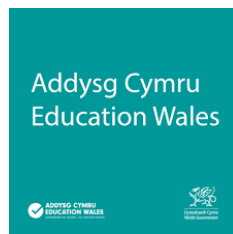# The National Evaluation and Improvement Resource (NEIR)
update and guidance

v1.3

October 2020

Contents

1) Development and organisation of prompts

1.1) Development of additional prompts for whole school vision and blended learning

The original NEIR prompts were organised into four categories namely:

- Teaching
- Leadership
- Curriculum
- Well-being

Following discussions during the summer term 2020 and looking at the alignment of the NEIR with the Professional Learning Journey and Schools as Learning Organisations, it was proposed to develop an additional series of prompts to support the development of school vision.

In light of Covid-19, many schools have accelerated their plans for developing blended learning and a series of prompts have been developed for evaluating this aspect. These prompts have a limited shelf life and can be incorporated into other prompt groupings in the future.

Currently, there are a small number of prompts that align to the first component of the PLJ, namely developing a shared whole-school vision.

Additional "vision" prompts have been developed to address this and support schools with the evaluation and development processes around their vision for the new curriculum and their vision for the school moving forward.

Examples of the vision and blended learning prompts are presented in Appendix 1.

1.2) Alignment to PLJ

The Professional Learning Journey (PLJ) was published in May 2020 and its structure combines the Schools as Learning Organisations (SLO) and National Approach to Professional Learning (NAPL) models. The PLJ also aligns very closely with the NEIR prompts, and the playlist resources produced also provide case study examples which align to the NEIR prompts as well.

An initial mapping exercise has been undertaken to align the NEIR prompts to the PLJ. All prompts had some alignment, with some prompts having closer alignment than others. The best alignment occurs with the curriculum prompts, although the way the curriculum prompts are currently presented do not align with the order of the PLJ. The mapping can be seen against the relevant prompts in Appendix 1.

The other prompt categories would also benefit from grouping into components. This will provide a common structure for the NEIR prompts.

The curriculum prompts are organised into a 3 stage structure:
- Understanding
- Evaluating
- Developing

There are 47 curriculum prompts in total, and some of these prompts are duplicates.

In order to provide better parity with the PLJ and to support a possible order for schools to address evaluation and development of the new curriculum side by side, it is proposed that the prompts are organised into 3 component groups that align with the PLJ and SLO.
 There is also some alignment to the PLJ with the leadership and teaching prompts. The wellbeing prompts do not align.

The teaching and leadership prompts are already grouped and align to the professional or teaching and leadership standards (PTLS).

The prompts have been organised into six categories with a varying number of component groups.
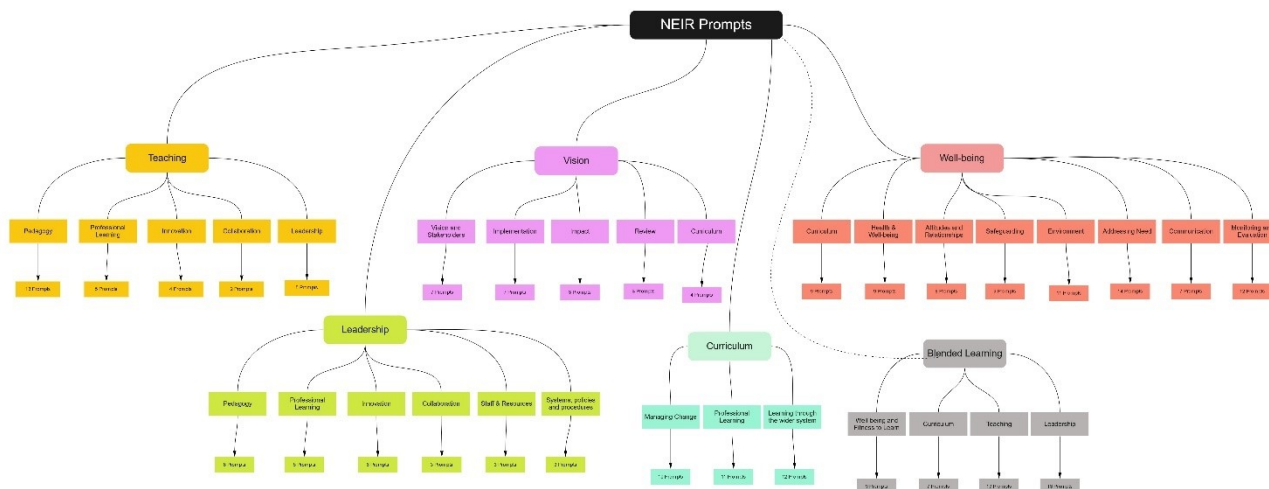
A full set of the prompts, organised by category and aligned to the PLJ can be found in Appendix 1.

1.3)   Presentation of prompts on Web page
Currently, the prompt layouts differ for different groups of prompts on the web page. By ensuring a common structure for the prompts, this will provide the end user with a better overall structure and common feel when navigating the web site.

It would be beneficial if the prompts followed a common presentation format. See section 2 for more details on the website design.

1.4)   Additional prompts and engagement with other groups
Following discussion with various groups as the NEIR evolves, it is clear that there's a need to ensure that the NEIR can be used successfully beyond the schools' sector.
Many of the prompts and the grouping arrangements would apply in sectors such as further education and the non-maintained sector.

Work is underway to examine the alignment of the NEIR prompts with the self-evaluation requirements of the non-maintained sector. How this will align to the NEIR, e.g. additional prompt category/components or mapped prompts is still to be decided.

The NEIR prompts would also benefit from some minor tweaks following input from different groups. The outcomes of these consultations can be found on the Teams site (Website channel, content tab, "Additional prompts" page).

They include:
- Additional prompts to evaluate Headteacher and staff well-being
- Careers and work related education

There are also a range of other self-evaluation tools that would complement the NEIR and need not be replicated within the NEIR prompts themselves. These provide opportunities for deeper evaluation. A growing list of these review tools/models are available on the Teams site Website channel, Content tab, "Links to additional review tools" page) and consist of the following:
- Schools as learning organisations survey
- 360 digi Cymru (Wider digital agenda review)

- 360 safe Cymru (review of e-safety and digital resilience)
- Community Focussed Schools

1.5) Actions required

Further narrative will be required for the website to talk about the prompt groupings including how the prompts align to PLJ/SLO/Talk Pedagogy/Community focussed schools

There is also additional narrative that could be included about grouping prompts in different ways to suit the school's processes. For example, a school may decide to address the prompts in the following longitudinal manner:

Pedagogy	Pedagogy	Learning through the wider system	Implementation	Addressing need Safeguarding	Teaching	**Pedagogy**
Professional Learning	Professional Learning	Professional learning				**Professional Learning**
Innovation	Innovation		Impact			**Innovation and impact**
Collaboration	Collaboration			Communication		**Communicating and collaborating**
Leadership	Systems, Policies & Procedures	Managing change	Vision and stakeholders		Leadership	**Leadership & management**
			Curriculum	Curriculum	Curriculum	**Curriculum**
			Review	Monitoring and evaluation		**Monitoring, evaluation and review**
	Staff & Resources			Health & Well-being	Well-being and fitness to learn	**Well-being**
				Attitudes and relationships Environment		**Attitudes & environment**

Including some narrative and different examples will add to the flexibility of this resource and emphasise that schools have freedom to use these prompts as they see fit.

2) Resource development

The following resources will be developed as part of the project.

2.1) Self-evaluation methodologies

With a shift towards a more open and school-specific ideology for self-evaluation, it would be useful to capture different approaches schools are adopting around their methods of self-evaluation.

The project will look to capture examples from schools in different sectors. As a minimum:
- 2 x primary schools
- 2 x secondary schools
- 1 x special school

Ideally 1-2 of the above to be Welsh-medium schools.

Schools to be interviewed in person or over Teams and the following information to be captured:
- Overview of method of self-evaluation
- Reasons for changing to this method
- Use of self-evaluation at departmental level (secondary)
- Interview with member of SLT
- Interview with middle leader/teacher
- Outcomes to date
- Links between self-evaluation method and development planning

Information to be assembled into either a playlist or Sway, depending upon the amount of text content.
Include screenshots and/or copies of templates/documents used.

Regional Consortia to inform Welsh Government of relevant schools. Interviews to be conducted during the autumn term 2020.

2.2) School improvement case studies using curriculum prompts
It is proposed that we adopt a 3-phase process for collecting information from schools (as per NPEP).

If this approach is adopted, an online form will be used to capture initial stages of the project. Final information to be agreed but could include the following:

Stage 1
School name
Region
Contact name & email
Prompts to be considered (if known at this stage)
Title of resource (overall theme of the resource)

Stage 2
Outline of process
Staff and stakeholder involvement
Preliminary outcomes
Link to plans/forward planning
Next steps

Stage 3
Outcomes
Next steps for further improvement
Present final resource in playlist/Sway format
Include any resources used or developed as part of the process, e.g. questionnaires, proformas etc


Supporting content
These could form stand-alone interviews to support the rationale behind good self-evaluation

Talking heads interview outlining the importance of good self-evaluation
Interview with governor.

2.3) Aligning PLJ resources for use as part of the NEIR

A series of playlists has been produced as part of the PLJ. These have been mapped to the NEIR prompts – see Appendix 1.

PLJ resources match to NEIR

Number of playlists aligning to prompt categories
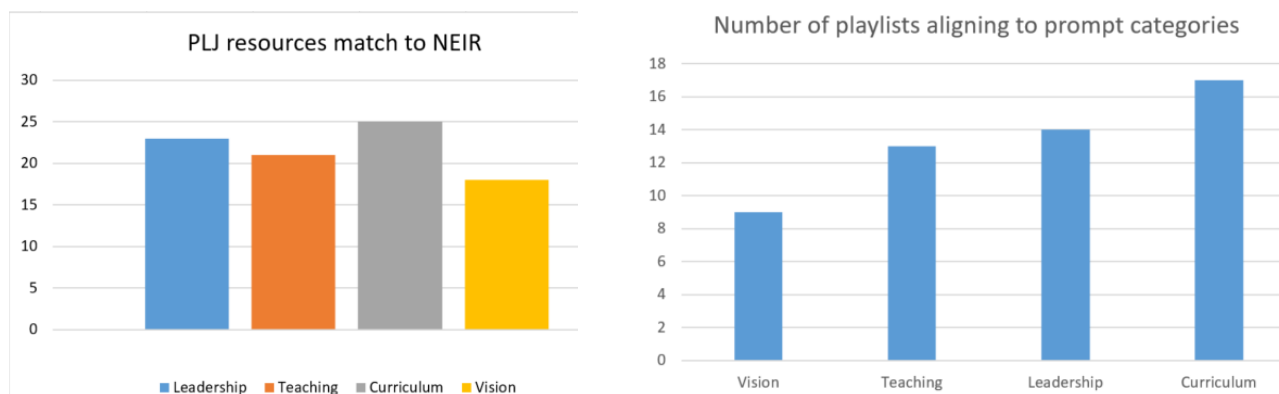
Additional resources are planned with schools as part of the NEIR. This work will continue when schools re-open.

2.4) Resources format

For the NEIR, the following needs to be considered:

- ***How will the resources be presented?***

These could be either in a single format, e.g. Hwb Playlists as is the case with the PLJ or using a mixed format, based upon the nature of the resource.

Here are some possible formats for presentation:

Playlists – presentation of limited text and video/audio in a slideshow format. Attachments can be added to any "slide". Useful for collecting a series of resources, e.g. proformas, policies etc as well as teacher interviews/video excerpts from lessons etc, with associated narrative.

Sways – presentation of text, images and multimedia in an automated format. Limited control over layout at times.

Web page/Blogs – best for presentation of significant text information. Limited layout for images. Can include links quite easily to resources but these will have to be hosted elsewhere, e.g. on Cloud storage,

PDF – as above, useful for substantial text and text/image combinations. It is possible to include video in a PDF but this doesn't look that good.

- ***Resource content***

It is important that these resources have a function beyond the usual case study format. It needs to provide specific examples of
- How a school used self-evaluation for improvement
- Why the school adopted a particular approach
- What impact the improvement had on the aspects that required improvement
- How stakeholders engaged in the process

Exemplar guidance on the information and resources to capture needs to be produced. It was clear from the development of the PLJ playlists that schools found it difficult to consider producing a resource that could be used by others for professional learning. It was also difficult to gather

information retrospectively on the development journey that had undertaken, e.g. questionnaires used, notes from meetings, initial planning documentation etc.

Providing examples of the type of documentation and evidence that can be captured as schools are undertaking the evaluation and improvement process will enrich the final resource. Stakeholder interviews can be captured whilst the process is still live and provide a good multimedia complement to the resource.

It will not be possible to have specific resources for every prompt in the resource. It is probably not desirable to do so. It is essential that the support materials reflect the principles, ethos and aims of the resource as set out in section 1. It is important to understand the how and why promoted through the resource and not just to provide resources for schools to emulate practice. The resources that we produce should exemplify effective practice that is transferable between different types of schools and to different aspects of work within individual schools

Additional guidance on resource development for schools and regional consortia can be found in section 8.2.

2.5) Sources of evidence for capture from schools

Based upon experience of collecting evidence for the PLJ resources, the following evidence could be collected from schools. This list is not exhaustive or prescriptive.

Documentary evidence
- Minutes of meetings
- Planning documentation
- Questionnaires (blanks, sample completed and summary outcomes)
- Proformas (blanks and sample completed)
- Presentations to staff (include written speaker notes)
- Quotations from stakeholders
- Reports
- Timetables of activities
- INSET activities
- Any kinaesthetic activities, e.g. card sorts, group work etc
- Diary of activities and actions

Multimedia evidence
- Staff interviews (video/audio)
- Governor interviews
- Learner interviews
- Soundbites
- Excerpts from lessons
- Videos or animated explainers
- Infographics
- Photographs of school (for presentation purposes)

Overall criteria for resource collection
Consider whether the resource makes sense to an external audience without the person being present to explain. There may be need to include additional commentary to provide context and explanation of the resource. This is especially the case in terms of presentation resources where speaker notes need to be added to some slides.

Some information might appear unnecessary but provide an important insight into the process. Including areas to avoid/pitfalls is also very useful and this was emphasised during the PLJ resource production. If a school is going to replicate a process, they need to be able to avoid the mistakes made by the original school.

## 3) NEIR interactive activities and website design

3.1) Interactive quizzes
The following interactive resources have been developed for pilot. They are in the form of quizzes sitting within playlists.
- Dos and don'ts drag and drop quiz
- Engaging with learners multiple choice quiz
- Engaging with stakeholders cloze activity
- Prompt categories quiz

3.2) Website design

Below is the site map for the redesigned website. The circles on the left represent links to websites for other projects, e.g. Schools as Learning Organisations and The Professional Learning Journey. The PLJ website is organised with a central "hub" landing page, navigating out to the different components and resources but the end user can navigate back to the main page via the breadcrumb trail at the top of each page as can be seen in the diagram on the right.

NEIR Site map Aug 2020
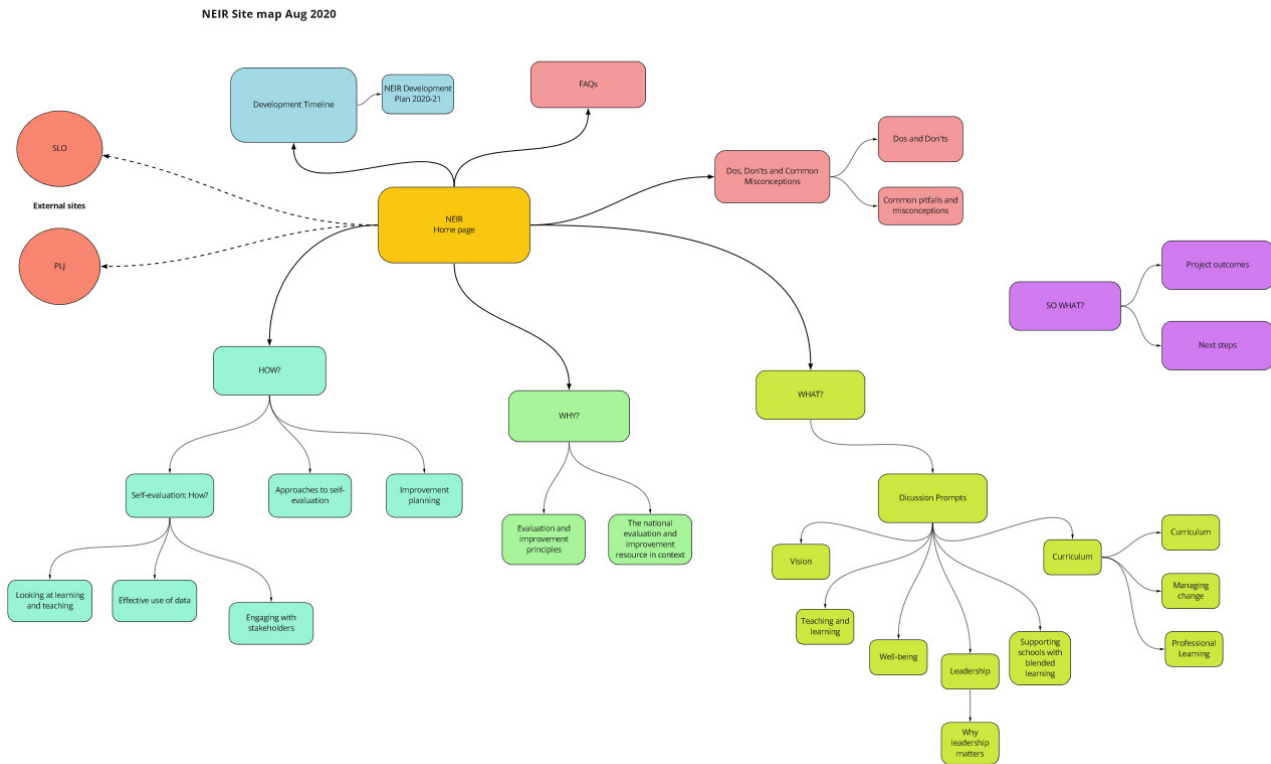
A dummy version of the website has been set up to illustrate the potential structure:
http://www.mjjweb.epizy.com

The redesigned website will be available on Hwb for pilot schools to access by the end of October 2020. This is currently being quality assured by the Hwb team and the relevant pages are being built. The most up-to-date version is here.

3.3) Animated explainer
An animated explainer is under development which will feature on the website and as a trailer for schools. A draft version has been produced but it will be developed further to include voice-over and video footage to compliment the animation. The animated explainer requires further work and will be available in the spring term.

3.4) Improvement planning guidance

The website contains some useful guidance on school improvement planning. However, national guidance on school improvement planning is currently being updated. We need to ensure the information relating to improvement planning in NEIR aligns with the upcoming revised guidance on school improvement planning. This will require revision when the improvement guidance is released.

4) Project Timeline

There needs to be an agreement on final dates and update the below graphic for the website. Also need to include additional narrative for web page on timeline.

Here is the current timeline:
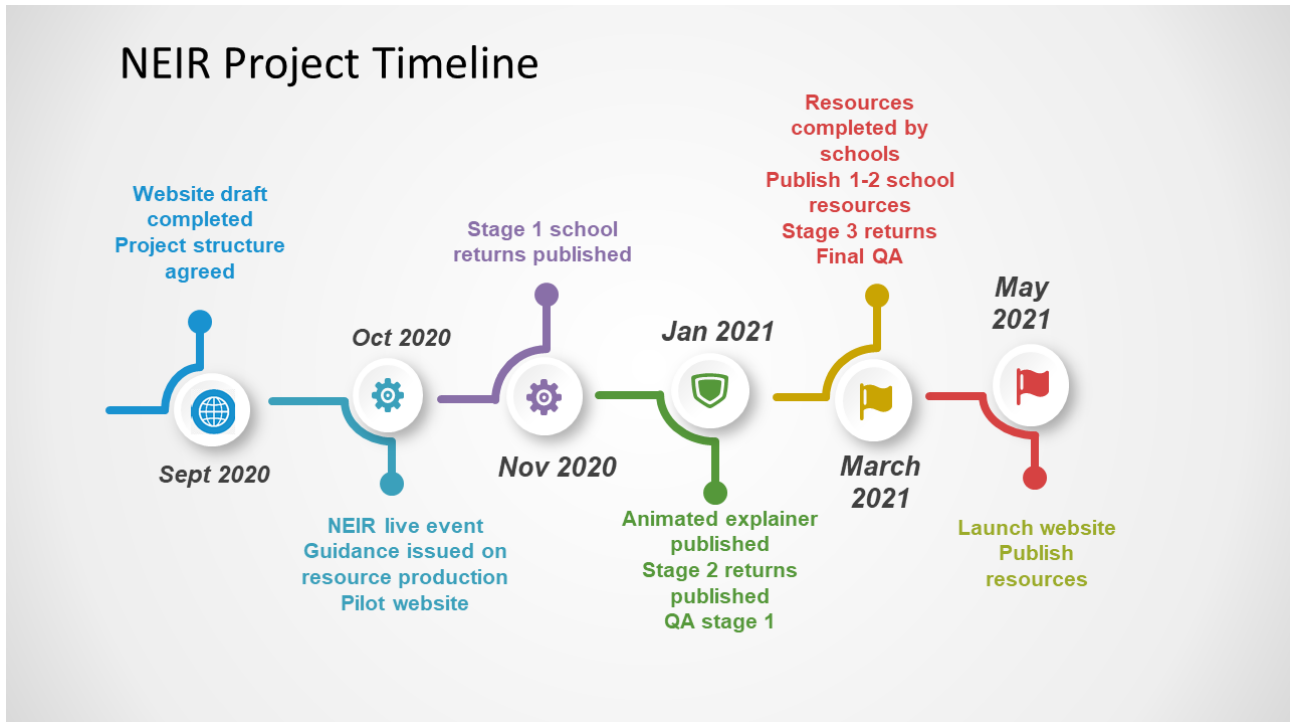
See communications and monitoring plans (Sections 7 and 8 below) for more details of events and dates.

6) Quality Assurance

Structure and timeline to be agreed.
QA group: composition and meeting dates (WG, Regional consortia, Estyn, schools)
Schools' reference group for PLJ (meetings January 21, April 21)

The following QA processes need to be in place:

6.1) QA group
Consisting of
WG PL team(x1)
WG Curriculum team (x1)
Estyn (x2)
Regions (x4)
Schools (x4) – one per region with balance across sectors

6.2) Regional QA
Monitoring of progress from regional leads
This will include face to face and/or virtual meetings with school leads once during stage 1-2 and once during stage 2-3.

6.3) PLJ Reference group

An independent group which has been set up to monitor work from the PLJ and to be used as a test bed for other projects. This group will meet twice during the academic year 2020-21 (current plans are for meetings in November and February/March).

7) Communications
Communication will take place on a number of different levels:

- Release of the animated explainer as a trailer (January 2021)
- Teams meeting for regions and project team (September 2020)
- Website launch for piloting (October 2020)
- Issue guidance to schools on resource production process (October 2020)
- Stage 1 school returns published on pilot site (November 2020)
- Live national event for all schools involved (Phase 1 & 2) (24/11/2020)
- Release 1-2 completed NEIR case study playlists (March 2021)
- Stage 2 school returns published on pilot site (March 2021)
- Website and NEIR resources (stage 3) published (May 2021)

Proposed national event on 8/10/20 to include:

- Attendance by WG, Estyn, Regions, Phase 1 & 2 schools
- Project update (website, prompts, action plan etc)
- Structure for development of resources and timescales
- Regional discussion to arrange visits and monitoring arrangements

8) Monitoring guidance for regions

8.1) Staged approach
It is proposed that schools develop their resource via a 3 stage approach (see section 2.2).
- Stage 1: initial outline of project
- Stage 2: work to date
- Stage 3: completed resource

Regional Consortia will have a monitoring role between these stages

Between Stages 1 and 2
The following aspects should be monitored by regional consortia:
Programme plan
Playlist storyboard (example can be seen in Appendix 2)
Ensure appropriate mix of media
Remind schools that resources produced by schools is for an external audience. Ensure that schools tell their story of **how** and **why** as well as the "What?"
Emphasise that we need to capture the use of the approaches from the resource e.g. how schools looked at learning. This should not be a superficial commentary. These are the processes we need to model for schools that struggle
Schools to make a list of which prompts used.
Complete mapping spreadsheet on Teams to ensure coverage of all prompts across schools and balance of phase and sector.

Between Stage 2 and 3

Consider resources used by the school (meeting minutes, templates/proformas, questionnaires, planning documents) and how they used these as part of the processes to improve.
Important that we have these but we need to be careful to avoid a situation where schools think that having the paper to show that they have done something is a priority otherwise we are back to looking good rather than improving
Examine draft output once every 4-5 weeks
Monitor playlists
Use Teams pages for feedback between school visits

The following design criteria are being applied to the professional learning e-resources being produced by PL pioneer schools.

They are listed here for information purposes and may be of use in ensuring a level of consistency with the resources being produced by schools as part of the NEIR.
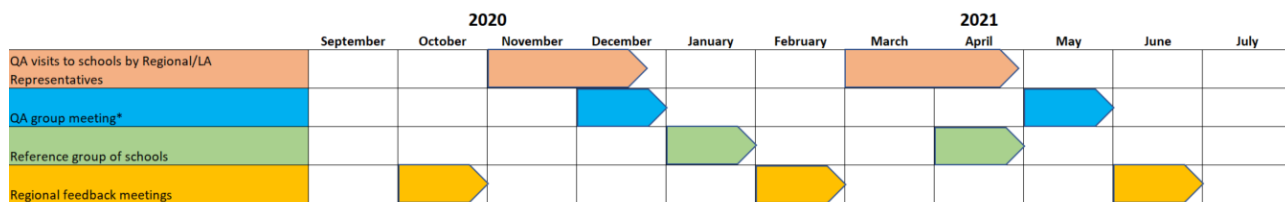
8.2) Design criteria for NEIR resources
- Resources to be produced to tell a school journey of change or development
- Resources will be in the form of a Hwb playlist, Sway or Spark.
- Each resource will indicate which prompts have been used
- Resources will be designed using a storyboard, which will be facilitate quality assurance procedures prior to the start of work on creating the resource
- Resources should include mixed media, e.g. text attachments, videos, images, audio recordings etc where relevant
- No video or audio clips to be longer then 3 minutes
- All individuals (staff, pupils, parents etc) included in any recordings or images must have given written consent by completing a Welsh Government consent form (in Files section on this Teams site)
- Avoid making any playlist slide or section overly long, but ensure that each slide provides a reasonable amount of information or all the information on a specific section or topic.
- Any images used in the playlists are for aesthetic and not informative purposes.
- All playlists resources to have the same content for the first 3 slides:
  o Slide 1: Title of playlist and name of school
  o Slide 2: contents page
  o Slide 3: context of school
- Any Sway or Spark resource to include the name of the school and a brief overview of the content, together with the context of the school.
- Any document or presentation resources must be made available in editable formats, e.g. Powerpoint, Word for schools to use and to aid in creating alternate language versions.
- Any proformas, questionnaires, planning tools etc must have blank version provided as well as any exemplar completed versions. Blank version must be in an editable format. Completed versions to be available in either editable or PDF versions.
- Schools to report on progress with resource development by completion of online form. Information will be captured at 3 points during the year:
  o Stage 1: initial outline of project
  o Stage 2: work to date
  o Stage 3: completed resource

After completion of resources
- Files/resources that are related to be grouped together to form a single resource. Complete a Hwb resource card for each resource. Copy of a partially completed Hwb resources card may be found in the playlist section. NB this has been pre-populated with information relating to the e-resources project and will need to be modified for the NEIR resources.
- Upload any files to the relevant Files section on the Teams site. Complete the table and assign keyword(s) to the files. You will also need to complete the category information. For the e-resources project this will be the audience, e.g. Senior leaders, phase etc

8.4) Monitoring timeline

	2020						2021				
	September	October	November	December	January	February	March	April	May	June	July
QA visits to schools by Regional/LA Representatives			◤ orange ►			◤ orange		►			
QA group meeting*				◤ blue ►					◤ blue ►		
Reference group of schools					◤ green ►		◤ green ►				
Regional feedback meetings		◤ yellow ►				◤ yellow ►				◤ yellow ►	

Representatives from Estyn, Regions and Welsh Government

The above timeline is in draft form and final dates will need to be agreed in teams meetings early in the autumn term 2020. Timings may change in light of Covid-19.

9) Key Actions from working group meetings

By July 2020

Actions and expectations	Progress

Working group will:
• Establish a flexible timeline of next steps
• Contact all pilot schools from phases 1 and 2 to provide a written update regarding progress and to outline next steps (even if the next step is that we will publish a timeline of actions in September when we know more about the arrangements for re-opening schools)
• Provide an opportunity for regional colleagues to consider the work undertaken by Estyn and WG during the lockdown period, specifically:
  i. Improvement text
  ii. Alignment of prompts with PLJ
  iii. Alignment of resource with PLJ and SLO
  iv. Website developments and animation
  v. Additional prompts to support schools to reflect on blended learning provision
• Establish Teams channel/process to facilitate digital moderation of resources
• Started discussions about the make-up of the moderation process
• Put a timeline in place to share with pilot schools in September 2020 (depending on the state of play at that point)
• Share timeline with NAEL to enable them to identify opportunities to align activities/training development or to contribute
	See section 7
	To be completed
	
	Done – information made available on Teams site and mock-up website link shared.
	
	Done
	
	To be completed
	
	Draft timeline produced. Final version to be agreed.
	This will be done when final timeline agreed.

By December 2020

Actions and expectations	Progress
Working Group will: • Have re-established momentum for the development of the resource through effective engagement with pilot schools • Provided a good quality web based resource for the NEIR that aligns with PLJ and SLO • Trained all pilot schools in the use of the web based resource • Begin to identify strengths and areas for improvement within the approaches guidance, the prompts and the web based resource • If appropriate, gathered information about evaluating prompts re: blended learning curriculum provision. • Undertake engagement visits with regional consortia colleagues to a sample of schools to gather first-hand information about the effectiveness of the resource, the digital platform and to support the creation of resources as set out in the bidding process • Begin to implement a QA process • Begin to work with regional colleagues and schools to identify examples of practice for inclusion in the resource. Where appropriate, allocate resource to film/ record this work • Communicate effectively with project participants and key stakeholders to ensure clear understanding of expectations and timescales for the project. • Be accessible to provide practical support, guidance and information • Organise events and funding arrangements • Establish a clear focus for the phase 1 schools for their evaluative work. Establish timelines with the phase 1 schools for the collection of the evaluation of the resource and of any support materials/ resources they have created • Where appropriate, begin to gather case studies/playlists with potential for inclusion on HWB • Listen to all feedback and consider its implications for next steps • Identify common resources from NEIR and the Professional Learning strategy & identify a method of sharing these through HWB in the most user friendly way (in the spirit of alignment and to reduce duplication of tasks and resources) • Begin to develop quality assurance arrangements in partnership with regional colleagues and schools • Explore links with other work streams, for example Professional learning. • Respond to any emerging feedback from the Inception Survey	Website to be completed by end of Oct 2020

Regional consortia will:
- ==Begin to identify strengths and areas for improvement within the approaches guidance, the prompts and the HWB platform==
- ==Begin to implement a QA process==
- Support schools to undertake evaluation and improvement work
- Work with schools to record progress/activity and any emerging findings in a format agreed by both parties
- Identify strengths and areas for improvement within the approaches guidance, the prompts and the HWB platform
- Work with schools to identify use specific tools/strategies to support the improvement process
- Identify examples of practice for inclusion in case studies (video etc.)
- ==Begin to develop quality assurance arrangements==
- Undertake joint visits to a sample of schools with colleagues from Estyn/WG to gain a shared perspective of progress
- Share their experience to date at the event in the Metropole/or digital if we have not resumed 'normal' activity
- ==Respond to any emerging feedback from the Inception Survey==

Schools will
- Use the pilot resource to undertake evaluation and improvement work
- Use specific tools/strategies to support the improvement process
- Keep a chronology of activity e.g. professional learning, looking at learning, learning walks. Be able to show how they have triangulated evidence from more than one source to inform improvement priorities
- Plan to use the approaches to monitor progress against improvement priorities
- Begin to identify strengths and areas for improvement within the approaches guidance, the prompts and the digital platform
- Identify any practice they wish to share
- ==Engage with QA process==
- ==Engaged with the Inception Survey==
- ==Be prepared to share their work to-date, including any resources they have created, and next steps with colleagues, at the Metropole==

- ==Have refined the HWB platform so that it is effective, efficient and user friendly==
- ==Hold an event for all phase 1 and 2 schools to recap progress and set out next steps with the HWB platform as a central focus. This will include any==

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resources that we have made to date and exemplify the cross over with the professional learning work
- Commenced work on developing an outcomes section
- Ensure that phase 1 and 2 schools have access to a fully digital version of the complete pilot resource
- Refined the resource in light of responses to the Inception Survey

Regional Consortia
- Continue to work with phase 1 and 2 schools to use and evaluate the resource
- Consider working with a sample of other schools (perhaps those in need of extra support) to use the resource, particularly any resources created by the phase 1 and 2 schools.
- Refined the resource in light of responses to the Inception Survey

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By April 2021

Actions and expectations	Progress
Working Group will: • Completed the creation of the 'final draft for national pilot' • Organised national launch events in collaboration with Regions and Schools Regions and Schools will • Collaborate to organise national launch events • Contribute to national launch events • Publicise and support national launch events	

10) NEIR Teams Site

A channel on Teams has been set up to manage planning and discussions.
It consists of the following channels:
- General
- Project Team
- Quality Assurance
- Website

The General channel is open to all partners involved in the project, whereas the other channels are restricted for specific people, e.g. Estyn/Regional Consortia/ Welsh Government.

Appendix 1 – Evaluation Prompts (September 2020)

Code	Group	Vision prompt	Comments
V1	Vision and stakeholders	Does the school have a shared vision for the education and wellbeing of all learners, staff and the community it serves?	This group considers: Having a vision * relevance of the vision * involvement of the school community and * stakeholders
V2		How well does the vision relate to the school's context?	
V4		How successful is the school's vision in developing a sense of shared purpose and common values amongst the school community?	
V5		How well does the school involve pupils, staff, parents and the wider community in creating and implementing its vision?	
V18		How well is the school's vision communicated to all stakeholders?	
V22		To what extent does our school community have ownership of our vision, aims and values?	
V23		How effective are our processes for involving the whole school community in the ongoing review of our vision, aims and values?	
V3	Implementation	How effective is the school's vision in establishing high expectations for all and a culture of continuous improvement?	This group looks at the implementation of the vision, including translation into daily practice
V6		How successful is the school in implementing its vision?	
V8		How well does the vision promote and lead to the use of effective teaching pedagogy?	
V11		How well do school leaders model and reinforce the school's vision through their day-to-day actions?	
V16		How well is the school's vision embedded in everyday practice?	
V19		How well does the school's vision help build leadership capacity?	
V24		What strategies do we employ to translate our vision, values and aims into daily practice within our school? How effective are these	
V7	Impact	How well does the school's vision support high levels of wellbeing and academic progress for learners?	This section looks at how the vision is impacting upon systems and processes
V13		How well does the school's vision support continuity and progression in learning and wellbeing from 3-16?	

V20		How well does the school's vision support improvement and change?	
V9	Curriculum	How well does the school's vision support the development and implementation of a curriculum for Wales?	How the vision is addressing the development of the curriculum for Wales - this could be merged into group 6
V10		How well does the school's vision support learners to work towards the four curriculum purposes?	
V14		How well does the successfully does the strategic vision support the school to develop as a learning organisation?	
		How well do you involve partners in evaluating your curriculum and how well do you use this information to influence improvement?	
V21		How well does the school vision develop a collaborative culture of learning?	How the vision addresses the professional learning journey
V12	Review	How well do school leaders draw upon the shared vision to highlight effective practice or to challenge underperformance?	Using the vision for montoring, evaluation, review and improvement
V17		How well do the school's improvement processes assist the school to achieve its vision?	
V25		How well do we use our vision, aims and values when making decisions about future improvement priorities?	
V15		How well does the school keep the effectiveness of its strategic vision under review?	

Leadership Prompts

Pedagogy	LA1	How well does leadership direct and influence the quality of teaching to enable learners to achieve the four purposes?	No direct
Pedagogy	LA2	How well does leadership develop and establish a clear vision for teaching and learning that secures the best possible progress for all learners?	S1
Pedagogy	LA3	How well does leadership use assessment to support all learners to make the progress of which they are capable?	S6
Pedagogy	LA4	How well does leadership create and maintain a positive teaching and learning environment that enables staff to provide effective learning experiences?	S6
Pedagogy	LA5	How well does leadership enable learners to shape their own teaching and learning experiences?	S6
Pedagogy	LA6	How well does leadership promote Welsh language and culture through teaching and learning experiences?	S7 (implied)
Professional Learning	LB1	How well does leadership establish a culture of professional learning that supports the school to realise its vision for learners?	N5
Professional Learning	LB2	How well does leadership ensure that professional learning focuses consistently on improving teaching, learning experiences and learners' progress and wellbeing?	S5
Professional Learning	LB3	How well does leadership promote engagement in professional learning about pedagogy and research, within and beyond the school?	S5, S4 (part)
Professional Learning	LB4	How well does leadership support staff in identifying their professional learning needs and objectives?	N5, N1
Professional Learning	LB5	How well does leadership develop the potential of others to become future leaders?	S2
Innovation	LC1	How well does leadership support and use innovation to improve the effectiveness of teaching and learning experiences?	S4 (implied)
Innovation	LC2	How well does leadership encourage, facilitate, engage with and evaluate innovation?	S4
Innovation	LC3	How well does leadership manage change to improve the quality of leadership, provision and learners' outcomes?	S7
Innovation	LC4	How well does leadership promote the systematic analysis of successful and less successful practices in order to learn from them?	No direct

Innovation	LC5	How well does leadership challenge or resist unnecessary changes and innovations? How well do you know which aspects require strengthening or more piloting before implementing them fully?	S7
Collaboration	LD1	How well does leadership establish a culture of collaborative learning and mutual respect within and beyond the school?	S3
Collaboration	LD2	How well does leadership ensure that collaboration focuses consistently on improving professional practice, pupil progress and wellbeing?	S3, S5
Collaboration	LD3	How well do leaders establish collaborative partnerships that have a positive on professional practice, pupil progress and wellbeing?	S6
Staff & resources	LE1	How well does leadership support the wellbeing of all staff?	No direct
Staff & resources	LE2	How well do leaders use available resources to maximise pupil progress and wellbeing?	No direct
Staff & resources	LE3	How effectively does leadership allocate resources to achieve its vision for learners?	N5 (implied)
Systems, policies and procedures	LF1	How well does leadership establish effective school improvement processes to achieve its vision for learners?	S7
Systems, policies and procedures	LF2	How well does leadership support all staff to contribute meaningfully to the school's improvement processes?	S1, S7
Systems, policies and procedures	LF3	How well do leaders ensure that staff implement policies that lead to high levels of consistency and coherence in the school's work and proportionate accountability?	S1 (implied)

Teaching Prompts

		Reflection and dialogue prompts	
Pedagogy	TA1	How well does teaching support learners to develop as Ambitious, Capable Learners, Ethical, informed citizens, Enterprising, Creative Contributors and Healthy, confident individuals?	S7 (implied)
Pedagogy	TA2	To what extent does teaching and learning maintain a consistent focus on the overall purposes of the curriculum?	S7
Pedagogy	TA3	How well does teaching develop learners' skills knowledge and understanding within authentic and purposeful contexts both in and across Areas of Learning and Experience?	S6
Pedagogy	TA4	How well does teaching reinforce Cross-curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practise them?	S6
Pedagogy	TA5	How well does teaching develop learners' understanding and use of the Welsh language?	S7
Pedagogy	TA6	How well do teachers select the most suitable teaching approaches to support learners to progress? These approaches might include direct teaching and those that promote problem solving, creative and critical thinking.	S6
Pedagogy	TA7	To what extent does teaching and learning challenge all learners by encouraging them to recognise the importance of sustained effort in meeting expectations that are high but achievable for them?	Not included
Pedagogy	TA8	How well do teachers use questioning to develop learning?	Not included
Pedagogy	TA9	How well do teachers use assessment to inform teaching and learning and build on learners' skills, knowledge and understanding? How well do we ensure that learners build successfully on what they have learnt as they move through the school or between schools?	S6 (implied)
Pedagogy	TA10	How well do teachers understand and use assessment for learning principles?	S6 (implied)
Pedagogy	TA11	To what extent does teaching supports social and emotional development and positive relationships?	Not included
Pedagogy	TA12	How well does teaching engage learners so that they become enthusiastic and motivated to extend their learning?	Not included

Professional learning	TB1	How well does the school ensure that continuous professional learning of teachers supports the realisation of the four purposes for learners?	S2
Professional learning	TB2	How well does the school use professional learning to improve the impact that teaching has on learners' progress and wellbeing?	N5
Professional learning	TB3	How well do teachers engage with research to support improvement?	S4
Professional learning	TB4	How well do teachers identify opportunities for colleagues' professional learning?	S3, S5
Professional learning	TB5	How well do teachers contribute to the professional learning of staff within and beyond the school?	S5
Innovation	TC1	How successful are we in creating a culture where teachers can be open to new ideas and doing things differently?	S4 (implied)
Innovation	TC2	How well do teachers engage with new or existing research to improve their professional practice?	S4
Innovation	TC3	How well do we enable teachers to share experiences of innovation to support others to improve?	S4
Innovation	TC4	How well do teachers reflect upon innovation and the difference it makes to their own professional practice?	S4
Collaboration	TD1	How well does the school use collaboration to improve professional practice, learners' outcomes and wellbeing?	S6
Collaboration	TD2	How well do we share new teaching approaches and resources to help others?	Not included
Leadership	TE1	How successful is the leadership of teaching in supporting learners to realise the four purposes?	S7
Leadership	TE2	How successful is leadership engage with professional learning, collaboration and innovation to improve pedagogy?	N5
Leadership	TE3	How successful is the leadership of teaching in securing high standards of pupil progress and wellbeing?	Not included
Leadership	TE4	How well does the school enable staff to contribute to the leadership of professional learning, collaboration, innovation and pedagogy within and beyond the school?	N5
Leadership	TE5	To what extent do all teachers use the Professional standards for teaching and leadership to guide their professional learning?	N5

Curriculum Prompts

	Understanding, Evaluating and Developing a new curriculum	Associated area of PLJ	
U1	**How well does the school understand the concepts of and relationships between:** **A curriculum driven by the four purposes?**	**S7**	Managing change
D1	Have leaders established the right culture and conditions for change? How do you know?	S7, S4	
D11	How well do you recognise main barriers to change and how do you address and overcome them?	S7	
D20	Have leaders established the right culture and conditions for change? How do you know?	S7, S4 (***Repeat of D1***)	
D22	How well do you raise awareness of curriculum change?	S7 (***Repeat of D22***)	
E1	How well does our current curriculum reflect the aims and aspirations of the new Curriculum for Wales?	PLJ: S7 section	
E5	To what extent is the school ready to embrace change and engage with other schools and partners to develop the curriculum?	S7, S4	
D17	How well do you evaluate change to consider what is working well and what is not, and why?	S7, S4 (implied)	
D18	How well do you evaluate the impact of change in order to identify what needs to happen next and plan for further improvement?	S7, S4 (implied)	
D5	How well do you ensure that you will have the required resources in place to support curriculum change?	S7 (implied)	
D3	How well do you raise awareness of curriculum change?	S7, S4	
D13	How do you ensure that staff and other stakeholders (for example parents and governors) know where to find the latest curriculum information so that they are all involved in preparing for change?	S7, S6 (part)	
D24	How well do you ensure that you will have the required resources in place to support curriculum change?	S7 (implied) (***Repeat of D5 ***)	
E6	How well does the school use staff knowledge, skills and understanding to plan for improvement?	N5 (S2, S3)	Professional Learning
D9	How well do you utilise skills, knowledge and understanding of all staff to plan for improvement and change?	S2, S5	
D8	How well do you prioritise professional learning and ensure time for staff to engage with appropriate activities?	S2	

D25	How well do you use your staff's existing creativity and expertise to enable others to develop their imagination in relation to the curriculum?	S2, S3, S5	
D26	To what extent do staff gain skills and understanding to develop and implement a new curriculum?	S2	
D6	How well do you use your staff's existing creativity and expertise to enable others to develop their imagination in relation to the curriculum?	S3	
D23	How well do you provide opportunities for staff to debate/consider research findings in preparation for change?	S3, S4	
D7	To what extent do staff gain skills and understanding to develop and implement a new curriculum?	S2, S3, S5	
D2	How well do staff use first-hand evidence to inform curriculum development?	S5 (part)	
D27	How well do you prioritise professional learning and ensure time for staff to engage with appropriate activities?	S2, S3, S5	
D28	How well do you utilise skills, knowledge and understanding of all staff to plan for improvement and change?	S2, S3, S5	
U2	**How well does the school understand the concepts of and relationships between:** • **The Areas of Learning and Experiences?**	S6	Learning through the wider system
U3	• **The cross-curricular responsibilities?**	S6	
U4	• **What Matters?**	S6	
U5	• **Achievement Outcomes?**	S6	
U6	• **A learning continuum from 3-16 based on Progression Steps?**	S6	
U7	• **Breadth, the opportunity for depth and subject specialism?**	S6	
E2	What strategies are in place to support a broad and balanced curriculum for all learners across the six areas of learning and experience?	PLJ: S7 section (part), S6 section (main)	
E3	How well do we ensure that learners use their literacy, numeracy and digital skills well?	PLJ: S6 section	
E4	How do we ensure a high standard of specialist curriculum coverage?	PLJ: S6 section (main)	
E7	How well does the school use strategic partnerships and involve the community in developing its curriculum?	S6	
E9	Are assessment arrangements appropriate and how well do they help pupils improve their own work?	PLJ: S6 section	

D12	To what extent do you have a culture that supports collaboration with other schools and partners to support curriculum change?	S6	
D14	How well do staff and partners (for example pupils, parents and governors) collaborate to support the realisation of change?	S6	
D15	To what extent have you received support from partners or pioneer schools to implement change?	S6, S7	
E11	How well do our current arrangements enable learners to influence how and what they learn?	Not included in PLJ	
D10	How well do you support and enable changes to the curriculum?	No direct equivalent	
D21	How well do staff use first-hand evidence to inform curriculum development?	No direct equivalent	

Well-being Prompts

Aspect	Code	Prompt
Curriculum	1	How successful are we in ensuring that learners have sufficient opportunities to be physically active and healthy?
Curriculum	1	How well does school support learners to develop as: Ambitious, Capable Learners Ethical, informed citizens Enterprising, Creative Contributors Healthy, confident individuals?
Curriculum	1	How well does the school support learners' progress in relation to 'what matters' in the health and well-being AOLE?
Curriculum	1	How do you provide a wide range of enrichment experiences for pupils and recognise their achievements?
Curriculum	1.1	Developing physical health and well-being has lifelong benefits
Curriculum	1.1	Healthy relationships are fundamental to our sense of belonging and well-being
Curriculum	1.1	How we engage with different social influences shapes who we are and our health and well-being
Curriculum	1.1	How we process and respond to our experiences affects our mental health and emotional well-being
Curriculum	1.1	Our decision-making impacts on the quality of our lives and the lives of others
Curriculum	1.2	How well do our school ethos, environment and expectations support learners to be physically active and healthy?
Curriculum	1.2	How well does our curriculum provision support learners to be physically active and healthy?
Health & Well-being	2	How well does the school promote the health and well-being of learners?
Health & Well-being	2.1	Do all members of the school community understand and, through their actions, support this approach? How do we know?
Health & Well-being	2.1	Does the school review the effectiveness of its strategy regularly to inform further improvements? What has happened as a result and how do we know?
Health & Well-being	2.1	How well do we support progression in learners' well-being to ensure that learners grow in self-awareness and in the way they think about how their actions impact on others?
Health & Well-being	2.1	How well do we support progression in learners' well-being to ensure that they become increasingly independent and competent in terms of regulating their emotions and behaviours?
Health & Well-being	2.1	How well do we support progression in learners' well-being to ensure that they understand that issues dealt with can be revisited and explored in more depth as their understanding becomes more sophisticated?
Health & Well-being	2.1	How well do we support progression in learners' well-being to ensure that this aligns with the milestones of child development?
Health & Well-being	2.1	How well is the development of learners' well-being built into our teaching, curriculum and other learning experiences?

Health & Well-being	2.1	Is there a whole school approach to promote the health and well-being of all learners?
Attitudes and relationships	3	How well do we implement strategies for resolving conflicts involving learners?
Attitudes and relationships	3	How well do we support learners to develop healthy relationships?
Attitudes and relationships	3	How well does the school promote positive attitudes to school and enjoyment of learning for all?
Attitudes and relationships	3.1	Do we have well understood and effective processes for ensuring high rates of learner attendance?
Attitudes and relationships	3.1	How well do we develop independent learning skills?
Attitudes and relationships	3.1	How well do we develop learners' ability to use assessment for learning strategies to support them to learn independently and to develop resilience in learning?
Attitudes and relationships	3.1	How well do we enable learners to influence how and what they learn?
Attitudes and relationships	3.1	How well do we support learners to shape their school environment, its ethos and cultures?
Safeguarding	4	How well do we ensure that learners are safe?
Safeguarding	4.1	Do we have a well-understood and effective approach for relationships and sexuality education?
Safeguarding	4.1	Do we have well understood and effective processes that support high standards of learner behaviour?
Safeguarding	4.1	Do we provide sufficient opportunities for learners to develop and apply their knowledge of healthy relationships in their work across the curriculum?
Safeguarding	4.1	How effective are the school's safeguarding arrangements?
Safeguarding	4.1	How much time and importance do we attach to developing learners' understanding of the importance and benefits of positive relationships?
Safeguarding	4.1	How well do relationships support learners to develop confidence and self-esteem?
Safeguarding	4.1	How well do we develop learners' understanding of healthy digital relationships?
Safeguarding	4.1	How well do we draw upon the diversity within our school community to develop learners' understanding of relationships within and across different cultures and faiths?
Environment	5	How successful are we in establishing an inclusive learning environment?
Environment	5	How well do environment and facilities contribute to good health and well-being?
Environment	5.1	Do all staff promote equality and diversity at every opportunity?
Environment	5.1	Do we have well understood and effective processes to promote and respect people in relation to protected characteristics?
Environment	5.1	How well do we ensure that all learners have equitable access to learning experiences and resources?
Environment	5.1	How well do we make adjustments to ensure the inclusion of learners needing additional support to access opportunities?

Environment	5.1	How well do we recognise, promote, celebrate and learn from diversity within and beyond the school community? How well do we celebrate success?
Environment	5.1	How well does the school assess the likely impact on protected groups of policies and practices when these are proposed, reviewed or revised?
Environment	5.1	How well does the school monitor the actual and ongoing impact of its policies and practices on protected groups?
Addressing need	6	How successfully do we promote and uphold the rights of children and young people?
Addressing need	6	How well does the school meet the needs of all learners, for example vulnerable learners (including those who are disadvantaged by poverty)?
Addressing need	6	How well does the school meet the needs of all learners, including those with additional learning needs and those who may require extra support?
Addressing need	6.1	Do leaders provide a strong vision that promotes the achievement and inclusion of all learner, including those with ALN and those who may require extra support?
Addressing need	6.1	How does the school develop the knowledge and understanding of all staff in relation to learner with ALN and those who require extra support?
Addressing need	6.1	How effectively do teachers monitor and review the attainment and progress of learners with ALN?
Addressing need	6.1	How well do learners with ALN attain and make progress?
Addressing need	6.1	How well do teaching and learning experiences meet learners' ALN and the needs of those who may require extra support?
Addressing need	6.1	How well does the school collaborate with external agencies to meet the needs of learner, including those with ALN?
Addressing need	6.1	How well does the school engage with parents, carers and families of learners with ALN and those who require extra support?
Addressing need	6.1	How well does the school evaluate the progress and attainment of learner with ALN and those who may require extra support?
Addressing need	6.1	How well does the school identify learners' ALN and implement effective interventions?
Addressing need	6.2	How effective are out of school time programmes or extended services in engaging and supporting vulnerable learners?
Addressing need	6.2	How effective are policies/practices to reward and praise achievement to raise the self-esteem and self-confidence of vulnerable learners?
Addressing need	6.2	How effectively do teachers assess, monitor and track the progress of these learners?

Addressing need	6.2	How effectively does the school provide engaging and relevant learning experiences, including targeted interventions that meet the needs of these learners?
Addressing need	6.2	How well do leaders provide a strong vision that promotes a culture of equity and a shared moral purpose to ensure that all learners will achieve?
Addressing need	6.2	How well do teachers deploy effective strategies to address the needs of vulnerable learners?
Addressing need	6.2	How well do vulnerable learners attain and make progress?
Addressing need	6.2	How well does the school collaborate with the community and external agencies to meet the needs of all learners, including vulnerable learners?
Addressing need	6.2	How well does the school develop the knowledge and understanding of all staff in relation to how best to ensure that vulnerable learners make effective progress?
Addressing need	6.2	How well does the school engage with parents, carers and families of vulnerable learners?
Addressing need	6.2	How well does the school evaluate the impact of its strategies and approaches to improve the outcomes of vulnerable learners, including the use of any targeted resource?
Addressing need	6.2	How well does the school manage key transitions between phases or between schools for vulnerable learners?
Addressing need	6.3	Do we have well understood and effective approaches to promote learners' rights?
Addressing need	6.3	Do we have well understood and effective approaches to uphold learners' rights?
Addressing need	6.3	Do we take appropriate account of and promote successfully the United Nations Convention on the Rights of the Child?
Monitoring and evaluation	7	How well do we listen to learners and enable learners to influence matters that affect them?
Monitoring and evaluation	7	How well do we monitor all aspects of learners' well-being?
Monitoring and evaluation	7.1	How well do we and enable learners to engage with additional experiences and opportunities at school?
Monitoring and evaluation	7.1	How well do we enable learners to influence curriculum design and learning experiences?
Monitoring and evaluation	7.1	How well do we involve individual learners with respect to any extra support they may need?
Monitoring and evaluation	7.1	How well do we meet the statutory rights of all learners?
Monitoring and evaluation	7.2	How effective are processes to gather information about specific groups of learners such as those eligible for free school meals, those with additional learning needs or those with protected characteristics?
Monitoring and evaluation	7.2	How effective are processes to gather, analyse and share information at individual, group, cohort and whole school level?
Monitoring and evaluation	7.2	How effective is our use of surveys that ask for learners' views about their health and well-being?
Monitoring and evaluation	7.2	How well do we monitor attendance?
Monitoring and evaluation	7.2	How well do we monitor behaviour, including allegations of bullying, harassment or discrimination?

Monitoring and evaluation	7.2	What information do we gather and why?
Communication	8	How well do we engage with parents/carers to enhance their children's well-being?
Communication	8	How well do we work with external agencies to support learners' well-being?
Communication	8.2	How well do we work with local and national charities and community groups to support learners' well-being?
Communication	8.2	How well do we work with other education providers such as local cluster schools, non-maintained settings, specialist schools, further education institutions, higher education institutions or work based learning providers to support learners' well-being?
Communication	8.2	How well do we work with private sector organisations such as local business to support learners' well-being?
Communication	8.2	How well do we work with services such as health, police, social services, youth offending services, counselling services, Careers Wales to support learners' well-being?
Communication	8.2	How well does the school involve external agencies in directly providing learning experiences about well-being to enhance the school's own provision?

Blended Learning Prompts

Aspect	Code	Prompt
Wellbeing and fitness to learn	1.1	How well do we support learners' wellbeing when they are distance learning?
Wellbeing and fitness to learn	1.2	How well do we create opportunities for learners to influence what and how they learn?
Wellbeing and fitness to learn	1.3	• How well do we ensure support for vulnerable/disadvantaged learners during periods of distance learning?
Wellbeing and fitness to learn	1.4	• How well do we liaise with external agencies to support learners during periods of distance learning?
Wellbeing and fitness to learn	1.5	• How well developed are learners' independent and learning to learn skills?
Wellbeing and fitness to learn	1.6	• To what extent do learners engage with blended learning experiences?
Wellbeing and fitness to learn	1.7	• To what extent do learners show resilience and determination to complete tasks/challenges/work to the best possible standard?
Wellbeing and fitness to learn	1.8	• How well do learners use strategies to reflect upon and improve their work?
Wellbeing and fitness to learn	1.9	• How well do learners engage with peers during blended learning experiences?
Curriculum	2.1	• How well does our blended learning offer ensure an appropriate breadth of learning?
Curriculum	2.2	• How well does our blended learning offer create opportunities for pupils to develop and apply skills across a range of contexts?
Curriculum	2.3	• How successful is our curriculum offer in engaging leaners through our blended learning arrangements?
Curriculum	2.4	• How effective are we in supporting continuity and progress for all through our blended learning offer?
Curriculum	2.5	• How well do teachers collaborate to plan and provide a joined up blended learning offer, for example across phases and departments?
Curriculum	2.6	• How well does our curriculum reflect the aspirations for and approach to learning set out in a curriculum for Wales?

Curriculum	2.7	• How well does our blended curriculum support learners to develop as: › ambitious, capable learners, ready to learn throughout their lives › enterprising, creative contributors, ready to play a full part in life and work › ethical, informed citizens of Wales and the world › healthy, confident individuals, ready to lead fulfilling lives as valued members of society.
Teaching	3.1	• How well do we adapt pedagogy to support blended learning?
Teaching	3.2	• How well do teachers engage with and use professional learning to support blended learning?
Teaching	3.3	• How well do we use face-to-face learning time to teach new skills and knowledge?
Teaching	3.4	• How well do use face-to-face learning time to model effective learning behaviours?
Teaching	3.5	• How well do we establish expectations for learning at home and in school?
Teaching	3.6	• How well do we support learners to meet expectations?
Teaching	3.7	• How well do we use learners' prior successes and misconceptions to inform teaching at home and in school?
Teaching	3.8	• How effective are assessment processes in supporting pupils to progress through blended learning?
Teaching	3.9	• How successful are teachers in developing learners' independent and learning to learn skills?
Teaching	3.10	• How well do teachers collaborate to provide blended learning experiences?
Teaching	3.11	• How well do teachers draw upon professional learning to adapt pedagogy for blended learning?
Teaching	3.12	• How well do teachers innovate to enhance blended learning experiences?
Teaching	3.13	• How well do teachers manage their workload and ensure their own wellbeing during periods of blended learning
Leadership	4.1	• How well do school leaders establish a vision and expectations for blended learning experiences that meet the developmental, academic and wellbeing needs of all learners?
Leadership	4.2	• How well do leaders understand, promote and support effective blended learning pedagogy?
Leadership	4.3	• How well do leaders develop cultures of collaboration and innovation to support effective blended learning?
Leadership	4.4	• How well do leaders facilitate professional learning opportunities to support blended learning?
Leadership	4.5	• How well do leaders allocate resources to support effective blended learning?
Leadership	4.6	• How well do leaders monitor learners' progress through blended learning activity?
Leadership	4.7	• How well do leaders ensure that staff have the resources, time and conditions to plan for effective blended learning?
Leadership	4.8	• How well do leaders support staff wellbeing during periods of distance/blended learning?

Leadership	4.9	• How well do leaders consider the views of the school community (parents, learners, other agencies) when planning and providing blended/distance learning experiences
Leadership	4.10	• How well do leaders engage and communicate with the school community during periods of blended learning?
Leadership	4.11	• How successful are leaders in supporting disadvantaged or vulnerable learners to engage with and be successful through blended learning experiences?
Leadership	4.12	• How well do leaders support learners with special educational needs or those that need extra help to learn through a blended learning approach?
Leadership	4.13	• How well do leaders share effective blended learning practices with other schools?

Additional proposed prompts

These include:

- Teacher and headteacher well-being
- Careers and work-related education

Category	Component	Prompt
Well-being	Health & Well-being	How well does school leadership support the well-being of staff?
Well-being	Health & Well-being	How does the school support the work-life balance of its staff?
Well-being	Health & Well-being	How does the governing body ensure the well-being of the Headteacher and Senior Leaders?
Curriculum	Learning through the wider system	What access to learners have to careers and labour market information across the areas of learning and experience?
Curriculum	Learning through the wider system	What use do learners make of careers and labour market information to support career decision making?
Curriculum	Learning through the wider system	How well does the school link subject content within areas of learning and experience to potential career pathways?
Curriculum	Learning through the wider system	What access do learners have to work related experiences across the curriculum?
Curriculum	Learning through the wider system	How does the school ensure that learners understand the full range of post-16 options and opportunities?

Appendix 2: National Evaluation and Improvement Resource Development Plan 2020-21

Aspect	Actions	Responsibility	Date
1 Case Studies on self-evaluation	1.1) Identify schools with innovative methods of self-evaluation	REC	Oct 2020
	1.2) Capture methodology via interview over Teams/face to face interview	WG	Nov 2020
	1.3) Create playlist/Sway resources	WG	Dec 2020
2 Interactive activities	2.1) Dos and don't's drag and drop quiz – add wrap-around narrative and copyright-free graphics	WG	Aug 2020
	2.2) Engaging with learners multiple choice quiz – add wrap-around narrative and copyright-free graphics	WG	Aug 2020
	2.3) Engaging with stakeholders cloze activity – add wrap-around narrative and copyright-free graphics	WG	Aug 2020
	2.4) Prompt categories quiz – add wrap-around narrative required on the last slide to demonstrate that the process is more important than how the prompts are grouped.	WG	Aug 2020
	2.5) Pilot use of interactive resources with schools	Schools	Dec 2020
	2.6) Identify additional interactive resources to develop	All	Dec 2020
	2.7) Create additional interactive resources	MJ	Feb 2021
	2.8) Quality assure resource (see section 7)	QA group	See QA timeline
	2.9) Translate resources	Estyn	March 2021
	2.10) Publish on website	WG	Apr 2021
3 Organisation of prompts	3.1) Agree the final version of the prompts for pilot and prompt groupings	All	Sept 2020
	3.2) Map prompts to other WG projects PLJ/SLO/Talk Pedagogy/Community focussed schools	WG	Oct 2020
	3.3) Author narrative around prompts for website	WG/Estyn	Sept 2020
4 FAQs	4.1) Examine FAQs and modify accordingly	Estyn/REC	Oct 2021
5 School Resources	5.1) Agree structure and logistics for resource production	WG/Estyn/REC	Sept 2021
	5.2) Agree approach for collecting information (multi-phase structure)	All	Sept 2020
	5.3) Develop supporting content (interviews with headteachers and governors)	WG	Dec 2020
6 Timeline	6.1) Agree final dates and timeline	All	Sept 2020
	6.2) Update graphic and supporting narrative for timeline for website.	WG	Sept 2020
7 QA	7.1) Agree structure for quality assurance processes	All	Sept 2020
	7.2) Set up QA group and agree meeting dates	WG/Estyn	Sept 2020

Aspect	Actions	Responsibility	Date
	7.3) Schools' reference group for PLJ	WG	4/12/20, 9/2/21
	7.4) Monitor progress with school case studies	REC	See QA timeline
	7.5) QA group meetings	QA group	See QA timeline
8 Communications	8.1) Launch animation as a trailer	WG	Jan 2021
	8.2) Launch website and stage /phase 1 information	WG	Jan 2021
	8.3) Phase 2 launch	WG	April 2021
	8.4) Live event	WG/Estyn	May 2021
	8.5) Phase 3 completion and launch	WG	June 2021
9 Website	9.1) Complete website draft content	WG	Sept 2020
	9.2) QA content	QA group	Sept 2020
	9.3) Translation of content	Estyn	Sept 2020
	9.4) Website launch for pilot schools and RECs	WG	Oct 2020
	9.5) Feedback on website content and layout from schools	Schools/RECs	May 2021
	9.6) Launch modified website	WG	June 2021
10 Improvement planning	10.1) Ensure alignment between improvement planning guidance on NEIR site and revised WG guidance	WG/Estyn	Mar 2021

Appendix 3: NEIR list of schools

Phase 2 schools

<u>CSC</u>
Eastern High
Cadoxton Primary
Heronsbridge Special
Maesybryn Primary
Trelewis & Bedlinog
Ysgol Bro Morgannwg
Cardinal Newman

<u>EAS</u>
Caldicot Comprehensive
St. Cenydd Comprehensive
Garnteg Primary
Glanhowy Primary
Glan Usk Primary
Risca Primary

<u>ERW</u>
Coedffranc Primary
Plascrug Primary
Crickhowell High School
Lamphey Primary

<u>GWE</u>
Ysgol Brynaerau
Ysgol Corn Hir
Ysgol Bryn Tabor
Rhos Street School
Alun School