

**Progress against Our national mission commitments [page 1] and other areas [page 15 onwards]**

**1. Education in Wales: Our national mission Update Plan October 2020 [document] - Stocktake of progress against commitments**

**Provisional overall RAG ratings for the Our national mission programme – October 2021**

<b>Amber</b>	<b>Red</b>	<b>Education in Wales: Our national mission</b>
Amber		Transformational Curriculum
Amber		Professional Learning
Green		Leadership
Amber		Equity, Excellence and Well-being
Amber		Evaluation, Improvement and Accountability
Amber		Welsh in Education
Amber		Covid-19: Operation of schools and settings

**To support the realisation of Curriculum for Wales in schools and settings, we will:**

ID	RAG	ONM 2020 Commitment	Complete / Ongoing	Rationale / update
487		Promote learning in all forms and all scenarios in a COVID-19 context – to enable assessment to underpin progression we will look to the independent review of qualifications to recommend considerations for the qualifications series in 2021	Complete	Complete for 2021, though reflections on 2021 for 2022 continue. Promoting learning wellbeing and progression is the key objective of the Renew and Reform programme.
488		Publish shared expectations to support schools in the steps they must take to	Complete	Curriculum for Wales: The Journey to Curriculum Rollout (a revised version of Curriculum for Wales: The Journey to 2022) was co-constructed with

		prepare for rollout of Curriculum for Wales in October 2020		partners and published on 22 September 2021 - providing clearer, simplified expectations to support schools, as well as additional guidance.
489		Work with partners to develop and publish a curriculum implementation plan which sets out steps for government and strategic partners from autumn 2020	Complete	The Curriculum for Wales Implementation Plan was published on 27 January 2021.
490		Establish a national network of practitioners and stakeholders to share understanding across the profession, gather intelligence and co-construct support and solutions to problems, and work together to deliver the implementation plan by January 2021	Ongoing	Following a successful pilot earlier in the year, National Network Conversations launched on 22 September 2021. Autumn 2021 conversations began on 19 October and will run until 26 November. Timescale for delivery – end November 2021. Rag rating reflects current activity.
491		Support the Curriculum and Assessment Bill to achieve Royal Assent by spring 2021	Complete	Royal Assent granted on 29 April 2021.
492		Develop the first resources and supporting materials by summer 2021 to help practitioners realise Curriculum for Wales	Ongoing	Developing a set of principles and supporting information which will guide others in their efforts to develop appropriate guidance and resources to support practitioners to realise the Curriculum for Wales. Action is delayed from the summer. The National Network brings together teaching professionals, experts, stakeholders, policy makers and enabling partners to identify and address barriers to and opportunities for the implementation of Curriculum for Wales. The focus of the Network conversations in November will include what resources and materials practitioners feel they want to support curriculum design, teaching and learning. The conversation will inform our guidance for the development of resources.

493	Develop and publish additional curriculum guidance to support practitioners in specific key areas by September 2021.	Ongoing	Co-construction of additional Curriculum for Wales guidance is ongoing. While plans changed to minimise demands on practitioners due to the pandemic, co-construction is on track to enable all guidance workstreams to be updated online by the end of December 2021. This is reflected in the RAG rating. The second phase of consultation, covering guidance on Relationships and Sexuality Education, Religion Values and Ethics, Careers and Work-Related Experiences, Enabling Pathways, a curriculum for non-maintained settings, a refresh of the Cross Curricular Skills Frameworks, the draft Progression Code, and the draft Statements of What Matters Code, ended on 16 July. Feedback analysis and working group planning is underway for the refinement phase.
<b>Professional Learning [page 21]</b>			
494	Ensure that our Initial Teacher Education (ITE) is agile and responsive to the opportunities presented by Curriculum for Wales and that our teachers explore and exploit these opportunities	Complete	Initial Teacher Education Partnerships remain highly engaged with the new curriculum and developments in relation to Induction and the Research strategy. Whilst the commitment can be accepted to be met, work will continue in this area. For example, meeting held to discuss options in relation to entry and equivalency and a schedule of meetings is in place to cover induction and communications strategy.
495	Review and re-plan our induction and early career support arrangements and update our approach to professional learning and INSET for teachers, teaching assistants in schools and the non-maintained nursery sector	Ongoing	Work is continuing to develop our consultation for the proposed changes to induction. Discussions on the early career professional learning programme are continuing.
496	Formally launch our National Approach to Educational Research and Enquiry, to highlight the importance of enquiry for teachers and learners	Complete	The National Strategy for Educational Research and Enquiry (NSERE) was launched on 12 July 2021. Moving now onto the next phase, work has begun on embedding the strategy across the education sector.

497	Continue to build on the successful resources on Hwb to further explore high-quality blended and remote learning experiences	Complete	<p>A wide range of resources are available within the Professional Learning Journey area (PLJ) of Hwb to support schools and leaders. There are 47 playlists currently available or due to be published. Whilst a third round of Expression of Interest forms is open and to date only a few expressions have been received, the resource bank is sufficiently populated at this point.</p> <p>Through our work on the Strategic Professional Learning Implementation Plan (SPLIP) we are also actively working to ensure that among the Professional Learning options available are high quality remote asynchronous learning products. Options for both Additional Learning Needs Professional Learning and the new Masters in Education include blended learning options. We are looking to develop further resources including for effective deployment of Teaching Assistants, and SLOs and International Languages in primary. Higher Education Institutions are finalising delivery of wellbeing resources and enquiry and reflection resources are due.</p>
498	Working with our regional consortia and universities, launch our national approach to coaching and mentoring and the new national Masters in Education with a focus on early career teachers and headteachers	Ongoing	<p>Work is progressing well with launching taking place across Wales. Progress on new Pathways are being taken forward and the universities have internationally renowned experts to act as critical friends on all further developments</p>
499	Implement the Recruit, Recover, Raise Standards (RRRS) Programme	Complete	<p>The programme is running. A supplier has been secured to undertake the Government Social Research evaluation exercise and an inception meeting has been scheduled. Work is ongoing to develop improved reporting processes. An online web form is being developed which will allow capture of data on staff numbers, roles, and also on interventions for schools to complete. A retrospective capture of final data for 2020/21 and new data for 2021/22 is planned for autumn term 2021 once the format of the online form is finalised.</p>

500	Mobilise the new versions of the ITE programmes (accredited and monitored by the Education Workforce Council) and launch our new strategy for teacher recruitment into ITE	Ongoing	<p>Education Unions have been updated on the COVID scheme and are content. Seeing strong applications to programmes with similar issues with Science, Technology Engineering and Mathematics (STEM) and languages (Modern Foreign Languages (MFL) &amp; Welsh). A formative assessment of the new programmes is planned.</p> <p>Work to develop the Teach in Wales campaign with regards to diversifying the workforce is ongoing with communications colleagues. Iaithe Athrawon Yfory (IAY) claims have exceeded the target with 119 received to date (deadline next August 2022).</p> <p>Discussed advice on incentives with Minister for Education and Welsh Language with announcements scheduled for the next period from mid-October. Delivery of the new ITE routes is strong with excellent interest and applications.</p>
501	Continue to increase the digital access to professional learning and teachers' skills in providing digital learning experiences	Complete	<p>A range of digital learning opportunities have been produced including the Remote asynchronous learning design (RALD) modules and workshops produced in association with CDSM.</p> <p>Discussion on the next phase of the WCLD programme is ongoing. The digital professional learning journey and self-assessment tool has been launched and regions are working on PL in support of this programme. A range of blended PL is available ranging from PLJ resources to the development of further digital and blended PL via the SPLIP.</p>
<b>Leadership [page 23]</b>			
503	Undertake a rapid review of support for headteachers in light of the challenge of COVID-19 and the opportunity presented by early adoption / practice of Curriculum for Wales	Ongoing	<p>A report looking at the support available to Headteachers is being finalised and checked for accuracy allowing for further information to be provided before taking the next steps.</p> <p>Beyond the commitment, an action plan will then be developed for support for heads over the next 5 years</p>

504	<p>Continue to fund and support the delivery of a wide range of leadership professional learning and the National Professional Qualification for Headship (NPQH)</p>	Complete	<p>All Future Leaders programmes delivered by the regions have now received National Academy for Educational Leadership (NAEL) endorsement and teacher leadership and national coaching etc. will now need to be considered moving forward.</p> <p>NPQH Aspiring Heads programme continues to be delivered virtually. NPQH and PL for Leadership development is fully funded and will continue to be developed</p>
505	<p>Ensure the National Academy for Educational Leadership Wales provides an agile portfolio of services responsive to the demands of Curriculum for Wales</p>	Complete	<p>The NAEL continues to develop and work collaboratively with stakeholders to offer quality assurance on Leadership provision. The NAEL is also working to ensure that resources will become available for the sector on wellbeing and INSET</p>
506	<p>Refresh our approach to schools as learning organisations (SLOs), especially the technology that underpins schools' ability to self-evaluate in this area</p>	Complete	<p>Commitment is complete and work continues around the workstream. The Learning Organisation survey is now integrated into Hwb and relaunched work is ongoing. Take up by schools has been slow however with the impact of COVID this is not unexpected. Regions have developed an SLO action plan and the working group will take this forward. Welsh Government secondees continues to work to develop case studies and work with regions to promote use of the SLO model. We are also exploring some work to use SLO as a lens through which to think about curriculum reform in specific areas; the secondees is working with International Languages in primary as a starter area and looking to develop some resources and case studies.</p>
507	<p>Continue to provide resources on Hwb to support leaders in sharing their experiences, and frequently update the resources to ensure they are fit for purpose and of value.</p>	Complete	<p>Whilst more information on sharing information and experiences becomes available through partner organisations, work on this activity will be further developed as a result of the Leadership Review. Leaders also continue to share experiences through the work of the NAEL and the PLJ activities.</p>

510	Engage the regional consortia to develop their professional learning offer for leaders in light of the findings of the SLO survey	Ongoing	Welsh Government SLO secondee continues to work with regions on developing support for SLOs and promoting the model. Recently an updated SLO plan has been received from the regions and a follow up meeting arranged. Arrangements to secure the secondee resource for the rest of the academic year are being taken forward.
511	Establish and share resources centred on leadership journeys via Hwb	Complete	Information on leadership is available on HWB and will continue to be developed and updated.
512	Work with the National Academy for Educational Leadership Wales and regional consortia to equip leaders with skills to strategically plan the development of Welsh within a culture of schools as learning organisations.	Ongoing	NAEL and its associates met during September to discuss next steps with taking this work forward following the publication of their report in July. Officials will continue to liaise with NAEL and the regions to develop plans as part of the forthcoming 10-year strategy for the Welsh-medium workforce.
<b>Equity, Excellence and Wellbeing [page 25]</b>			
513	Work with regional consortia to ensure best use of the PDG to target support where it is needed and highlight the most effective interventions to maximise individual learner progress	Complete	Moving beyond the ONM commitment, in line with the aspirations of the 2021-2025 Programme for Government officials are currently scoping a review of the impact of the Pupil Development Grant (PDG). We will be aligning this with the reducing educational inequalities policy review, which will be focussed on key players in the system's understanding of educational inequality and its causes; what they believe has been working well to address these issues; what barriers remain and how these might be overcome in a new policy strategy.
514	Strengthen our commitment around the cost of the school day, which is a particular issue to our most disadvantaged families; this includes guidance for schools and PDG access, which goes directly to families to help	Complete	Welsh Government are revisiting the guidance for schools to make sure that school uniforms are made more affordable. Children in Wales are finalising governor training as part of their wider offering to schools on how to keep costs of the school day low.

		with uniform and associated costs of the school day		
515	Ongoing	Progress the integrated approach to improving education outcomes for looked after children	Ongoing	Following Ministerial agreement, scoping of the next steps is in progress.
516	Ongoing	Work with local authorities to ensure best use is made of the Minority Ethnic and Gypsy, Roma and Traveller Grant to ensure education is inclusive and accessible to all learners	Ongoing	This commitment is ongoing. We are receiving and scrutinising local authority Minority Ethnic and Gypsy, Roma and Traveller (MEAG) plans to ensure funding is being appropriately channelled and used to best support Ethnic Minority and Gypsy Roma Traveller Learners in Wales.
517	Ongoing	Continue to develop systems that increase support available for the provision of healthier food in schools	Ongoing	Work is ongoing until April 2022. Work has commenced on the 2021-2025 Programme for Government commitment to review Free School Meal eligibility criteria, starting out with scoping the review and considering the available evidence. We are also developing an early adopters programme to test our approach to increasing eligibility in a local authority.  We are committed to reviewing the 2013 Healthy Eating in Schools Regulations. However, progress will be hampered due to pressure on the team as a result of staff vacancies.
518	Complete	Publish guidance on safeguarding in education.	Complete	Welsh Government are updating handling allegations of abuse against teachers and other staff guidance to reflect changes to Keeping Learners Safe and disciplinary and dismissal procedures for school staff.
519	Complete	Progress the whole-school approach to the physical and mental health and wellbeing framework, and increase	Complete	The 'Framework on embedding a whole school approach to emotional and mental wellbeing' was published on 15 March 2021.



	capacity of school counselling provision		<p>The Joint Ministerial Task and Finish Group on a Whole School Approach has been reconvened for the sixth Senedd and met in July 2021 to consider next steps in progressing this agenda. £1.75m has been made available in the current (2021-22) year to support improvements and an expansion in the school counselling service. Cardiff University have been contracted to review school counselling provision to ensure it continues to meet current and future demand, including the need for provision for younger children (below the current Year 6 threshold). The final report is expected early in 2022.</p>
520	Ensure the ALN Code and regulations are in place for the ALN system to commence in September 2021	Complete	<p>The original commitment can be considered complete as we move towards the key implementation phase. The ALN Code and relevant regulations were laid and approved by the Senedd in March 2021. The RAG rating reflects this.</p> <p>Implementation of the new ALN system is being sequenced in its first year. The first phase running from September 2021 to January 2022 for newly identified and/or detained children. The second phase is due to commence in January. Further actions and milestones will be subject to the new strategy development for implementation.</p> <p>Note: the implementation phase is RAG rated separately and currently rated red due to scale, complexity and concerns from stakeholders across Wales around preparedness.</p>
521	Establish and increase youth work operation within schools and across communities as part of a sustainable delivery model including refreshing the Youth Engagement and Progression Framework	Ongoing	<p>Work under this commitment can be considered ongoing to January 2022, however we expect a natural progression beyond ONM into the next phase of work and supported by the 2021-2025 Programme for Government.</p> <p>The Interim Youth Work Board's final report to Welsh Government was published on 16 September, along with social media posts, an infographic and a short video clip specifically aimed at young people about the report's</p>

			<p>recommendations. On the same day the Minister for Education and Welsh Language issued a written statement committing to respond to the report at the end of 2021. Officials are reviewing the recommendations and will provide further advice to the Minister in due course.</p> <p>The report on the consultation on the Youth Engagement and Progression Framework (YEPF) was published on 10 September. Work to re-draft the YEPF is progressing, however, the plan to publish in November has changed. This is due to:</p> <ol style="list-style-type: none"> <li>1. the need to re-structure the draft YEPF into two parts, an overarching strategic document setting out the direction of travel and a more practical handbook to provide advice to local authorities on some of the more operational aspects of delivering the YEPF</li> <li>2. the need to align the new YEPF with other policies and programmes currently in development, particularly the Young Person's Guarantee, the National Milestone on young people in EET (included in the current consultation on National Milestones) and the update to the employability plan.</li> </ol> <p>The new YEPF will need to reflect these developments and is expected start of 2022.</p>
522	Continue to deliver on commitments in the Education otherwise than at school (EOTAS) Framework for Action.	Ongoing	<p>Progress against this commitment has been impacted by the pandemic. The Education Otherwise Than At School (EOTAS) Ministerial Advisory Group has been reconvened. The Group met in July 2021 and is examining progress against the framework for action and what new activity is needed to support EOTAS provision. The intention is to seek Ministerial agreement to publish a revised / new framework during early 2022. Acknowledging the change of plan up to March 2022, the RAG rating reflects current activity.</p>

Evaluation, Improvement and Accountability [page 27]	
523	<p>Produce non-statutory school improvement guidance for schools, local authorities and regional consortia which sets out how the new evaluation, improvement and accountability framework will work in practice [see also ID 528]</p>
	<p>Ongoing</p>
	<p>Consultation on the school improvement guidance concluded in March and the summary of consultation responses was published in June 2021.</p> <p>Discussions with the Minister for Education and Welsh Language to agree the approach and wider plans are ongoing. Advice was submitted to the Minister in mid-October setting out options for next steps on guidance. Subject to this, and follow-up discussions with delivery partners, publication is now likely in early 2022.</p>
524	<p>Continue to support our 'most at need' schools through multi-agency working</p>
	<p>Ongoing</p>
	<p>Communication from Welsh Government to all participating local authorities, schools and regions was sent on 17 September, updating 'participant briefing'. All 12 special measures secondary schools continue to engage with the approach, with progress being monitored via the Steering Group and research project.</p> <p>Consideration is being made as to whether to include Pupil Referral Units in special measures within the approach. The approach is planned to continue until summer 2023 and beyond the original ONM commitment.</p>
525	<p>Establish an evidence base to determine the data and information that is needed to support effective evaluation, improvement and accountability throughout the school system</p>
	<p>Ongoing</p>
	<p>End of scoping phase meetings of the Steering Group and Advisory Group have taken place and the scoping report is due to be submitted for review on 1 November 2021. The scoping report will include the following: engagement plan; updated work plan and risk register; interview schedules, guides and privacy notice; a draft system map and desk review summary (to be developed further during the next phase). A sample of schools has been selected for the next phase of work and will be approached in the coming weeks, following sign-off of the associated materials.</p> <p>Broad timeline:</p> <ul style="list-style-type: none"> <li>Jun-Sep 2021 - initial scoping and engagement with stakeholders to understand the landscape and ambitions of the system.</li> </ul>

				<ul style="list-style-type: none"> <li>• Oct 2021-Mar 2022 - extensive fieldwork across the system to build an understanding of needs and issues.</li> <li>• Apr-Jul 2022 - reviewing international practice, wider literature, developing and prototyping possible solutions.</li> <li>• Aug-Sep 2022 - appraising options and developing recommendations</li> </ul>
526	Develop a better system of collating and then providing data and information to support system improvement	Change of approach – to note	This activity is not intended to progress in the same way as it is linked to commitment ID 525 – ‘Establish an evidence base to determine the data and information that is needed to support effective evaluation, improvement and accountability throughout the school system’. This evidence base, once established, will inform requirements for the system that is the subject of this activity. The timescales and resource implications for implementation will depend on those requirements, and could be considerable.	
527	Work with schools and partners to develop and launch the National Evaluation and Improvement Resource (NEIR).	Ongoing	Stage 1 of the pilot was completed at the end of September 2021. Generally positive feedback was received and is being considered as part of preparations for the national pilot launch on the 8 November. The Pilot will run until mid-February 2022, in advance of the full national launch planned for mid-April 2022. The National Resource is now hosted on Evaluation Improvement & Accountability area on Hwb. Discussions are ongoing regarding provision of an interactive search tool.	
528	Consult on and finalise school improvement guidance ahead of the 2021/22 academic year [see ID 523 for update]	Ongoing	<p>Consultation on the school improvement guidance concluded in March and the summary of consultation responses was published in June 2021.</p> <p>Discussions with the Minister for Education and Welsh Language to agree the approach and wider plans are ongoing. Advice was submitted to the Minister in mid-October setting out options for next steps on guidance. Subject to this, and follow-up discussions with delivery partners, publication is now likely in early 2022.</p>	

532	Work with Estyn to determine an appropriate time for their engagement visits with schools to start focussing on preparation for the implementation of Curriculum for Wales.	Complete	Estyn engagement visits with schools are now underway in the new academic year, as set out in their 2021-22 annual remit from Welsh Government.
<b>Welsh In Education page 28]</b>			
533	Investigate immersion techniques currently used alongside the latest national and international academic research in order to support best practice in both Welsh-medium models and bilingual models	Complete	A rapid scoping review of late immersion and intensive language provision was completed and published on 3 June 2021. The report presents the findings of a rapid scoping review of evidence relating to late immersion, intensive language provision and language provision for pupils who have experienced a break or gap in their immersion experience.
534	Consider the role of late language immersion centres in supporting the Welsh-medium sector and whether such support should be available in all local authorities	Complete	A Phd internship was commissioned from January to May to research Welsh medium education through late immersion and map provision in Wales. Work to complete the final report is ongoing.
535	Consult on how schools are designated with regard to their medium of instruction	Complete	The consultation on revising definitions and categories of schools according to their Welsh language provision closed on 26 March 2021. Response are being considered with an external company supporting an analysis of the responses at present. The intention is to publish a report with the findings and conclusions of the consultation at the same time as the final draft of the guidance.
536	Expand the availability of E-sgol to all Welsh-medium comprehensives	Ongoing	The program continues to expand with schools in Gwynedd looking for equipment to deliver an e-school model. Discussions are also ongoing with EAS consortium to develop a new cluster in the south.
537	Look at the potential role of the National Centre for Learning Welsh to	Ongoing	The Review of the National Centre for Learning Welsh was published on 4 August. The review recommends that the Welsh Government should

		<p>support the teaching of Welsh in schools, and consider the language learning pathways from schools to post-16 and post-18 education for students studying Welsh in English-medium schools</p>		<p>extend the Centre's provision and remit to include 16-25 year olds who have studied Welsh as a subject in the English-medium schools sector. The review also recommends that the Welsh Government explores how the Centre's remit can be extended to areas such as training the education workforce, sharing resources and good practice with the second language sector in schools and developing language skills for further education subjects. The Centre is already doing some work in the education sector, including the Welsh in Work pilot project in secondary schools and adapting some resources for use in second language schools. A response to the Review's recommendations was published on 22 October and we will continue discussions with the Centre to implement these.</p>
538		<p>Enhance and build on support for parents / carers of children in Welsh-medium education</p>	Complete	<p>We have worked with RhAG (Parents for Welsh Medium Education) to develop a new Welsh for Parents website to support parents with children in Welsh medium education. The website contains links to a wide range of Welsh language resources available on a variety of digital platforms.</p>
539		<p>Develop a new framework for supporting the use of Welsh by children and young people</p>	Ongoing	<p>Cross-departmental discussions and discussions with external stakeholders involving grant funded organizations including the Urdd and the Mentrau Iaith are ongoing to develop the framework. Closer contact has also been made with regard to the development of the framework and the Welsh in Education Strategic Plans in the context of children and young people's language use by strengthening the expectations on them within the new WESP.</p>