

<b>Strategic objective 1: An excellent professional workforce with strong pedagogy based on an understanding of what works.</b>	
<b>We will:</b>	<b>Pledges met</b>
<p>Implement the actions set out in <i>Rewriting the future: Raising ambition and attainment in Welsh schools</i> to address the link between deprivation and educational attainment.</p>	<ul style="list-style-type: none"> <li>• Case studies on mitigating the impact of deprivation on educational attainment published.</li> <li>• Findings of the first year report on the evaluation of the Pupil Deprivation Grant (PDG) published.</li> <li>• Guidance and a toolkit for schools to support family and community engagement published.</li> <li>• Case studies and guidance on enrichment activities published.</li> <li>• Resource pack on evaluated third and private sector programmes for schools published.</li> <li>• PDG guidance refreshed.</li> <li>• Annual progress report published.</li> <li>• Findings of the second year report on the evaluation of the PDG published.</li> </ul>
<p>Implement the new model of professional learning – the <i>New Deal for the workforce</i>.</p>	<ul style="list-style-type: none"> <li>• Launch of Professional Learning Model (PLM).</li> <li>• Social partnership forum to support development of PLM established.</li> <li>• Development of high-quality resources to support the PLM.</li> <li>• Professional learning pack made available.</li> <li>• Launch of Professional Learning Profile.</li> </ul>
<p>Support professionals to develop their approaches to embedding thinking skills and metacognition into their classroom practice.</p>	<ul style="list-style-type: none"> <li>• Teacher resources/ classroom materials published.</li> <li>• Use of these approaches promoted through PDG guidance and the EEF Sutton Trust Toolkit.</li> </ul>

<p>Continue to support the effective use of digital technologies to develop approaches to more personalised learning.</p>	<ul style="list-style-type: none"> <li>• Further development of the new Hwb (National Digital Content Repository).</li> <li>• Hwb+ LNF support materials published on Hwb.</li> <li>• Programme of monthly HwbMeet events.</li> <li>• Hwb Digital Content events.</li> <li>• Release of Hwb+ public-facing sites.</li> <li>• Training schools in the use of Hwb+ with an LNF focus.</li> <li>• Regional education consortia and local authority Hwb+ events.</li> <li>• Launch Schools Digital Inclusion Projects.</li> <li>• Launch 360 degree safe Cymru.</li> <li>• Development of Hwb online PLC spaces.</li> <li>• Evaluation of outcomes of Schools Digital Inclusion Projects.</li> <li>• Development of the e-Safety zone on Hwb (ongoing to March 2015).</li> <li>• Online e-Safety bilingual webinars (from May 2014 to March 2015).</li> <li>• Annual National Digital Learning Event.</li> <li>• Best practice examples of Schools Digital Inclusion Projects published.</li> <li>• Fund regional education consortia to deliver CPD activities which support effective use of Hwb.</li> <li>• Computing workshops in every secondary school in Wales delivered.</li> </ul>
<p>Ensure that there are sufficient numbers of practitioners with high-quality Welsh language skills and competence in Welsh-medium and bilingual teaching methodologies.</p>	<ul style="list-style-type: none"> <li>• First courses of the new Welsh-language Sabbatical Scheme contract delivered.</li> <li>• Video clips of exemplar lessons to share good practice published on Learning Wales.</li> <li>• New course aimed at classroom assistants working in Welsh-medium primary schools as part of the Welsh-language Sabbatical Scheme introduced.</li> </ul>
<p>Review the qualifications framework for learning support staff.</p>	<ul style="list-style-type: none"> <li>• Engagement with stakeholders to discuss proposals.</li> <li>• Development of final proposals for engagements with relevant awarding bodies.</li> </ul>

Improve the capacity of the workforce, working in collaboration with health, social care and communities, to better meet the learning needs of children and young people with SEN.

- Sustainable model in place to develop person centred practice (PCP) skills for school staff and associated professionals working with learners with ALN.
- Materials and expertise available to support schools implementing PCP as a whole-school approach.

<p>Build improved capacity among professionals to integrate assessment for learning approaches into their classroom practice.</p>	<ul style="list-style-type: none"> <li>• National Support Programme (NSP) supports schools to formatively assess using the LNF.</li> <li>• Best practice established, illustrated through case studies, for effective deployment of teaching assistants and support staff.</li> </ul>
<p>Reform Initial Teacher Training (ITT) so that new teachers entering the profession are the best qualified and best trained.</p>	<ul style="list-style-type: none"> <li>• Consideration of options for the reform of Initial Teacher Education or Training programmes (ITET) in Wales.</li> <li>• Consultation with key stakeholders on plans for implementation and reform.</li> </ul>
<p>Introduce regulations to require all schools to set out in a school development plan how they intend to develop their staff in relation to their identified school improvement priorities and targets.</p>	<ul style="list-style-type: none"> <li>• Public consultation.</li> <li>• Analysis of responses and preparation of supporting guidance.</li> <li>• Regulations come into force.</li> <li>• All maintained schools, including PRUs and nurseries, take account of new regulations in preparing their development plans.</li> <li>• All maintained schools required to be fully compliant with new SDP regulations.</li> </ul>
<p>Work with consortia to support the development of outstanding classroom teachers and middle leaders.</p>	<ul style="list-style-type: none"> <li>• Initial core provision in place in each consortium.</li> <li>• Work with consortia to establish future provision.</li> <li>• Consortia programme of professional learning published.</li> <li>• Future consortia provision reviewed.</li> </ul>
<p>Develop the role of the new Education Workforce Council so that it supports a high-status profession.</p>	<ul style="list-style-type: none"> <li>• Development of suite of secondary legislation on Fee model and registration, appointment of new council members and disciplinary functions.</li> <li>• Education Workforce Council comes into being.</li> </ul>

<b>Strategic objective 2: A curriculum which is engaging and attractive to children and young people and which develops within them an independent ability to apply knowledge and skills.</b>	
<b>We will:</b>	<b>Pledges met</b>
Provide further support to embed the Foundation Phase.	<ul style="list-style-type: none"> <li>• Foundation Phase expert group set up.</li> </ul>
Strengthen arrangements for the moderation of teacher assessments to improve reliability and build confidence in the judgements reached.	<ul style="list-style-type: none"> <li>• Guidance on the statutory assessment arrangements for the Foundation Phase and Key Stages 2 and 3 2014 to be published.</li> <li>• Guidance and end-to-end process with regard to standardisation, assessment and moderation (expectations and process) published.</li> </ul>
Introduce a new Foundation Phase baseline assessment, as part of a broader early assessment framework, in September 2015 to support assessment for learning and allow schools to monitor learners' progress more effectively.	<ul style="list-style-type: none"> <li>• New baseline assessment trialled.</li> <li>• Feedback from pilot assessed and revisions made if required.</li> <li>• New assessment and guidance issued to schools.</li> <li>• Training programme for practitioners on baseline assessment.</li> <li>• National implementation.</li> <li>• Review of national implementation.</li> </ul>
Consider the recommendations of Professor Graham Donaldson's independent review in taking forward a new curriculum and assessment arrangements for Wales.	<ul style="list-style-type: none"> <li>• Report to Ministers.</li> </ul>
Introduce and provide support to implement the new Areas of Learning for Language, Literacy and Communication Skills and Mathematical Development and programmes of study for English, Welsh and mathematics.	<ul style="list-style-type: none"> <li>• Information published alongside revised AoL for Language, Literacy and Communication Skills and Mathematical Development and PoS for English, Welsh and mathematics. Communications plan in place.</li> <li>• Training packages, exemplification materials and direct support available to schools.</li> <li>• Revised AoL and PoS statutory in schools.</li> <li>• Ongoing communications to schools.</li> </ul>
Direct Careers Wales to support the	<ul style="list-style-type: none"> <li>• Initiate Enhanced Employer Engagement project to promote stronger</li> </ul>

development of stronger and more sustainable partnerships between schools, colleges and employers.	employer-school links. <ul style="list-style-type: none"><li>• Testing of Welsh school/ employer engagement model in selected</li><li>• Roll-out of Enhanced Employer Engagement project.</li></ul>
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<b>Strategic objective 3: The qualifications young people achieve are nationally and internationally respected and act as a credible passport to their future learning and employment.</b>	
<b>We will:</b>	<b>Pledges met</b>
Implement the Review of Qualifications recommendations.	<ul style="list-style-type: none"> <li>• Launch of Qualified for Life campaign to promote the changes to GCSEs, A levels and the Welsh Baccalaureate among teachers, learners and parents/carers.</li> <li>• Launch of media campaign to raise awareness of the changes and build confidence in the new qualifications.</li> <li>• Review of Qualifications implementation programme completed.</li> </ul>
Introduce new GCSEs in English Language, Welsh Language, Mathematics and Mathematics – Numeracy and revised GCSEs in English Literature and Welsh Literature for first teaching from September 2015.	<ul style="list-style-type: none"> <li>• New and revised GCSEs and associated Sample Assessment Materials (SAMs) available to centres.</li> <li>• First cycle of WJEC continuing professional development (CPD) events to support the introduction of the new GCSEs.</li> <li>• Publication of additional SAMs for new GCSEs.</li> <li>• Second cycle of WJEC CPD to support the introduction of the new GCSEs.</li> <li>• New and revised GCSEs taught from September 2015.</li> <li>• International PISA tests take place in December 2015.</li> </ul>
Work in partnership with WJEC, regional consortia, the NSP and ColegauCymru to implement in autumn 2014 a support programme for schools and colleges to help them implement the changes to GCSEs and the new pedagogy that will be required.	<ul style="list-style-type: none"> <li>• Additional subject specialist advisors available in consortia.</li> <li>• Year of Science campaign launched.</li> <li>• Additional science related teaching resources available in schools.</li> <li>• Additional materials and support for the National Literacy and Numeracy Framework (LNF) in place.</li> <li>• Opportunity for schools to utilise PISA-style tests – via Hwb.</li> <li>• Additional National Support Framework materials/resources available in schools.</li> <li>• Schools receive international PISA test support packs.</li> </ul>
Introduce the new revised and more rigorous Welsh Baccalaureate for first teaching from September 2015, including	<ul style="list-style-type: none"> <li>• Regional consortia to hold events for schools’ senior staff in relation to the revised Welsh Baccalaureate.</li> <li>• WJEC events to disseminate the new Welsh Baccalaureate</li> </ul>

<b>Strategic objective 3: The qualifications young people achieve are nationally and internationally respected and act as a credible passport to their future learning and employment.</b>	
<b>We will:</b>	<b>Pledges met</b>
grading at all levels.	<p>requirements/specifications.</p> <ul style="list-style-type: none"> <li>• Regional consortia and ColegauCymru to work with WJEC to support centres.</li> <li>• New Welsh Baccalaureate taught in schools and colleges and by training providers.</li> </ul>
Introduce revised AS and A levels for first teaching from September 2015, with specifications available to centres in autumn 2014.	<ul style="list-style-type: none"> <li>• Revised AS and A levels and associated SAMs available to centres.</li> <li>• Revised AS and A levels taught in schools and colleges.</li> </ul>
Establish Qualifications Wales as a strong independent body with responsibility for the qualifications system in Wales with full regulatory powers and in-time awarding functions.	<ul style="list-style-type: none"> <li>• Qualifications Wales established by autumn 2015.</li> </ul>
Introduce new Essential Skills Wales qualifications for first teaching from September 2015.	<ul style="list-style-type: none"> <li>• Work with awarding organisations and practitioners to develop vocationally specific resources and assessment instruments.</li> <li>• Trial new assessment specifications for the revised suite of Essential Skills.</li> <li>• Implementation of revised Essential Skills qualifications.</li> </ul>



<b>Strategic objective 4: Leaders of education at every level working together in a self-improving system, providing mutual support and challenge to raise standards in all schools.</b>	
<b>We will:</b>	<b>Pledges met</b>
Ensure that the principle of school-to-school support underpins Welsh Government and consortia approaches to school improvement.	<ul style="list-style-type: none"> <li>• Review of Tranche 1 Partnership Plans of the Lead and Emerging Practitioner (LEP) programme and scoping of best practice for further review.</li> <li>• Meet with identified schools to discuss best practice.</li> <li>• Development and design of an approach for collating and communicating best practice</li> <li>• Sharing of information to inform Schools Challenge Cymru and the development of the National Model and school-to-school infrastructure.</li> </ul>
Work with the National Leadership Development Board (NLDB) and consortia to continue to populate the Leadership Development Pathway and encourage school-to-school working.	<ul style="list-style-type: none"> <li>• NLDB meeting.</li> <li>• Case study materials to support promotion of headship available on Learning Wales.</li> <li>• Guidance materials on coaching and mentoring and networking available on Learning Wales.</li> <li>• NLDB to discuss lessons learnt and populating the Pathway.</li> <li>• Proposals developed for current headteachers (July–December 2015).</li> </ul>
Encourage wider practitioner engagement at all levels with the Individual Leadership Review (ILR) tool to promote an active participation in a continuum of leadership development.	<ul style="list-style-type: none"> <li>• Development of training pack for ILR.</li> <li>• Good practice examples and video clips of using ILR uploaded onto Learning Wales.</li> <li>• Proposals for further awareness and marketing of the ILR tool developed.</li> </ul>
Work with consortia to introduce consistent provision for middle leader development.	<ul style="list-style-type: none"> <li>• Joint planning with consortia.</li> <li>• Initial core provision in place in each consortium.</li> <li>• Proposals developed for quality assurance of middle leader provision.</li> <li>• Progress of middle leader provision with consortia reviewed.</li> </ul>
Introduce a number of hubs across Wales to support young people to improve attainment	<ul style="list-style-type: none"> <li>• Launch pilot hubs.</li> <li>• Commencement of project to identify academic, practical, and</li> </ul>

<p>at the highest levels, increasing their opportunities to access places at the UK's highest-ranking universities, including Oxford and Cambridge.</p>	<p>artistic/creative more able and talented provision within schools, further education institutions/colleges and local authorities in Wales.</p> <ul style="list-style-type: none"> <li>• Final report due on project.</li> <li>• Full national roll-out of hub model begins.</li> </ul>
<p>Roll out the Schools Challenge Cymru (SCC) project as a fast-track support programme for the most challenged schools in Wales, based on the principles of the National Model for regional working.</p>	<ul style="list-style-type: none"> <li>• Start of SCC in Pathways to Success schools.</li> <li>• Ministerial visits to SCC schools completed.</li> <li>• Commission evaluation of SCC.</li> <li>• Series of SCC events completed.</li> <li>• Ongoing SCC evaluation.</li> <li>• Key Stage 4 results of SCC schools.</li> <li>• Ongoing SCC evaluation.</li> </ul>
<p>Review the current range of secondary school banding metrics.</p>	<ul style="list-style-type: none"> <li>• Review of current arrangements continues during autumn 2014 with stakeholders.</li> </ul>
<p>Free our leaders to lead by reducing unnecessary bureaucracy, providing greater flexibility over resources with priority given to the front line. Rationalise education grants in order to provide greater flexibility particularly to those schools that are good or better.</p>	<ul style="list-style-type: none"> <li>• Review of the current arrangements for the School Effectiveness Grant and all school focused education funding.</li> </ul>
<p>Review progress against the agreed priorities in regional consortia business plans via termly review and challenge meetings.</p>	<ul style="list-style-type: none"> <li>• Autumn review and challenge regional events held with the Minister in attendance.</li> <li>• Spring events held throughout March, following approval of the business plans.</li> <li>• Summer events held with consortia.</li> <li>• Annual autumn events held.</li> </ul>
<p>Develop a leadership programme for senior college leaders.</p>	<ul style="list-style-type: none"> <li>• Contractor appointed to develop and deliver pilot programme.</li> <li>• Pilot programme launched and first cohort of delegates enrolled.</li> </ul>
<p>Work in partnership with ColegauCymru to develop a new code for governors in further education, which will reflect best practice.</p>	<ul style="list-style-type: none"> <li>• ColegauCymru grant letter awarded.</li> </ul>
<p>Produce national standards for challenge</p>	<ul style="list-style-type: none"> <li>• Challenge adviser training.</li> </ul>

advisers.	<ul style="list-style-type: none"> <li>Standards for challenge advisers published.</li> </ul>
Introduce a national system for the categorisation of primary schools to enable regional education consortia to target intervention and support.	<ul style="list-style-type: none"> <li>A pilot primary categorisation model, based on new, agreed metrics available.</li> <li>Categorisation of primary schools published.</li> <li>Review of primary categorisation model.</li> <li>Consideration of potential changes to primary categorisation model.</li> </ul>
Introduce a national system for the categorisation of secondary schools (based on the revised school banding metrics) to enable regional education consortia to target intervention and support.	<ul style="list-style-type: none"> <li>Secondary school categorisation model finalised following review of current range of secondary school banding metrics.</li> <li>Categorisation of secondary schools published.</li> </ul>