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Dyddiad ac amser y cyfarfod DYDD MAWRTH, 13 RHAGFYR 2022, 4.30 PM

Os gwelwch yn dda gweler ynghlwm y Cyflwyniad(au) a ddarperir yn y Cyfarfod Pwyllgor

Eitem 3 Yr Adferiad Covid-19 mewn Ysgolion(*Tudalennau 3 - 58*)

Mae'r dudalen hon yn wag yn fwriadol



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COVID-19 Recovery in Schools

Tudalen 3



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Eitem Agenda 3

Introduction

- Background to Pandemic
- Context and Cardiff's response
- School Reopening
- Disadvantaged pupils
- Attendance
- EOTAS
- Wellbeing and Mental Health
- Attainment
- Case Studies – Hearing directly from schools



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Impact on Disadvantaged Pupils



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Summary of Impacts:

- From feedback from schools they tell us they are seeing a widening of the gap between low and high attaining pupils
- Again school leaders report specific pockets of severely low attainment in all year groups, these groups are significant where pupils have missed milestones
- Early years especially nursery there are social impacts such as the ability to play and communicate evidenced in increased Early Help referrals
- Speech and language (SL) skills and complex needs are high – 25% increase in SL referrals from 2020
- Economic pressures so eFSM has risen from a county wide average of around 20% pre pandemic to almost 30% post
- Schools have reported that when children returned to school their play was very physical – further evidenced in referrals to Inclusion team and increase in exclusions

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Impact on Disadvantaged Pupils



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Actions:

- Use of WG grants to allow wide ranging interventions such as additional staffing, training and support
- Focus on Thrive a consistent approach to wellbeing
- Knowing pupils better – identification of needs by schools and LA early in the pandemic to allocate face to face support
- Vulnerable pupil panel: cross directorate working with Education and Children’s Services weekly meeting to problem solve around individual young people
- County wide approach where all schools identified vulnerable pupils and ensured targeted support
- Improved relationships with schools and LA, evidenced from feedback in two Estyn reports, leading to greater trust and support

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Attendance



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- Prior to the pandemic the LA had made significant progress with attendance improvements across Cardiff
- 21/22 Highest performing school was 92.36%- Cardiff HS. Lowest performing school was 75.65% Willows
- 18/19 Highest performing school prior to the pandemic was Bishop of Llandaff CW with 96.12%. The lowest performing school was Eastern HS at 87.98%
- 21/22 Only 3 high schools with over 90% attendance
- 18/19 Prior to the pandemic 16 high schools were above 90% and 4 above 95%
- 21/22 At primary level, Highest performing primary school- Ysgol Mynydd Bychan 94.11%, lowest performing school was Albany PS at 80.55%
- 18/19 at primary level , highest was Ysgol Gymraeg Treganna at 97.1%, the lowest performing PS was Trelai at 90.6%
- In 21/22, 46 schools had over 90% and 52 schools below 90% whereas prior the pandemic in 0 primary schools had attendance levels below 90%.
- 18/19, prior to the pandemic 48 schools had attendance over 95%

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Attendance Levels/Persistence Absence



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Phase	Academic Year-end attendance figures 2018/19 (pre pandemic)	Academic Year-end attendance figures 2021/22
Primary	94.8%	89.58%
Secondary	93.9%	85.17%
Special	88.58%	81.72%

Persistent Absence (Less than 50% attendance) 2021-2022	Persistent Absence %	Number of pupils persistently absent
Primary	0.50%	127
Secondary	3.48%	680
Special	7.90%	44



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Education Welfare Service



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- In 2011, the EWS was re-organised in order to delegate funding to high schools to employ their own School Attendance Officers (SAO'S) who are responsible for working both in the high school and with their cluster primaries.
- The delegation was based on free school meals data, deprivation data and the scale of challenge faced in improving attendance. The number of SAO's in each school ranges from 1 to 5.
- The SAO's are line managed by school but they work to EWS procedures and EWS are responsible for their training, CPD etc.
- At the same time the EWS implemented a Five-Step Framework to Managing Attendance. Schools and SAO's are responsible for steps 1 and 2 with EWO's undertaking steps 3 to 5 (legal action).
- The Education Welfare Service comprises of a Team Leader, 5 EWO's, 1 EMTAS EWO and 1 SAO for special schools and 2 centrally based School Attendance Officers

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Attendance



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Actions:

- Following two years of disrupted education, there is the need to return to high expectations of school attendance across Cardiff.
- The EWS have conducted persistent absence reviews in every school to identify and prioritise those under 50% who have made a poor return/failed to return.
- 2 additional EWO's have been recruited and funded until March 2023 from the WG Attendance Grant so the team has increased capacity to accept additional referrals from schools as well as provide increased support and advice to linked schools.
- Marketing campaign brief has been developed and consultation undertaken with Heads regarding messages/straplines that will convey the importance of school attendance to parents and pupils across the city. This will be launched later on this term.
- EWS have a Romanian translator employed for 1 day per week who is working proactively to support and engage families and communities to reinforce the importance of good attendance and having a very positive impact in engaging families.
- Fixed Penalty Notices for non-school attendance will be re-instated at the start of the Autumn Term. It will operate similarly to previous years but having consulted with schools, there was a consensus from heads to authorise a 1 week holiday provided attendance in the previous year was good which is a departure on the LA's previous position to not authorise any holidays. Schools will no longer be able to request FPN's for cases of entrenched non-attendance. Instead schools will be encouraged that these families are referred for more intensive casework by the EWS.

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Impact



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- In January 2021, EWS introduced persistent absence reviews to ensure schools had mechanisms in place to support pupils who had not returned to school post pandemic. During the first review, there were 307 secondary pupils and 189 primary pupils who had not returned or had made a poor return and had under 25% attendance. During the subsequent review in April, the figure had reduced to 155 secondary pupils and 80 primary pupils. A reduction of above 50%
- There are still families in Cardiff with high anxiety around Covid and these cases are particularly hard to address with many choosing to elect home education.
- In June 2021, Pupil A, a year 3 pupil who had only attended school on one occasion since the pandemic was referred to the EWS. Pupil A's mother had extreme Covid anxiety, was rarely leaving the house and was not willing for her daughter to return to school for fear that either she or her daughter would contract Covid. The EWO formed a supportive bond with the parent and also referred the parent to the Support for Families Service and the EWS, School and S4F formed a team around the family. With consistent support (and challenge of some of the parent's beliefs) the child returned to school and has 100% attendance this term and the EWS has closed the case.
- In 21/22 EWS worked with and closed 126 cases due to improvements in attendance.



Education Other than at School (EOTAS)



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- This term covers a **wide range** of education provisions (and should not be mistaken with Alternative Curriculum)
- It can be any of the following- Non-Maintained schools, Independent Schools, PRU, Training providers, Further Education colleges, Community Tuition, Not in Provision and other specific categories and is often quite bespoke.
- The LA directly provides the Pupil Referral Unit (PRU) and Community Teaching teams and commissions the rest.
- LA officers monitor EOTAS learners via a virtual school and quality Assure all provision.

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EOTAS



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Impacts:

- Behaviour, emotional and social difficulties remains the main category on EOTAS role and increased by 14 % between March 2020 and March 2022.
- There was an overall increase in EOTAS population of 10%
- There was a rise in the number of referrals for young people returning from EHE into mainstream and EOTAS provision , as a direct result of the increase in EHE caused by the pandemic.
- Attendance negatively impacted. - 2021-22 69.8% attendance for non PRU EOTAS attendance – significantly impacted by mental of young people
- Capacity - Provision for Year 11 places exhausted due to increase in referrals for young people with emotional health and wellbeing needs and a rise in exclusions

Actions

- Link up with UHB regarding Emotional Distress project to support young people requiring re-integration post hospitalisation. The health board are funding 0.5 FTE of a teacher to work with their assertive outreach team to support young people back into Education, employment or training.
- Provided schools with funding for qualifying staff to attend Trauma Informed Diploma level training as part of the Family Engagement grant.
- EOTAS attendance working group for attendance which includes the main providers (Bryn Y Deryn/Carnegie, ACT and CAVAC) which aims to identify and, where possible, tackle common barriers to good attendance.



Exclusions



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Phase	<u>Permanent Exclusions</u> 2021/22	<u>Fixed Term Exclusions per 1,000 pupils</u> 2021/22	<u>Permanent Exclusions</u> 2018/19 (pre pandemic)	<u>Fixed Term Exclusions per 1,000 pupils</u> 2018/19 (pre pandemic)
Primary	4	11.78	2	14.98
Secondary	46	81.5	37	49.88
Special	0	138.2	0	225.24



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Fixed Term Exclusions



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- The fixed term exclusion rate for primary schools shows a decrease for academic year 21/22 when compared to 18/19. This is positive, particularly when factoring in the post Covid recovery challenges experienced by schools.
- Secondary schools have a higher rate of fixed term exclusion for academic year 21/22 when compared to 18/19.
- We are aware from the permanent and fixed term exclusion figures recorded from last year and the associated reasons, that secondary schools have been dealing with an unprecedented increase in the amount of anti-social and aggressive behaviour which has led to higher rates of dysregulation. This behaviour has resulted in an increase in the number of assaults both on staff and pupils which has contributed to the increase in permanent and fixed term exclusion.
- Special schools have recorded a decrease in exclusion rates for academic year 21/22. The use of pastoral support plans, together with input from the LA has helped to provide the flexibility required to support the post Covid recovery for some of our most vulnerable pupils.
- It is generally accepted that COVID lockdowns and the resulting increase in social, emotional and community issues with older children and families has continued to impact behaviour and we are still experiencing the residual effect of this.

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Pastoral Support Plans



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PSP 2021- 22 Summary	Count
PSP opened	491
PSP closed	251
Managed by other specialist teams	31
Known to EHW	294
Unassigned or new	166

PSP 2021 – 22 Breakdown	Count
Primary	128
Secondary	363
Statement	78
School Action	153
School Action Plus	237
IDP	2



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Ensuring Access and Specialist Teams



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Working well -

- Exclusions training for schools and governing body regarding challenge and support
- Ensuring Access role – good communication and collaboration between schools and EA officer regarding permanent exclusion
- Setting up of new panels within authority to support effective integration – Ensuring Access, Fresh start and Fair Access Panel
- EHW Specialist Teacher support and challenge regarding Fixed Term Exclusions, robust person centred plans for pupils with increasing FTE including on advice for alternatives to exclusion. Signposting families for relevant support e.g. Cardiff Advice and Support for Families. EHW collaboration with YJS and Children Services to ensure pupils at risk of exploitation are attending school full time.
- Effective step 3 and 4 provisions to reduce Fixed Term Exclusions e.g. Fitzalan, Llanishen and Cantonian.

Next Steps-

- Headteachers working party to consider and discuss use of exclusions
- Cross school collaboration and sharing of good practice with relation to provision and exclusions
- Termly meetings with individual schools with high exclusions to monitor and analyse effectiveness of exclusions and PSPs
- Whole School Focus, especially High Schools on PSE/Wellbeing on current concerns e.g. Substance Misuse, Knife Crime, Awareness of County Lines.
- Roll out and further training on Exclusions and Use of PSPs
- Develop communication and collaboration further between Specialist Teams, EHW and Youth Service
- Focus on hard to reach – Improved collaboration between Specialist Teams, EWS, Youth Service, Tuition Services and Children Services. Strengthened during Covid and developed further post covid.
- Increased and effective communication and collaboration with schools and families.
- Links with YJS – PSP data on Capita One is now linked to YJS data. Regular meetings and communication to identify pupils at risk of exploitation. YJS attendance at PSPs. Referrals to YJS for interventions e.g Weapons Awareness.
- Youth Service Role – attendance at Person Centred Meetings, reviews and PSPs as they can also represent pupil voice.

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Mental Health and Wellbeing



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Impacts:

- Indirect indices such as attendance and demand for services and support etc all indicate an increase in the numbers of children and young people presenting with emotional health and wellbeing concerns.
- The school based counselling service has seen an increase in demand which outstrips capacity. There was an increase of 180 children and young people seen by the School Based Counselling Service last academic year compared with the academic year 2019-20. Within this, the proportion of referrals by school based staff increased compared to self-referrals, perhaps reflecting the level of adults' concerns about children and young peoples' emotional health and wellbeing.
- Our online, message chat based, counselling service (www.kooth.com) has also seen an increase in demand
- There is a risk that the impact of the current financial climate on individual families will exacerbate the challenges to individual CYP resilience and lead to potential further increased demand for emotional health and wellbeing services.

Actions:

- Ensure the emPOWER programme delivers on a more joined up approach to CYPs emotional health and wellbeing across statutory services and third sector organisations.
- Embed School In Reach and Single point of Access to emotional Health and wellbeing services run by CAVUHB in Cardiff schools
- Ensure that the objectives within the Whole School Approach to Emotional Health and Wellbeing are achieved and secondary schools have robust mechanisms to address CYPs emotional health and wellbeing.
- Increase capacity and ensure greater impact of both the face to face and online counselling services for children and young people

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Attainment



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- 2020 Results – these were originally to be based on submitted Centre Assessed Grades and rank positions given for each student by each centre, with standardised grades being awarded using this information. However, the final grades awarded in Summer 2020 were the highest grade of either the Centre Assessed Grade submitted or the calculated standardised grades.
- 2021 Results – there were based on “Centre Determined Grades” submitted for each student for each centre, using a range of evidence.
- 2022 Results – there were assessed via examinations and non-examination assessments as normal, but with adaptations. It was stated that results in 2022 would reflect broadly a midway point between results from 2021 and 2019
- Use of grant funding eg RRRS to appoint additional staffing, extra exam classes, wider provision, wellbeing programmes
- Focus on exam years when looking at support, prioritising groups in school

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Attainment



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GCSE Results	2022 Cardiff	2022 Wales	2019 Cardiff
% A*-G	97.5	97.3	96.3
% A*-C	73.5	68.6	66.3
% A*-A	31.9	25.1	23.1

Tudalen 20

A-Level Results	2022 Cardiff	2022 Wales	2019 Cardiff	2019 Wales
% A*-G	98.1	98.0	99.9	98.2
% A*-C	88.4	85.3	90.9	79.1
% A*-A	48.9	40.9	55.3	30.7

AS Level Results	2022 Cardiff	2022 Wales	2019 Cardiff	2019 Wales
% A*-G	94.8	92.7	99.2	91.7
% A*-C	77.3	69.8	90.9	65.9
% A*-A	40.0	30.7	55.3	23.6



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Positive Impacts Coming from Pandemic



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- Opportunities to think about structure of day following changes put in place during Covid
- Relationships between LA officers and schools has deepened – mentioned in Estyn report
- Development of a digital approach where all teachers now have laptops and schools greater capacity
- Knowing needs of pupils better through the identification of risk and vulnerability early in pandemic
- Cluster relationships further developed through initial hub arrangements
- Working practices, such as use of digital parents evenings, have continued
- Increased intelligence across system
- Cross directorate working

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Children and Young People Recovery Board: Monitoring Wellbeing



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- As part of ensuring a Child Friendly Recovery Programme, it was agreed that key data-sets relating to the wellbeing of children and young people in Cardiff should be regularly monitored.
- Currently, however, mechanisms for reporting on this data are varied, isolated, and not joined up.
- The Single View Project aims to bring this information together into a single monitoring tool. However, this is a long-term ambition, and there is a need for a joined-up reporting process in the interim.
- An exercise has therefore been completed to identify key datasets relating to the wellbeing of Children and Young People in Cardiff.

Tudalen 22



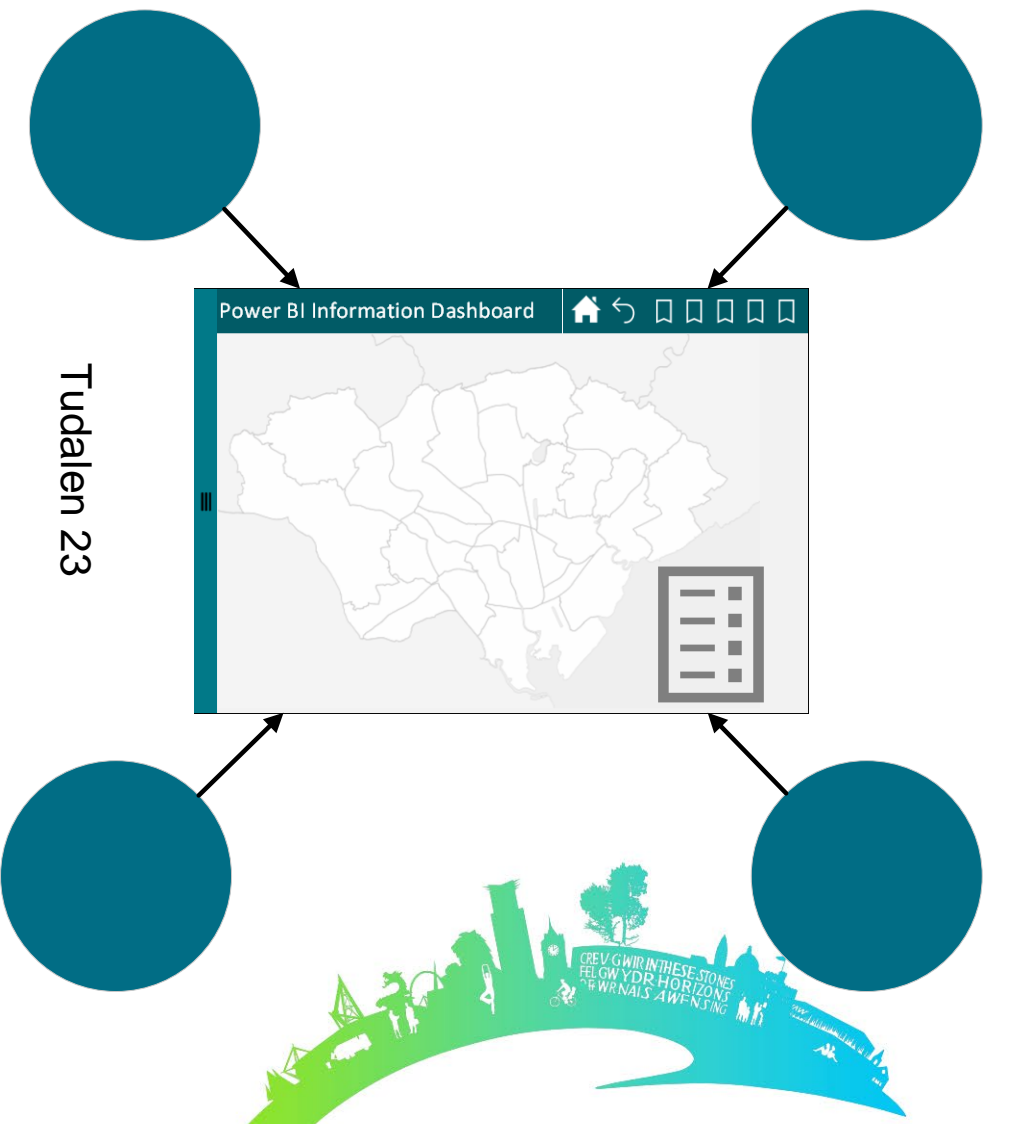
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Single View of the Child – Overview

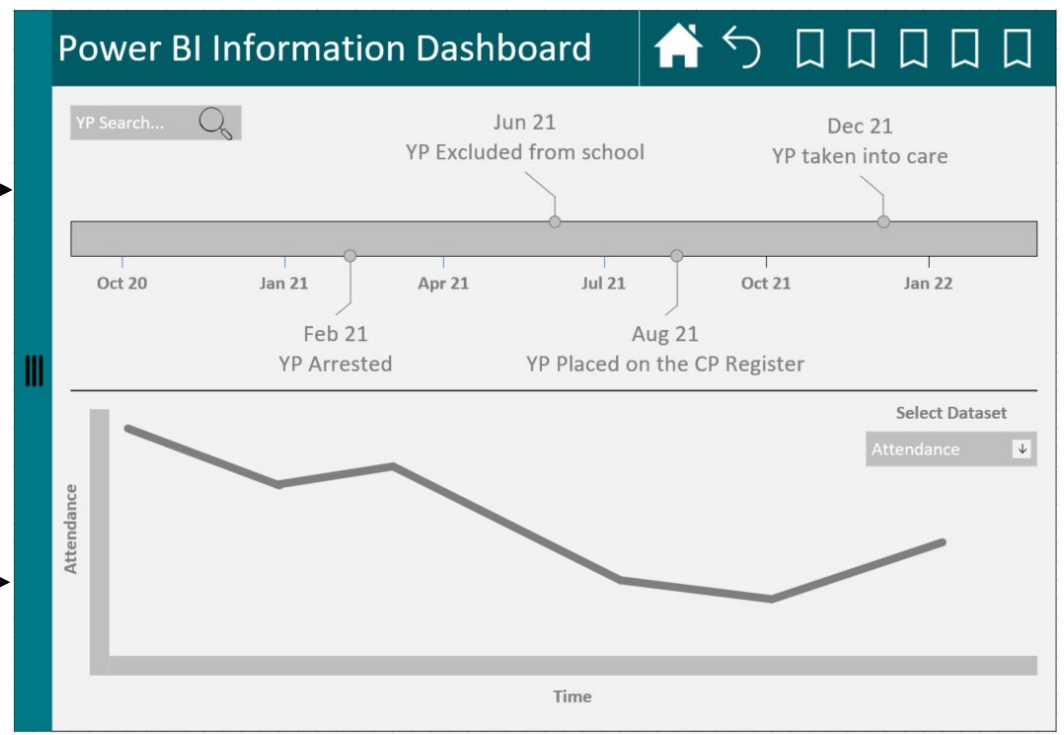


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Service Data

Partner Data



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Case Studies

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Covid Recovery at Lansdowne

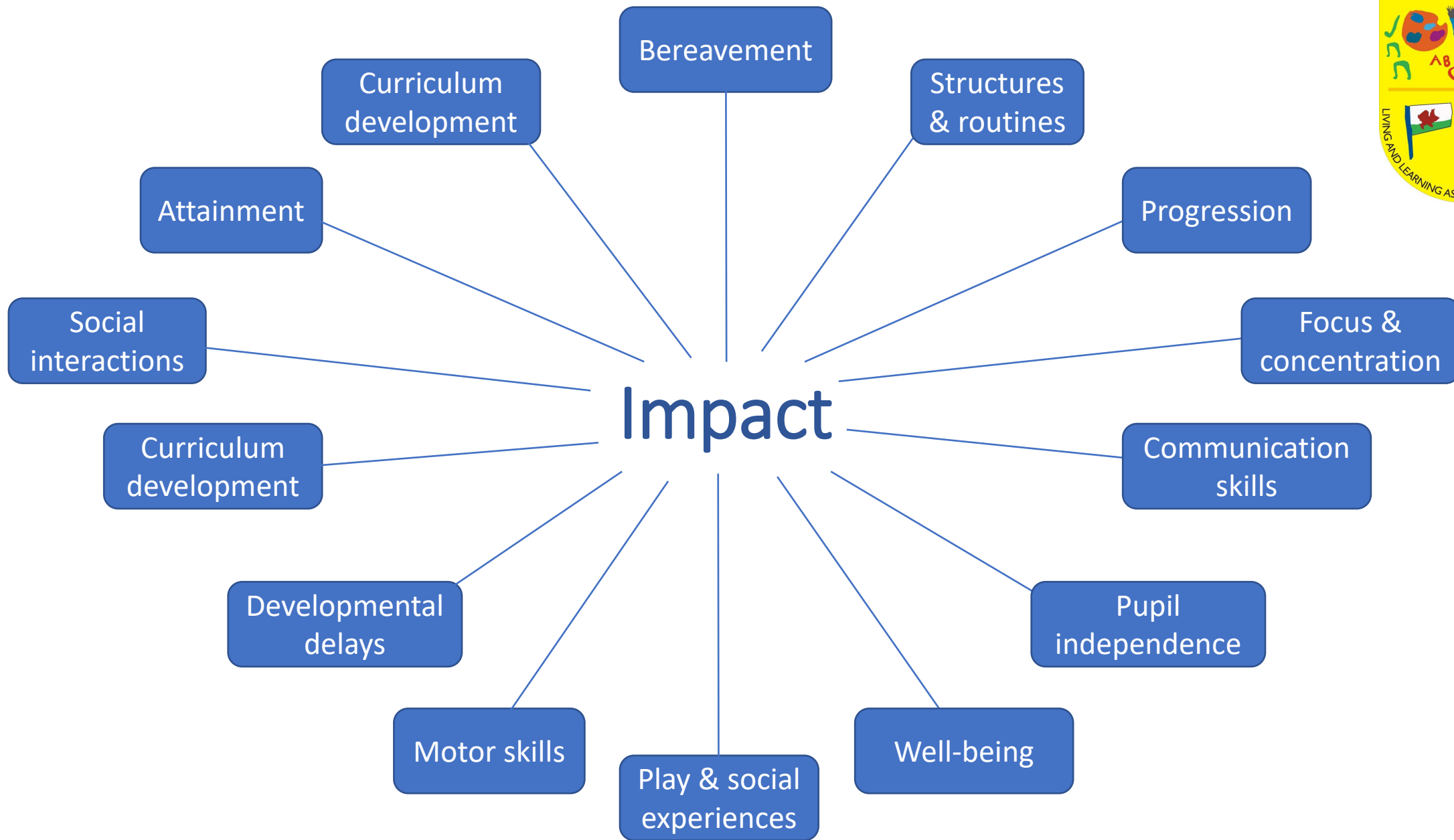
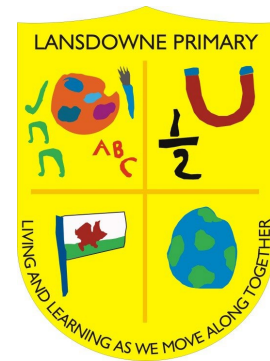
Michelle Jones

‘Relationships, Well-being, Achievement’



Context of Lansdowne

- 348 pupils on roll
- 41% eFSM pupils
- 57% EAL pupils
- 69% of families speak another language other than English at home
- 19% pupils identified as ALN
- 48% pupils identified as vulnerable learners
- 2 children looked after
- 11 children on CP register





Impact on attainment

- Low attainment across the school
- Children entering school have significantly lower baseline as assessed using WELCOM assessment tool
- Significant delays in referrals made & support put in place, e.g. neurodevelopmental pathway have a 30-month waiting list for referrals
- Children's progress is slower
- Higher levels of intervention needed to close the gap
- Pupils' concentration and resilience impacted



Curriculum Development

- Professional development opportunities severely limited
- Shift to online/blended learning
- Momentum lost with Curriculum for Wales work
- Huge period of change for staff – many feeling overwhelmed/burnt out
- Changed context of learning, schools & communities which needed to be reflected in the curriculum
- Cluster & partnership working became much more difficult
- Capacity for leadership & teaching staff to consider, plan & implement change hugely lowered



Impact on well-being

- Increase in mental health demands amongst staff, pupils & the wider community
 - More constant support required by most staff due to the increase
 - Lack of face-to-face services to support individuals & families
- Anxious staff returned to work: reluctant to mix, socialise, support one another
- Increased staff absences; lack of continuity for learners
- Increased levels of staff leaving profession
 - Feeling undervalued
 - Re-evaluating personal values & morals
 - Family, personal and financial motivations
 - Change of responsibilities of roles
- Increase in Wellness Plans, pupils needing emotional support
- Increase in Operation Encompass notifications
- Cost of living pressures: loss of family income, stability.



Impact on families

- Increase in eFSM 21% - 42%
- EAL families unable to express concerns and worries with their children
- Increased need to signposting to services: Housing, Early Help, Children's Services
- Inconsistency with support that is in place
- Lack of face-to-face support from mental health services, health visitors etc
- Increase in financial difficulties – including the current cost of living crisis
- Family resilience: anxieties around illness, social interactions
- Limited contact with wider families & supports
- Bereavements

What's worked

- Extra funding to support directed literacy, numeracy & well-being
- Targeted interventions to begin to close the gap
- Increase in well-being time throughout the school day for all pupils
- Improved relationships with families built on trust and transparency
- Whole school Thrive approach & well-being interventions; ELSA, TIS, Near Peer Coaching
- Extra Curricular activities
- Increased capacity in breakfast club
- Dedicated inset time for professional learning/meeting deadlines
- Mindful of workload and expectations of staff
- PPA time with year group partner and not restricted to school
- Support for headteacher from HR officer and EMT





Priorities

- Increased funding to allow schools to target support to improve progress of pupil learning
- Mental health services for adults and children need to be improved
- Increased communication between professionals supporting families
- Staff retention:- how do we make education a profession that people want to stay in?
- Consistency for families receiving external support
- Face to face consultations with health visitors and other professionals
- Greater support from specialist teams for children with ALN- particularly, children who have been missed in the system due to the pandemic

Radyr Primary

Reflection of positive
impacts of COVID

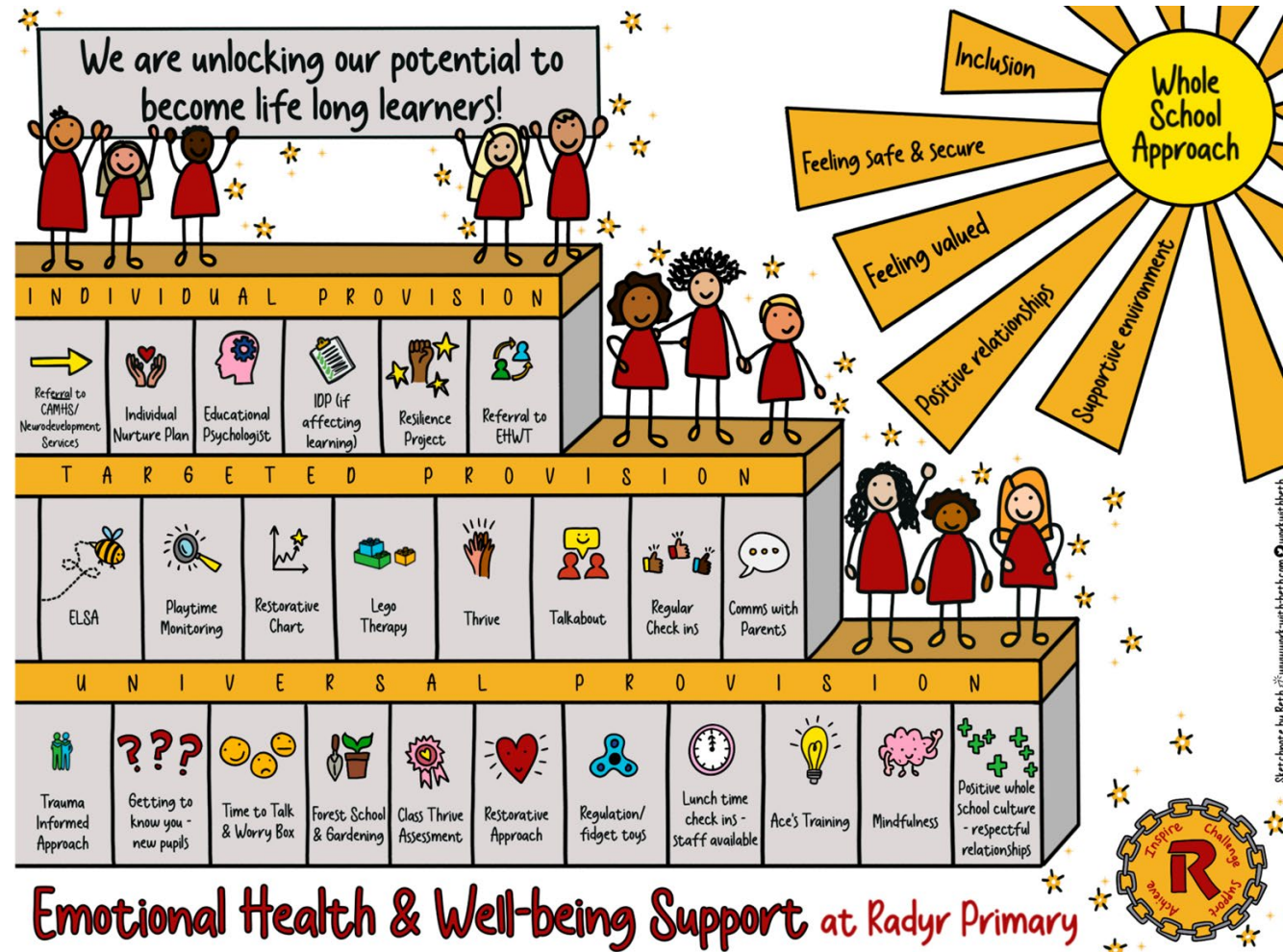
November 2022

Prioritising Health and Wellbeing



- A focus on reconnection and recovery on return in February 21
- A greater understanding of a whole school approach to health and wellbeing
- Creating our own H&W graduated response
- Allowing reflection and sharing best practices through an appreciative enquiry with an external consultant for CSC

Tudalen 35



Radyr Primary School - Appreciative Enquiry

This Appreciative Enquiry was undertaken collaboratively between Inclusion Expert and Central South Consortium, as well as, as well as staff and learners from Radyr Primary School. It focused on exploring some of the key elements identified within the Welsh Government statutory [framework on embedding a whole-school approach to emotional and mental well-being](#).

Appreciative Enquiry is a “thorough investigation of what works in an organisation and uses the organisations’ strengths as the impetus for continued growth” (Buchanen, 2015). It is characterised as a major tool to drive forward improvement and expand capacity.

Leadership Support for Emotional and Mental Health Wellbeing, and Ethos.

The leadership team at Radyr Primary School prioritise well-being across the school. This centres around a mantra of inclusion, feeling safe and secure, valued, engaging in positive relationships, and providing a supportive environment. Well-being is central to the distributed leadership programme and is tracked into job roles.

Leaders use different data including national, local, and internal assessments to assess the well-being needs in the school. Well-being is a key facet of the school self-evaluation process and seeded into staff meetings and lesson observation cycles, which in turn informs the school’s school improvement plans.

Radyr Primary School have established a graduated approach to the well-being provision for pupils, parents, and staff, which tracks and maps out the comprehensive well-being offer including universal, targeted, and specialised provision. The well-being offer is presented in engaging artistic representations that are disseminated to all stakeholders. Pupils also have a significant role in driving well-being across the school.

Improving Teaching and Learning

- **Aim:** Developing blended teaching and learning strategies during lockdown and on return to school
- **Research:** Teachers exploring modelling by John Hattie/ Steve Barkley
- Improving teaching and learning by using modelling in distanced teaching sessions to clarify misconceptions (I do, We do, You do)
- **Impact:** An appreciative enquiry with CSC: Radyr Focus was using instruction and modelling in Literacy within KS2 during lockdown

Tudalen 37

An appreciative enquiry which considers how technology supported high-quality explanations and modelling during periods of blended learning and potential implications for the future.

'I Do We Do You Do' is a **model of teaching** which is also known as the '**gradual release of responsibility**' model. It is meant to show students how to perform a task, and give them a chance to test it out with support, before they embark on the work themselves.

<https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3D2YHfqsqqqt8&data=04%7C01%7CSkidmoreC1%40Hwbcymru.net%7C6c950d055de54b2a418a08da06c4ef65%7C4f3f0e52b734416494091b601d147993%7C0%7C0%7C637829740138596381%7CUnknown%7CTWFpbGZsb3d8eyJWljiMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6I1haWwiLCJXVCI6Mn0%3D%7C3000&sdata=N6eqHzR6UBxNx9wLqK8EHFiWZdTKMiHkKdk27qMvHks%3D&reserved=0>

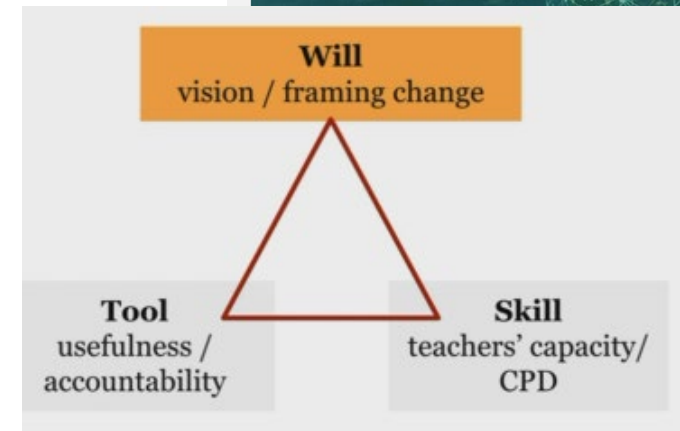
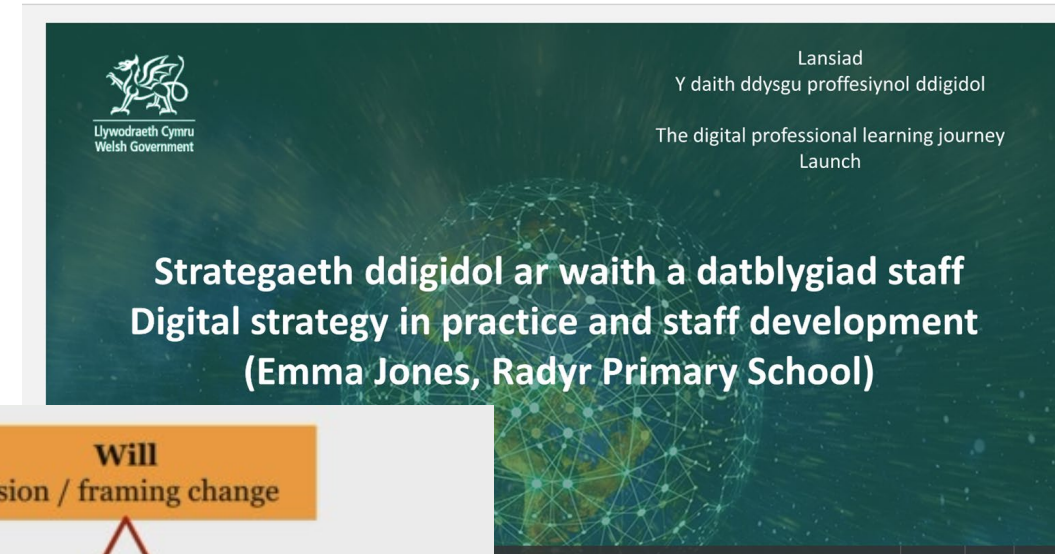
Digital Professional Learning (DPLJ)

- Created a shared **vision** and purpose with staff
- Staff **will** for change
- **Skill** development through modelling and co teaching
- Appropriate pace of change
- **Tools** - Increased digital resources
- Accelerated professional learning - using Hwb

Tudalen 38

Radyr Primary School)

In the first of three videos from schools, Emma Jones (Science and Technology Lead, Radyr Primary School, Cardiff) outlines how the school has used the DPLJ to support the development of a strategic approach to staff professional learning.



<https://hwb.gov.wales/playlists/view/086d612e-2488-4fa2-a671-86512349eca8/en/5?options=zUF8CTLaTS3%252B3PbB%252Ba1gGalg5KWp1pDhe5AE2v8L3IMfj%252FxFwLom4xFTdrOy6ZxRp2Csej5MLyfOF5HP%252BEukAA%253D%253D>

Strengthening Cluster Collaboration

- Bringing staff together across the cluster schools (initially during Hub days)
- Networking - meetings online
- Leading on to recent Cluster Curriculum



Aims:

To establish networks within the cluster

To collaborate to develop a high-level cluster curriculum with non-negotiable concepts within and across AoLEs

To develop a shared understanding of progression by considering sequencing of knowledge, skills and experiences along the 3-16 continuum

'Impact of Covid on Young People in Cardiff'

Children and Young People
Scrutiny Committee - Nov 14th

We seem to have survived – Why?

Together we are the body of Christ

- Our systems at Corpus Christi tended to survive a crisis because they have a **core principle that is supported by our ethical working practices and mission statement.**
- Staff had the **well-being (Care, Support & Guidance) of our children at the very core of their practice**
- **All stakeholders demonstrated a commitment to work well beyond their contractual obligations** and in a genuine ‘#TeamCorpus’ manner on their behalf
- **Leaders continued to develop** and have become **recognised as informed and trusted leaders and servants of our community and parishes.**

- **Measures to support infection control** - separation in yards at break time, keeping pupils in one classroom - adversely affected pupils' experience and enjoyment of school.
- By the end, **staff morale was severely strained** by the restrictions in place - this has had long-term effects.
- **Pupils' behaviour and general maturity** in how they approached school and interacted with staff was poor compared to pre-covid cohorts.
- **Pupils were needier**, less independent, and less skilled in areas such as numeracy and literacy.

(Although staff had the sense of 'journeying together' through the crises, by the end, morale was severely affected by the restrictions on school operations. Schools were very much 'on the front line' in the same way as NHS staff, and despite our best efforts, staff were at increased risk of catching the disease. This has not been properly recognised, and the support that teachers and school support staff provided to the nation should be recognised in their pay!!)

We seem to have survived – Why?

Covid highlighted and exacerbated inadequacies in school premises; insufficient toilets, small canteen space, lack of indoor areas to do physical activity -which put a strain on the wellbeing of pupils and staff.

- **Sound recovery planning** was needed
- We asked ourselves – **what the future should look like.**
- How the **recovery programme** should be driven.
- Committed to an awareness of **continuing needs.**
- **Had and continue to have a good understanding of how our pupils are progressing,** particularly those from disadvantaged backgrounds.
- **Ensure well-targeted and effective strategies** are in place to offer help to those who need it the most.

- **All Headteachers** in Cardiff have **spoken loud and clear** and provided local government and national government with sound guidance and direction, **keeping our schools open and functioning**, educating young people, and supporting our families within our communities and parishes.
- **Collaborative working** has been a key ingredient for recovery
- We feel that we are **fully engaged** in **shaping the future of Welsh education**.
- We truly believe that our voice will help to inform and direct this debate and that the empowerment of our **school leaders will be a fundamental part** of the new reforms currently taking place.

Impact

- **First Lockdown** – March 2020 – most pupils stayed home
 - Vulnerable pupils attend the Hub Provision – **Schools worked together**
 - Staffing rota put in place – most vulnerable would see a familiar face
 - But... This face was different each day and, inevitably, **pupils with the greatest emotional needs would have missed out on interactions with their usual 'go-to' member of staff.**
- Second Lockdown** – Hub Provision from Corpus Christi – offered vulnerable pupils a greater **sense of stability** where **familiar surroundings** and **interactions with a more constant staff existed.**

Impact

- **Bringing together vulnerable pupils** for very different reasons, brought along with it, its own **difficulties**
- Pupils who would never normally interact with each other **gravitated towards one another** and this sometimes resulted in **anti-social behaviours**.
- In some cases, younger pupils witnessed behaviours of older pupils and this influence was **not always a positive one**.
- The setting up of an **ALN Covid Hub** mitigated most of our problems, but it was during **unstructured times when staff observed behavioural changes**.

Impact

- Has **highlighted the disadvantages of pupils** (eg assumption that all families have and can afford to pay for Wi-Fi).
- The **assumption that all pupils have electronic devices** in order to be able to participate in remote learning.
- **Attendance concerns** – referral criteria? Fines? Prosecutions? Codes?
- Possibility of a code for **Mental Health /anxiety?**
- **1 week holiday** now allowed?
- Services which support pupils/families have **long waiting lists**.

Impact

- **Attainment** – over the past 3 years – a gradual decline in Years 7- 9
- **Particularly significant** in English and Maths
- Mixed ability teaching far more challenging
- With NC levels not being available from September 2022, monitoring this trend will not be possible.

Bucking the trend:

Despite national headlines reporting a significant fall in GCSE results from last year with figures lying midway between 2019 and 2021, almost all of Corpus Christi's raw outcome measures exceeded those in both 2019 and 2021.

- Despite the **engagement of boys in hybrid learning** during 2020/21 being generally lower than that of girls, the **L2+ attainment gap for boys narrowed significantly in 2022.**
- **Gaps in attainment for EAL and ALN learners also narrowed.**
- **The L2+ attainment gap for FSM learners widened in 2022.**

Tudalen 49

This reflected the loss of learning and engagement displayed by many FSM learners during the lockdown periods of 2020/21, especially in Numeracy and Mathematics.

- **Raising the attainment of FSM learners will be a priority focus in 2022-23.**

Solutions

Additional Priorities for 2022-23

- Ensure that **assessment informs the progress** made by Year 7 experiencing new CfW learning experiences.
- Work with **'AoLE Leads'** to generate and implement **new summative assessment, tracking, and monitoring processes** to be used with Year 7 learners under CfW.
- **Generate a new reporting format** to communicate the attitude to learning, progress, and well-being of Year 7 pupils to their parents/carers.

Positives

- The Council was proactive in setting up support for schools - **H&S officer availability and guidance around the clock** (weekend number for weekend queries),
- **Procurement of PPE,**
- **Fast reaction** if we had queries or concerns on our operations
- **Weekly briefings from MT** gave steady and calm support to schools 'on the front line'.
- **Difficulties were tackled together.**
- **Strong relationships were built** between our school staff and LA officers at all levels, and this has continued post-covid.
- We would like to maintain this.

Positives

- Our school, like many others, tried to maximise the periods of school closure to carry out **modifications and improvements to the school buildings.**
- This means that pupils returned to a **better learning environment.**
We also sought to devise new spaces/layouts to enable us to better support vulnerable pupils (**the Pastoral Hub area, ALN Hub area, Library refurbishment, DT/ICT/Food Lab remodelling**).
- Schools made some savings in school operational costs, which we used very effectively.

- **A strong positive** - the leap forward in technological capacity.
- Use of Teams for meetings and document handling has revolutionised the way we work and increased efficiency (plus lessened environmental impact).
- **Governors' meetings**, for example, continue to be held in part via Teams.
- Pupils and staff IT skills all improved because of the pandemic.
- The challenge will be to ensure a '**level playing field for all pupils**' - a device and good internet connection for pupils at home and at school, if we are to be able to move forward.
- **The support from the Council** in recognising this need, and taking the lead in procurement, was appreciated and we hope will continue, as this is an ongoing process to secure a 21st-century learning environment.

Other Covid Keepers

- **Orderly queues for the canteen** (staying within the COVID green line) have been retained and pupil behaviour in such crowded environments is very good.
- **Retention of separate yards** for (Y7, 8 & 9) at break and lunchtimes has resulted in improved behaviours
- **Use of Microsoft TEAMS** is school-wide at every level, including pupils – a massive upscale in digital literacy has been noted
- **Change to mixed ability classes at KS3** – post-Covid reset

Targeted Academic Support

- **To enable improved access to the curriculum:**
- Dual banding (a pilot process) across Years 7 & 8 with mixed ability classes for all lessons apart from Mathematics where pupils will be in sets – there will also be a discrete ALN class (S)
- Continue to embed Corpus Christi Reading Canon to improve the metacognitive aspects of reading.
- Provide Research on School led Literacy Professional Learning to ensure high-quality teaching.
- Provide parents with additional support materials.
- Same-day in-class intervention.
- Teacher-led targeted group teaching
- Specific intervention programmes led by both Teachers and Teaching Assistants.
- Literacy and numeracy interventions
- Introduction of Accelerated Learner Programme” (AAHT/ALPS Champions) parental engagement and action planning.
- KS4 Maths and English form time intervention
- Deployment of TAs
- Targeted report system
- Deployment of cover supervisors to support within lessons.

Wider strategies

- Thrive Approach
- Aspire register
- Pastoral support packages (internal and external)
- Accelerated Learner Programme

†udalen 56

Attendance team support

Breakfast Club

Wellbeing Hub physical environment has been planned with Safe Spaces.

- Staff Wellbeing Committee.
- Student Wellness and Awareness Group (SWAG) provides pupil's voice.
- Based on strong relationships: Communication with families (and staff) is made easier by the strength of relationships already in place meaning that families trust the school's approaches and support the strategies in place for learning as well as well-being.

We can all appreciate the last three years where we have demonstrated how vital our role is in the parishes and the community that feed Corpus Christi.

The pandemic has highlighted

- the security and safeguarding we provide for our most vulnerable learners
- provision of vital supplies such as food and IT equipment when they were most needed
- the time and effort it took to support the test, tracking, and tracing and the further support the leadership showed as the vaccination rollout began in order to protect everyone.
- the professionalism and diligence of all staff that ensured all children received robust assessments at the end of a chaotic period and the security that they confidently move on to the next stage of their education with a sense of true belief in their own abilities
- the strength and compassion our leadership teams show to our colleagues (This includes strong Governance, SLT, and Middle Leaders). This was exhibited when staff were at their most vulnerable and in need of our assurance and authority to diminish feelings of anxiety and great nervousness.

Mae'r dudalen hon yn wag yn fwriadol