

Section 2: How will the National Support Programme (NSP) continue to support my school?

Outcomes

By the end of the extended Phase 2, schools, including staff and governors, will have:

- reviewed the school curriculum. They will have partially or completely revised their curricula and schemes of work to integrate the LNF and, where necessary, identified areas of focus for further support;
- reviewed current policies and practices in relation to formative and summative assessment, recording and reporting. They will have partially or completely revised their policies and practices and, where necessary, identified areas of focus for further support;
- reviewed current policies and practices in relation to learning and teaching (literacy and numeracy). They will have partially or completely revised their policies; taken steps to develop their teaching practices and, where necessary, identified areas of focus for further support;
- reviewed current policies and practices in relation to leadership, management and strategic planning to ensure literacy and numeracy are a key focus. In particular, they will have looked at the involvement of parents/carers and governors, resource acquisition and allocation and staffing matters. They will have partially or completely revised their policies and practices and, where necessary, identified areas of focus for further support;
- completed their Summary Development Record and agreed it with their NSP partner;
- decided what support they need to meet the priorities identified in their Summary Development Record;
- booked NSP support from the menu offered to them.

How will NSP partners work with clusters and schools in Phase 2?

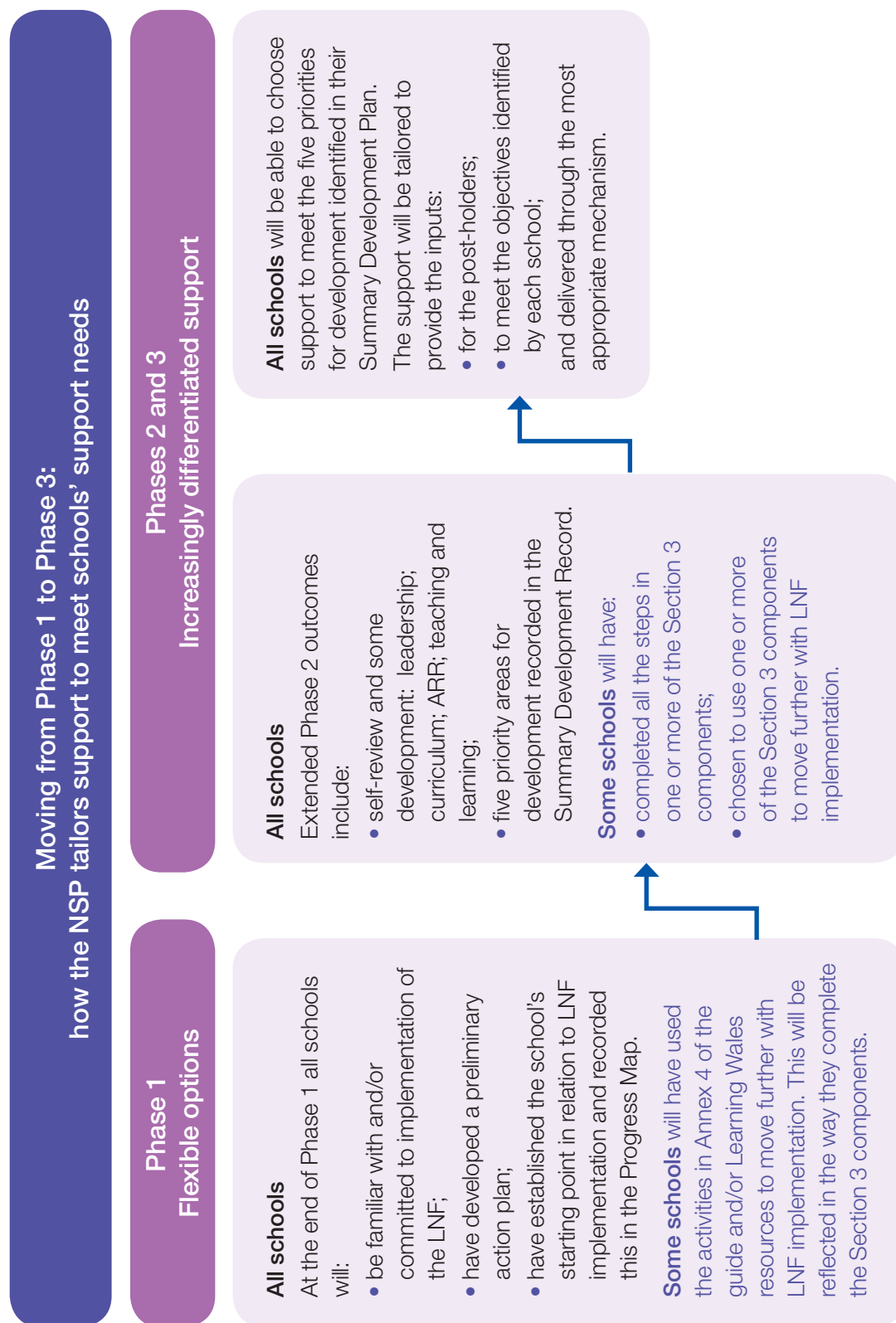
How much time will partners have to work with clusters and schools in Phase 2?

Partners will lead and facilitate two cluster workshops. They will spend up to half a day visiting each of their assigned schools. They will also be available via e-mail and telephone and will ensure that they have provided their contact details to the headteacher and NSP representative.

Phase 2: Building on Phase 1 – reviewing and developing policies and practices; identifying areas of focus for further support

In Phase 1 schools were introduced to the support available through the NSP. Working with their partner, they established where they had got to in implementing the LNF and, if they chose to do so, moved on, using the NSP activities as well as those available through Learning Wales and via regional consortia. In this, the next phase of the NSP, the programme will be more flexible. Some schools will be working on Phase 3 type development activities. This is shown in the following figure.

Figure 1: Phases activity



This part of the guide will cover the following activities and outcomes:

Activities	Outcomes
Cluster workshop <ul style="list-style-type: none"> Schools introduced to self-review, planning and development process. Workshop sessions focusing on the curriculum and assessment, recording and reporting (ARR). 	<p>Schools understand the self-review and planning and development processes.</p> <ul style="list-style-type: none"> Schools know how to use the self-evaluation and development tools to: <ul style="list-style-type: none"> review and revise policies and practices relating to the curriculum and ARR; identify the support they want from the NSP in the next stage of the programme⁴⁶; complete their Summary Development Record. Schools: <ul style="list-style-type: none"> agree a deadline for submission of their Summary Development Record; set date for school visit and agree the agenda; agree date of next cluster meeting.
School visit Discussion and agreement about contents of Summary Development Record and review, as necessary, of underpinning self-evaluation and development tools.	<p>Schools and partners have an agreed Summary Development Record identifying five priorities for support and development.</p>
Cluster workshop Schools provided with feedback on needs identified, menu of potential support and models of good practice in specifying priorities for support and development.	<p>Schools specify and document the five types of support and development required in the next stage of the programme which address the needs identified in the Summary Development Record (such as partner support for a PLC; attendance at a workshop on the development of a school literacy policy). Where the support is to be provided by the NSP, schools confirm take-up of provision offered.</p>

⁴⁶ Working with the self-evaluation and development tools for curriculum and ARR will model the approach, which is similar, for learning and teaching, as well as school leadership, management and strategic planning. NSP support will be available in for all these areas in Phase 3.

The four stages of self-review, development and planning in Phase 2

Stage 1

Stage 1 will begin with a half-day cluster workshop where:

- the NSP partner will explain the self-review, planning and development processes. These processes, which are described in more detail in Section 3, build on the activities and outcomes of Phase 1. In particular, in Phase 1:
 - the headteacher and partner will have agreed, through discussion of the Progress Map, the extent to which the school has implemented the LNF;
 - the senior staff in the school will have decided what improvements in learners' literacy and numeracy they are aiming to achieve and considered how they will use the NSP to make changes to the curriculum, teaching and assessment;

The processes also lay the groundwork for additional, tailored support later in Phase 3 by identifying areas of focus and priorities for support;

- the partner will lead workshop sessions focusing on using the tools in Section 3 relating to the curriculum and assessment, recording and reporting (ARR)⁴⁷;
- partners will agree with headteachers the date for submission of the draft NSP Summary Development Record and the dates of school visits.

Headteachers will be invited to bring to the cluster workshop another member of staff with responsibility for the implementation of the LNF.

A sample timed agenda for the cluster meeting can be found at Annex 2.1 (see page 45).

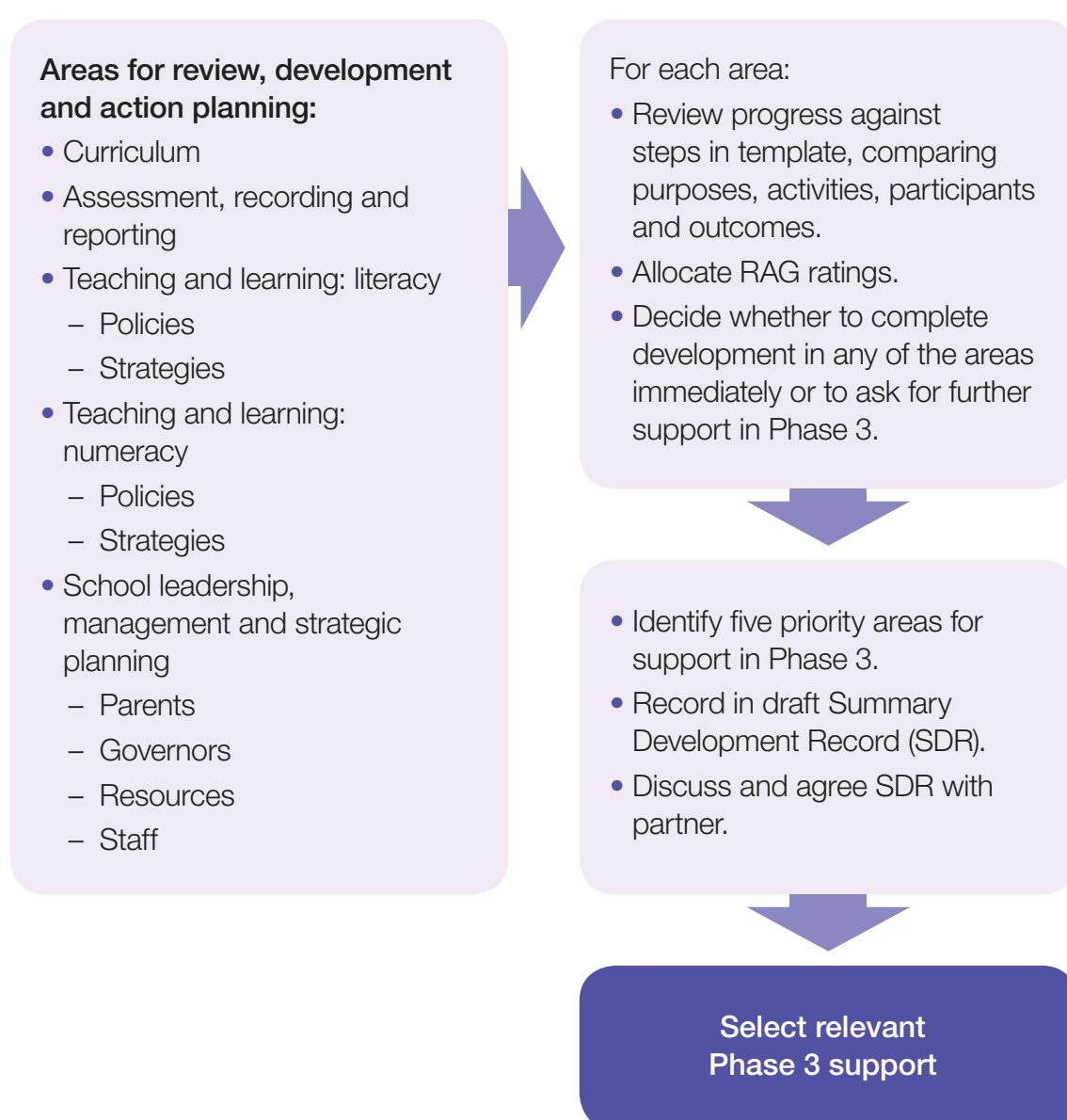
Stage 2

Section 3 comprises the components of a toolkit to help schools to carry out self-review, development and planning in relation to the implementation of the LNF. The components cover the curriculum; assessment, recording and reporting (ARR); learning and teaching policies and strategies; school leadership, management and strategic planning focusing on governors, parents/carers, staffing and resources. Schools can choose to use some or all of the components, but it is recommended that they use all of them.

⁴⁷ Section 3.3 includes suggested formats for reports to parents/carers.

Each of the components starts with an overview, including features of good practice. Subsequently each component provides a step-by-step guide to reviewing and developing the particular component of implementation (e.g. ARR). The guide explains the purpose of each step, who will lead and participate and what the outcomes will be.

Figure 2: Review, development, planning and support



As schools complete the matching sections of the guide, they will be able to:

- review progress to date, comparing purposes, activities, participants and outcomes;
- fill in the RAG ratings in the relevant step-by-step guidance, marking incomplete steps in red (as well as those they have not yet started);
- know what further steps they need to take, by referring back to the features of good practice at the head of the component, and the step-by-step guidance;
- choose to carry out further development work, where they feel confident to do so, using the step-by-step guidance. Alternatively, they may feel they need additional support to make further progress.

In either case they will be able to identify areas of focus by:

- reviewing areas where they have red or amber ratings;
- looking at the purposes, activities, lead personnel and outcomes in the relevant steps;
- referring to features of good practice.

When they have identified areas of focus, they will rank them and record the top five in the draft Summary Development Record.

Schools will send the draft Summary Development Record to their NSP partner by an agreed date, so that the partner can review it and prepare for the school visit.

A sample completed Summary Development Record can be found at Annex 2.2 (see page 48).

Stage 3

The purpose of the school visit is to enable the headteacher to:

- discuss the outcome of the self-review, development and planning process with his/her partner, drawing as necessary on the information in the completed step-by-step guides;
- agree the five priorities for support and development needed;
- finalise and sign the Summary Development Record so that a copy can be sent to the NSP.

Stage 4

The NSP team will analyse Summary Development Records to identify the types of support requested. They will then consider the menu to be offered at cluster, regional and national levels in terms of content and target audience. They will also consider the most appropriate delivery mechanisms. This support will focus specifically on the implementation of the LNF.

NSP staff will continue to liaise closely with regional consortia to ensure that provision is complementary.

Bearing in mind research evidence about effective practice, as well as the Hill Report⁴⁸, this support is likely to include: school-based coaching and mentoring; facilitated inputs from schools with relevant good practice; and workshops, online materials, guidance and other resources, e.g. film clips and exemplars of emerging effective practice in relation to the LNF materials. Where the subject matter and audience require it, the NSP will provide regional workshops. These will be used as an opportunity to develop film clips for teachers to view when they choose to do so.

On the basis of its analysis, where appropriate, the NSP will offer each school support to match their five identified priorities. Schools will have the option of taking up the support. Where schools have decided to take up support or training elsewhere, including through regional consortia or other providers, they will arrange this directly with the providers.

At the cluster workshop the partner will:

- give schools a summary of cluster-wide emerging needs, focusing on aims, objectives, target audience and delivery mechanism;
- outline the support on offer and discuss the support on offer with participants;
- explain how to accept and book the offer of specific support relating to any or all of the school's five priorities.

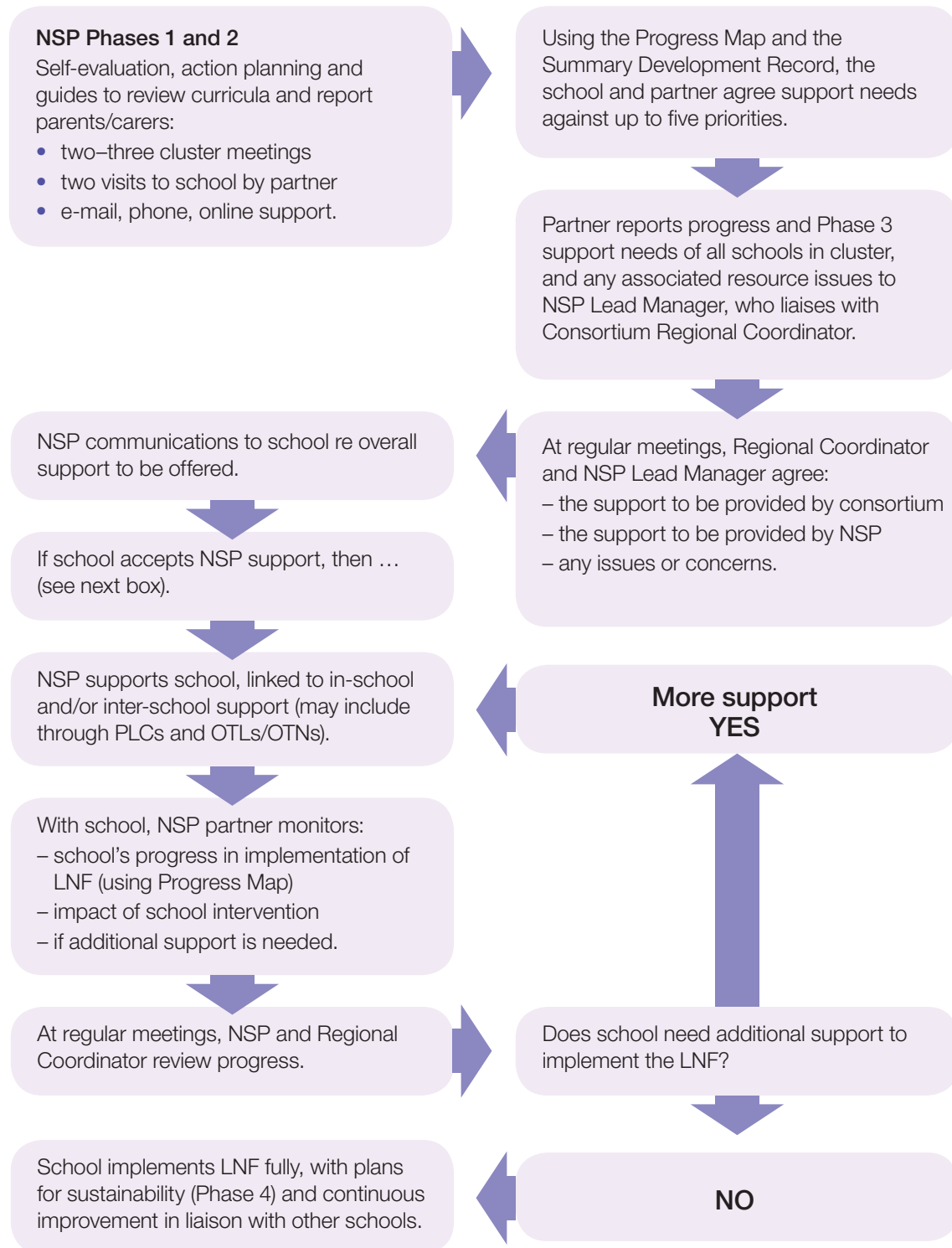
Where particular types of support on offer are to be provided by the partner to his/her own cluster, the workshop will enable participants to ensure it is tailored to meet their requirements.

A sample timed agenda for the cluster workshop is attached at Annex 2.3 (see page 56).

The following flowchart summarises how the NSP and regional consortia collaborate to support schools throughout.

⁴⁸ *Future Delivery of Education Services in Wales*: Robert Hill. Documents, including details of consultation arrangements are available at: www.wales.gov.uk/consultations/education/future-delivery-of-education-services-in-wales/?jsessionid=C7074E4203757767B07AAC1E0032A807?lang=en

Figure 3: NSP and Regional Consortia support to help schools to implement the Literacy and Numeracy Framework



Annex 2: Relating to Section 2

Annex 2.1: First cluster workshop: agenda

Partner:

Cluster:

Date:

Time:

Location:

Objectives

By the end of the workshop, participants will:

- know how to use the self-evaluation and development tools to:
 - review and revise policies and practices relating to the curriculum and ARR
 - identify the support they want from the NSP in the next stage of the NSP
 - complete their Summary Development Record;
- have:
 - agreed a deadline for submission of their Summary Development Record
 - set a date for the school visit and agreed the agenda
 - agreed a date for the next cluster meeting.

Session outline		
Welcome and outline of the session.	Partner	5 minutes
Introduction: Setting Phase 2 activities in context: how the self-review, planning and development processes build on Phase 1 and lay the groundwork for Phase 3: input and opportunity for questions.	Partner	10 minutes
Approaches to self-review, development and planning: <ul style="list-style-type: none"> • Input by the partner, explaining the components of the toolkit in Section 3. • Discussion: <ul style="list-style-type: none"> – focusing on stages in the process – drawing on participants' experiences of what has worked well and less well. 	Partner and school representatives	30 minutes
Workshop: curriculum review, development and planning: using the tools in Section 3: <ul style="list-style-type: none"> • Input by partner, explaining task. • Working session, focusing on step-by-step review and development process. • Feedback, including identification of effective practice and issues. • Discussion about potential priorities and how they can be defined accurately. 		60 minutes
Workshop: Assessment, recording and reporting: using the tools in Section 3: <ul style="list-style-type: none"> • Input by partner, explaining task. • Working session, focusing on assessment, recording and reporting process. • Feedback, including identification of effective practice and issues. • Discussion about potential priorities and how they can be defined accurately. 		60 minutes

Agreement about dates for headteachers to send in the draft NSP Summary Development Record and dates for school visits.	Partner and school representatives	10 minutes
Final questions, thanks and close.	Partner	5 minutes

Annex 2.2: Example of a completed Summary Development Record

School: Ysgol Llyth-Rhif

Headteacher: Mrs Hazel Jones

Partner: Mr Richard Clark

Date: 12 December 2013

The Summary Development Record brings together the key outcomes of the school's review, development and planning process (carried out using the components in the toolkit).

Process

When schools have worked their way through each one of the components in the toolkit (Section 3 of the Phase 2/3 guide), they will:

- have completed the RAG ratings;
- know what further steps they need to take, by referring back to the features of good practice at the head of the component, and the step-by-step guidance;
- choose to carry out further development work, where they feel confident to do so, using the step-by-step guidance. Alternatively, they may feel they need additional support to make further progress.

In either case they will be able to identify areas of focus for future support by:

- reviewing areas where they have red or amber ratings;
- looking at the purposes, activities, lead personnel and outcomes in the relevant steps;
- referring to features of good practice.

Areas of focus (i.e. those rated amber or red) generated from working through each of the components should be prioritised to reflect the school leadership team's professional judgement about which areas for support will have most impact on the effective implementation of the LNF. The first five priorities should be entered in the Summary Development Record. The support required should, therefore, be entered against the appropriate outcome sought, identifying the inputs and/or support that schools want and their target audience (e.g. subject leaders). Schools may decide

that all their priorities fall within one category, such as the curriculum. Or they may decide they span two or more linked categories, such as curriculum, ARR, learning and teaching.

The outcomes of the review and development process, culminating in identification of priority areas for support and development can be integrated into school self-evaluation and school improvement planning.

Outcomes relating to: school leadership, management and strategic planning	R	A	G	Areas of focus, i.e. target audiences and specific need
A senior member of staff has been identified who has responsibility for literacy and numeracy.				
Governors know about the LNF and support the school's implementation strategy.				
Parents/carers know about the LNF and support the school's implementation strategy.				
The school uses the results of reading and numeracy tests to identify and address priorities for improvement in the school development plan.				
Planning for implementation of the LNF is a priority in making provision for the effective use of planning, preparation and assessment (PPA) time, INSET days and the resources available through the SEG.				
There is a plan in place to ensure that teaching assistants, as well as teaching staff, are systematically and effectively engaged in the implementation of the LNF.				

The school's professional development programme ensures that all teachers and teaching assistants [will] develop the expertise they need to teach literacy and numeracy.				
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Outcomes relating to: curriculum	R	A	G	Areas of focus, i.e. target audiences and specific need
The curriculum provides systematic opportunities for effective development of learners' literacy and numeracy, with a focus on progression.	✓			<p>Purpose: To strengthen coverage of literacy in schemes of work across the curriculum. Particular focus on developing writing in different styles and for different purposes with a coordinated, whole-school focus on progression.</p> <p>Target audience: curriculum deputy headteacher, subject leaders, literacy coordinator.</p>
In incorporating the LNF requirements into the school curriculum, provision has been made for learners with ALN as well as MAT learners.				
The school curriculum ensures learners have been taught the literacy ⁴⁹ and numeracy skills and knowledge before they are needed in other subjects.				
The curriculum has a clear focus on progression and, in particular, the primary curriculum identifies and delivers the skills learners will need on entry to secondary school.				

⁴⁹ In Welsh and English as required.

Outcomes relating to: assessment, recording and reporting	R	A	G	Areas of focus, i.e. target audiences and specific need
Reporting to parents/carers on literacy and numeracy provides a clear and informative narrative description of their child's strengths and areas for development by reference to the expectations in the LNF.				
The school's assessment, recording and reporting policy sets out processes for tracking and monitoring learners' literacy and numeracy skills in different subject areas and through key stages.	✓			<p>Purpose: To put in place consistent, effective monitoring of learners' literacy and numeracy skills across the curriculum. Provision needs to cover links with planning for progression as well as reporting.</p> <p>Target audience: Curriculum and assessment lead from the senior leadership team. Possibly subject leaders in addition.</p>

Outcomes relating to: learning and teaching	R	A	G	Areas of focus, i.e. target audiences and specific need
The LNF is integrated into schemes of work and lesson plans.				
The school has developed and implemented consistent, effective approaches to teaching numeracy and basic number.	✓			<p>Purpose:</p> <p>(1) To identify and agree whole-school approaches to teaching basic number.</p> <p>(2) To ensure non-mathematicians are confident and competent in teaching basic number.</p> <p>(3) To provide, and give opportunities to work with, exemplars of cross-curriculum teaching of basic number that can be integrated into schemes of work and used as a model for further development.</p> <p>Target audience: Curriculum lead; numeracy coordinator; classroom teachers. It would be helpful to run training in the cluster to include the secondary school.</p>

The school has developed and implemented consistent, effective approaches to teaching literacy skills (reading, including phonics, writing and oracy) including strategies to improve the accuracy of learners' writing and their capacity for extended writing.	✓			<p>Purpose: To enable teachers to develop consistent teaching strategies to teach literacy across the curriculum. Ensure appropriate level of challenge set. Support needs to include coaching skills for subject leaders and OTL.</p> <p>Target audience: Curriculum deputy headteacher; literacy coordinator; subject leaders; OTL.</p>
Teachers use a range of strategies to help learners of all abilities to understand and apply number, reading, writing and oracy.				
Teachers are able to interpret the results of assessments of learners' literacy and numeracy and use them to write individual learning plans.				
Teachers and teaching assistants understand that the reading and numeracy tests will be based on the LNF and know how to prepare their learners.				
The standard of teaching in literacy and numeracy is consistently high across the school.				

Direct observations of learning and teaching focus on teaching techniques and classroom organisation used to teach literacy and numeracy (e.g. a range of teaching strategies to make sure learners learn essential knowledge of number, reading, writing and oracy in order to acquire and apply the full range of skill levels and capabilities; and the effectiveness of whole-class, groupwork and one-to-one teaching).				
Teachers' and teaching assistants' own literacy and numeracy skills and knowledge enable them to teach and assess literacy effectively and accurately.	✓			<p>Purpose: To enable teachers and teaching assistants to review their literacy and/or numeracy skills and knowledge and undertake supported self-study. Particularly interested in provision that is directly linked to teaching the LNF and opportunities for supported self-study.</p> <p>Target audience: Teachers and teaching assistants.</p>
All teachers and teaching assistants have the expertise to assess the skills and knowledge of literacy and numeracy alongside those of their specialist subjects.				
Teaching assistants are systematically and effectively engaged in the implementation of the LNF.				

The school has identified phase/key stage/year groups/departments that demonstrate good practice in literacy and numeracy.				
The school has identified phase/key stage/year groups/departments that need targeted support to implement the LNF.				



Annex 2.3: Second cluster workshop: agenda

Partner:

Cluster:

Date:

Time:

Location:

Objectives

By the end of the workshop, participants will:

- know how the NSP has identified cluster and regional support needs, and understand the pattern of needs and how this relates to their own school;
- know the types of NSP support available in terms of aims, content, target audiences and delivery mechanisms;
- have commented on the support proposed for delivery by their partner within their cluster in order to ensure it meets their identified needs;
- know how to book NSP provision and the date by which bookings should be made.

Session outline		
Welcome and outline of the session.	Partner	5 minutes
Introduction: How the NSP has analysed support needs; the pattern of need and planned NSP support.	Partner	10 minutes
<p>The pattern of planned NSP support. Input by the partner, explaining support options. Structured discussion focusing on:</p> <ul style="list-style-type: none"> • clarifying aspects of the NSP support; • refining and agreeing the nature of the cluster-level support planned. 	Partner input followed by discussion	60 minutes
<p>Information about dates for schools to book NSP support.</p> <p>Final questions, thanks and close.</p>	Partner	10 minutes