



Llywodraeth Cymru
Welsh Government

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National model phase specific report

Phase 1: Establish the group *(Phases 1 and 2 are interdependent)*

Definition: during this phase, data is used to identify the composition of the group and all participants have a shared understanding of the PLC national model and agree responsibilities within the PLC.

When completing this phase describe how you:

- considered the data
- shared the national model with all participants
- agreed who will take on the role of the facilitator
- agreed what will happen in subsequent meetings
- agreed working practices for the PLC.

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Phase 2: Identify a focus

(Phases 1 and 2 are interdependent)

Definition: during this phase the PLC will identify a particular issue or problem for a group of learners, based on an analysis of data.

When completing this phase describe how you:

- agreed a specific, measurable focused question for enquiry
- ensured that your question for enquiry is related to learner outcomes
- established success criteria to assess and measure impact on learner outcomes.

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Phase 3: Action enquiry

Definition: during this phase, which is critical to the success of the PLC, the participants will have researched the potential strategies that could improve practice and learner outcomes.

When completing this phase describe:

- what strategies are available
- where there is good/effective practice within school and/or in other schools that impact on learner outcomes
- how you will decide which strategy to trial
- what is your agreed strategy of choice.

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Phase 4: Innovation and change

Definition: during this phase the strategies identified through the enquiry are shared with the PLC participants. The strategy identified to have the most potential impact is selected for trialling. The necessary changes to support the trialling phase to take place at school level are agreed.

When completing this phase describe how you:

- ensured all participants have considered the potential strategies and have reached a consensus about the strategy to trial
- considered how barriers to trialling and change may be overcome.

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Phase 5: Trialling and feedback

Definition: during this phase the strategy or strategies for improvement are trialled. Progress and feedback are shared by PLC participants.

When completing this phase describe how you:

- trialled the agreed strategy or strategies for improvement
- collected interim data/feedback on the impact of changes to classroom practice
- shared data and feedback on the impact of changes to classroom practice.



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Phase 6: Refining

Definition: during this phase the PLC will refine or refocus the trialled strategies based on the data/evidence collected.

When completing this phase describe how you:

- considered the effectiveness of the strategies being trialled, based on data and evidence collected and shared
- considered refining or refocusing strategies to maximise impact and effectiveness
- continued to trial the strategies over a period of time and in a range of contexts
- continued to collect data and evidence on the impact of the strategy or strategies.



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Phase 7: Sharing outcomes

Definition: during this phase the outcomes, impact and recommendations of the PLC are shared with staff, governors, parents/carers and where appropriate other schools for action.

When completing this phase describe how you:

- demonstrated specific measurable outcomes from the PLC work
- shared the outcomes and impact with staff, governors, parents/carers and where appropriate other schools
- made recommendations based on the impact and outcomes for staff, governors, parents/carers and where appropriate other schools for action.