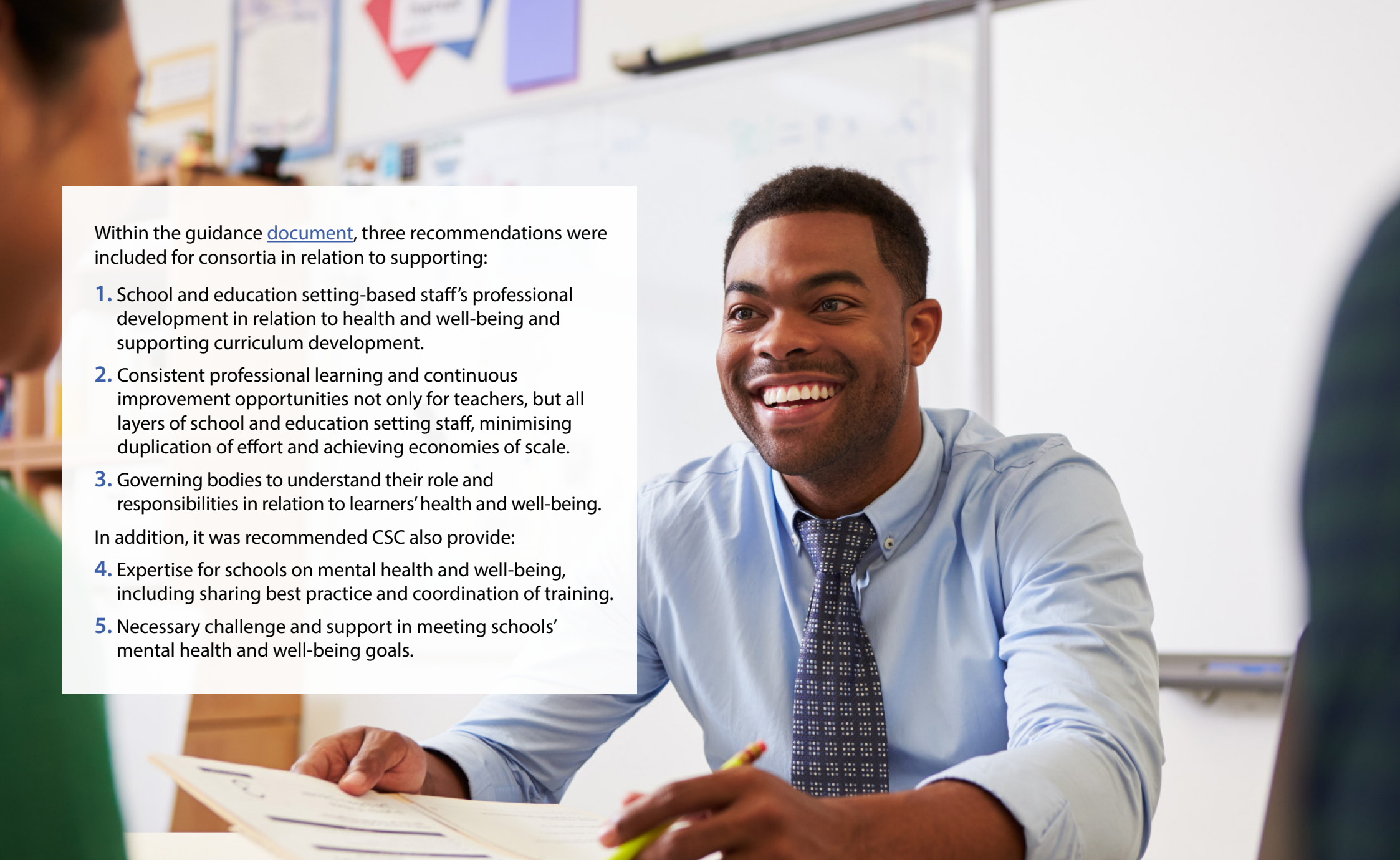
(Welsh Government March 2021)



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Within the guidance [document](#), three recommendations were included for consortia in relation to supporting:

1. School and education setting-based staff's professional development in relation to health and well-being and supporting curriculum development.
2. Consistent professional learning and continuous improvement opportunities not only for teachers, but all layers of school and education setting staff, minimising duplication of effort and achieving economies of scale.
3. Governing bodies to understand their role and responsibilities in relation to learners' health and well-being.

In addition, it was recommended CSC also provide:

4. Expertise for schools on mental health and well-being, including sharing best practice and coordination of training.
5. Necessary challenge and support in meeting schools' mental health and well-being goals.

Progress against recommendations

1. Support school and education setting-based staff's professional development in relation to health and well-being and supporting curriculum development.

The structure, roles and responsibilities of the CSC curriculum and professional learning (C&PL) team were refined during spring and summer 2022. This was to ensure capacity and depth of expertise to support all schools in the region to implement curriculum reform, including across all disciplines. There are now permanent full-time post of Area Lead for Health and Well-being and Lead for Well-being and Vulnerable Learners.

During the summer term 2022, an Enhanced Lead Practitioner (LP) for mental health and emotional well-being was appointed for 1 day per week, with a further 6 Lead Practitioners related to specific elements of health and well-being. These support the development of professional learning (PL) and/or provide bespoke support to schools across the region in this area.

In June 2022, CSC hosted a virtual Curriculum for Wales conference with record numbers of engagement. A focus of the day was curriculum design and progression including in the Area of Health and Well-being. The exhibition area included 13 resources specifically related to Health and Well-being with 6 schools in the region sharing their emerging practice in this Area.

Good progress has been made in the two regional collaboration projects related to mental health and well-being implemented this year. These projects relate directly to the recommendations set out within the curriculum strand of the whole-school approach self-evaluation toolkit.

In total 24 schools across the region have been selected to receive funding of £1,000 and have positively engaged with the project work to date. Schools figures:



Participating schools are working collaboratively to create a range of professional learning (PL) resources, support materials and case study exemplifications that will be available to all school across the region.

PL and support through cluster work remains strong. Between April and October 2022, a further 10 clusters totally 90 schools have received support in relation to the health and well-being AoLE and curriculum development. Cluster figures:



Feedback and evaluations indicate that the PL has been positively received, most staff feel more confident with identifying the specific health and well-being needs of their learners and understand how to plan for progression to help meet these needs through their cluster/school curriculum design.

A further 8 bespoke support requests have also been received for this area, with support deployed accordingly. The Kirkpatrick model is being used for evaluating all PL activity.

2. Support consistent professional learning and continuous improvement opportunities not only for teachers, but all layers of school and education setting staff, minimising duplication of effort and achieving economies of scale

Progress has been made in the partnership working with external partners in relation to mental health and emotional well-being. This includes:

- CSC Lead for Well-being and Vulnerable Groups is part of the Well-being Partnership Programme. This consists of well-being leads from across Wales working collaboratively to respond to the well-being needs of schools and settings to provide.
- CSC Lead for Well-being and Vulnerable Groups continues to work closely with the relevant local authority (LA) officers across the 5 LAs to plan PL for school staff and avoid duplication.
- CSC Lead for Well-being and Vulnerable Groups working closely with the Implementation Leads responsible for the whole-school approach and its adoption by schools from the 2 health boards in the CSC region.

Emotional well-being support is provided to school across the region on an individual basis delivered via 'Reflective Space' coaching sessions.



3. Support governing bodies to understand their role and responsibilities in relation to learners' health and well-being

A comprehensive governor training programme is delivered across the academic year and facilitated by Improvement Partners, Regional Leaders of Governance and curriculum and professional learning staff. Specific sessions regarding embedding the whole-school approach to emotional and mental well-being have taken place. These sessions have been co-delivered by the Lead for Well-being and Vulnerable Groups and the Implementation Leads from the health board responsible for the whole-school approach and its adoption by schools. 163 governors have attended these session between March and October 2022.



4. Provide expertise for schools on mental health and well-being, including sharing best practice and coordination of training.

- Central South Consortium are working in partnership with the Implementation Leads for the 'Framework on Embedding a whole-school approach to emotional and mental well-being' to understand the work that is taking place. Further PL is planned for all staff from CSC to update on the progress of schools in the adoption of the pilot and the expectations for assessing how schools are progressing.
- The Implementation Leads are also supporting training lead governors to understand the requirements for the schools in adopting the statutory framework.
- During the summer term 2022, an Enhanced LP for mental health and emotional well-being was appointed for 1 day per week to support the development of professional learning (PL) and/or provide bespoke support to schools across the region in this area.
- Appreciative enquiries have taken place in school in all LAs identifying innovative practice in relation to well-being and aligned to the areas of the statutory framework. These are available on the CSC website.
- As part of the exclusion leads group work a cross-authority appreciative enquiry took place in the summer term at Whitmore High School, Vale of Glamorgan focusing on the work the school has undertaken on reducing exclusions. This was directly linked to the school's work in supporting pupils' well-being. A video was produced and shared in the CSC Curriculum for Wales Conference June 2022.
- Further attendance, exclusion and well-being appreciative enquiries are in the process of being identified. These visits will be cross-authority and will share innovative practice in these areas.

5. Provide necessary challenge and support in meeting schools' mental health and well-being goals.

Improvement Partners across CSC continue to support and challenge schools with a focus on the well-being of staff and students. This information will be collated in the SIPL and shared in the Evaluative Summary. IPs have been a part of an initial training session with the Implementation Leads for the whole-school approach with further sessions planned.





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Empowering schools to improve outcomes for all learners

'The Curriculum for Wales - How are regional consortia and local authorities supporting schools?'

(Estyn March 2022)



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Contained within Estyn's [report](#) were four recommendations for consortia in relation to:

1. Improve the quality and impact of the support for leaders to improve teaching and learning in their schools.
2. Improve the support across all subject disciplines.
3. Provide practical professional learning opportunities that support leaders and teachers to understand better how they can design and deliver their curriculum.
4. Improve evaluation processes so leaders and officers monitor the impact of support for curriculum reform and teaching.

Progress against recommendations

1. Improve the quality and impact of the support for leaders to improve teaching and learning in their schools.

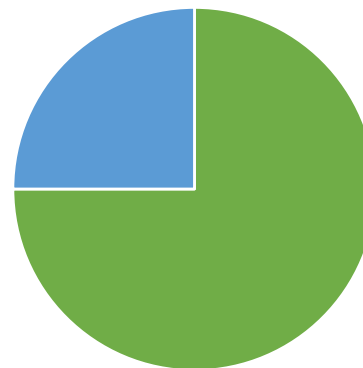
In line with Welsh Government guidance, in CSC we define a school's curriculum as 'everything a learner experiences in pursuit of the four purposes. It is not simply what we teach, but how we teach and, crucially, why we teach it.' Therefore, curriculum professional learning and support includes the what, i.e. curriculum design, and the how, i.e. pedagogy, underpinned by the why, i.e. our national mission and the four purposes.

Support in preparing for all aspects of Curriculum for Wales (CfW) is embedded in all of CSC professional learning (PL) opportunities with the exception of those related to current qualifications and post-16 education.

To ensure capacity and depth of expertise to support all schools in the region in pedagogy, an Associate Advisers for Curriculum was seconded to the CSC C&PL team in September 2022.

Between April and September 2022, **over 2760 practitioners from schools across the region have engaged in regional professional learning events**, programmes, networks and conferences focused on curriculum, teaching and learning.

In June 2022, CSC hosted a virtual Curriculum for Wales conference with record numbers of engagement. The day included keynote speakers, a live roundtable discussion and an exhibition area including 'by schools for schools' with schools sharing their emerging practice. All materials from the conference have been made available for all schools to access on the CSC website. **612 unique users accessing the platform during the live and on-demand period.**



These users represented, amongst others, 289 CSC schools which equates to **75%** of all schools in the region.

CSC 'Leaders of Learning' network meetings were launched in October 2022 with 30 practitioners engaging. The focus of this network is supporting school leaders with strategic oversight and development related to high-quality teaching.

Foundation Learning termly networks are ongoing with **56 practitioners attending the summer term 2022 network** (56 attendees). The focus of this network is supporting primary school practitioners with curriculum, pedagogy and practice related to foundation learning.

Two CSC programmes focused on high-quality teaching were launched in September 2022 = 'Leading Learning' - 40 booked (full) and 'Developing Teaching' - 6 English medium/1 Welsh medium booked to date.

Over 60 practitioners from more than 20 schools from across the region participated in 2 train the trainer training courses on 'Teach Like a Champion', focusing on high-quality teaching.

A refined Central South Wales Challenge (CSWC) was implemented September 2022 with 71 LP appointed to support curriculum, learning and teaching across the region. This includes 2 enhanced LPs for pedagogy.

218 bespoke support requests have been received by the curriculum team since April 2022. Support is being deployed accordingly to meet the needs of individual and groups of schools to improve the quality of curriculum, including teaching.

A number of the CSC C&PL team continue to work with regional partners, Welsh Government and other external partners on identified priorities related to pedagogy.

The CSC Principal Improvement Partner for Pedagogy and Professional Learning continues to work with Welsh Government, HEIs, regional partners and schools on the National Strategy for Education Research and Enquiry and the National Pedagogy Project.

45 funded collaboration projects have been established across nearly all curriculum areas with 423 practitioners from the region participating.

2. Improve the support across all subject disciplines.

The structure, roles and responsibilities of the CSC curriculum and professional learning (C&PL) team were refined during spring and summer 2022. This was to ensure capacity and depth of expertise to support all schools in the region to implement curriculum reform, including across all disciplines. There are a small number of posts where recruitment is currently taking place with the aim of all posts being filled by spring 2023.

A refined Central South Wales Challenge (CSWC) model was implemented September 2022 with 71 Lead Practitioners appointed to support curriculum, learning and teaching across the region within the self-improving system.

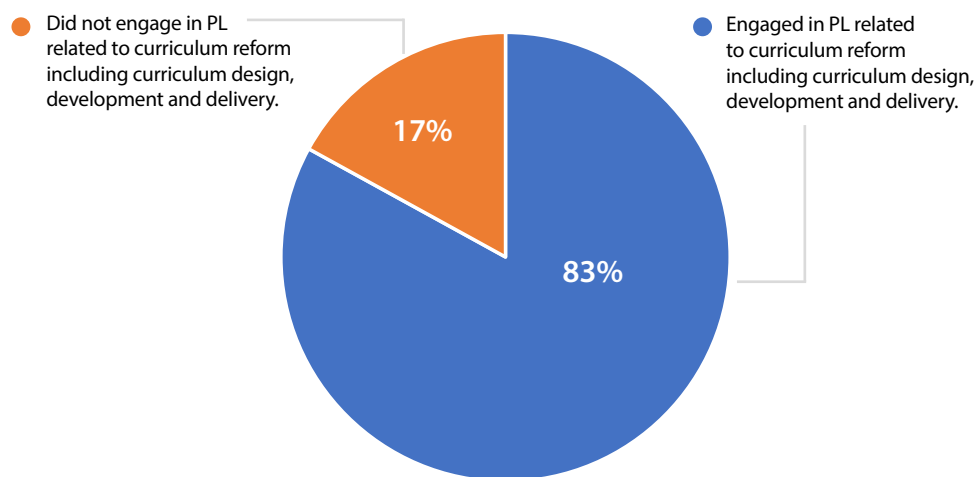
There are a wide variety of PL events, programmes, assignments and networks related to all areas of the curriculum. This includes over 50 networks with 24 secondary subject discipline networks are active across the CSC region.

45 funded collaboration projects have been established across nearly all curriculum areas with 423 practitioners from the region participating.

3. Provide practical professional learning opportunities that support leaders and teachers to understand better how they can design and deliver their curriculum.

A refined Central South Wales Challenge (CSWC) model was implemented September 2022 with 71 LP appointed to support curriculum, learning and teaching across the region within the self-improving system. This includes 4 LPs for curriculum design and assessment including 2 from the Welsh Medium sector.

Between April and September 2022, engagement in professional learning related to curriculum reform including curriculum design, development and delivery is at **83%** of schools.

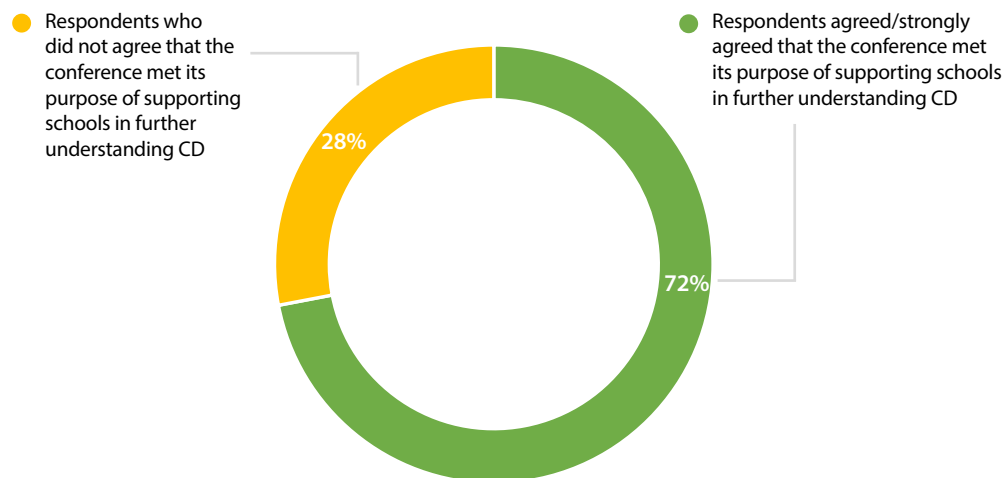


The national programme of professional learning for CfW was refined and relaunched in September 2022 with CSC as key partner in its design, delivery and evaluation.

In June 2022, CSC hosted a virtual Curriculum for Wales conference with record numbers of engagement. A focus of the day was curriculum design and progression. This included keynote speakers and an exhibition area with 'by schools for schools', schools sharing their emerging practice on curriculum design. All materials from the conference have been made available for schools on the CSC website on demand.

The total number of resources that were accessed by delegates across the live and on-demand period exceeded 8700, with just over 2000 of those focused specifically on curriculum design. The webinars were viewed either live or on demand over 3600 times.

Evaluation data received by delegates from the conference shows that **72%** respondents agreed or strongly agreed that the conference met its purpose of supporting schools in further understanding curriculum design.



- This is further demonstrated by the feedback that:
 - 24%** of respondents felt either confident or very confident about curriculum design before accessing the conference.
 - 69%** felt either confident or very confident about curriculum design after accessing the conference.
 - 84%** of respondents felt that the materials shared at this conference would positively impact on their practice.
- CSC 'Leaders of Curriculum' network meetings were launched in October 2022 with **98** practitioners engaging. The focus of this network is supporting school leaders with strategic oversight and development planning related to curriculum design and delivery.
- The CSC curriculum team have provided bespoke support to **131** schools in designing and developing their cluster curriculum design between October 2021 to October 2022. 51 bespoke support requests have been received since April 2022 related to curriculum design.
- Bespoke support is offered to all schools through Curriculum for Wales (CfW) half-termly drop-in sessions held in all local authorities across the region. All sessions focus on curriculum and assessment design. **54** schools across the region accessed these between May and October 2022.
- Curriculum for Wales monthly newsletters have received **8,819 views** since launching in April 2021.

- A further **328 members** subscribed to the CSC CfW community between April and November 2022. Total membership is now almost **1700**.
- A number of the CSC C&PL team continue to work with regional partners, Welsh Government and other external partners on identified priorities related to curriculum and assessment design.
- The Principal Improvement Partner for Curriculum Cohesion and Assessment continues to work with regional partners, Welsh Government Curriculum and Assessment Division, Welsh Government Professional Learning Division and local authority partners on identified priorities related to curriculum and assessment design.



4. Improve evaluation processes so leaders and officers monitor the impact of support for curriculum reform and teaching.

Evaluation is a priority within the CSC Business Plan 2022/23. All governance groups and stakeholder groups are involved in this work. This ensures improved understanding, systems and process of effective self-evaluation in all areas of the work of the region including in monitoring the impact of support and professional learning related to curriculum reform and teaching. This work has included:

- CSC staff and stakeholder summer conference
- Partnership working with Professor Caroline Daly
- Revised evaluation roles and responsibilities
- Development and introduction of a 'CSC Framework for Evaluation'
- Shared understanding of and clarity in the purposes of all CSC evaluation, i.e., reporting, knowledge, and development
- Revised cycle of self-evaluation and reporting
- Revised Risk Management Policy and process
- Revised system of planning and evaluating all brokered support
- Refinement of C&PL Area Leads Reports
- Refinement of PL project initiation documents and evaluations processes
- Refinement of CSC Annual Survey
- New CSC and C&PL dashboards
- Refinement of annual scrutiny reports
- Development of a new CSC Stakeholder Survey
- Refinement of SLAs and evaluations for collaborations, cluster and SIGs
- Refinement of SLAs for Lead Practitioners

A suite of reports has been further developed to enable leaders and officers to monitor the impact of support for curriculum reform and teaching. This includes:

- Termly School Summary (TSS)
- Local Authority Information Reports
- Evaluative Summary
- Curriculum for Wales Reports

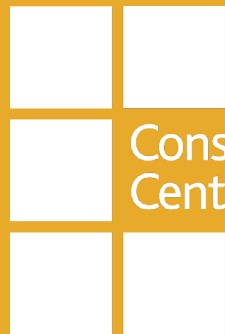
Updated CSC quality assurance processes have been agreed by all LA directors and shared with all stakeholders. These are starting to be implemented across the region.

Improvement Partners (IPs) are supporting all schools in the implementation of the 'Improvement, Accountability and Evaluation Framework'. All CSC school improvement staff have participated in training to ensure a clear understanding of the framework which enables them to play their part in holding the system to account.

Through a variety of meetings and workshops, during September 2022, information on the framework has also been shared with all headteachers, local authority (LA) officers, elected members and governors.

Self-evaluation discussions with schools and IPs have informed agreed priorities for the academic year. IPs are currently working closely with most schools gathering extensive first-hand evidence to agree appropriate priorities for improvement, broker bespoke support and signpost to PL for schools as appropriate. Where there has been limited access to a school, the LA has been appropriately notified.

IPs have started to work closely with school leaders to support the delivery of effective internal self-evaluation processes and are working with headteachers to ensure that clear and effective accountability processes are in place.



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Grymuso ysgolion i wella deilliannau i bob dysgwr

Empowering schools to improve outcomes for all learners