

Additional information from Local Government representatives following the meeting on 28 January 2021

The Recruit and Recover Programme: £29 million announced to be provided to schools, funding the equivalent of 600 extra teachers and 300 teaching assistants throughout the next school year, targeting extra support at Yrs 11, 12 and 13, as well as disadvantaged and vulnerable learners of all ages.

- Some evidence from local authorities suggests that schools are utilising existing staff for RRRS purposes. In one local authority, only a few schools (20%) have used agency staff to cover the RRRS programme, in those circumstances, the agency staff were already known to the school. Some of the agency staff are covering pre-existing duties so that the school-based staff can support the learning of vulnerable pupils. In some cases, the extra staff are being deployed as additional one to one coaching for pupils who have fallen behind in their learning. They support pupils to complete work in a range of subjects and links have been made with home to strengthen the partnerships. Many schools are operating additional mentoring for pupils. This again gives additional help to vulnerable pupils who may require a greater level of additional support (e.g. eFSM, ALN and LAC).
- WG note that the RRRS scheme is for a range of roles, and they have asked agencies to be clear on if they are recruiting for QTS or other – and to check with the school if this is not clear.
- TUs have expressed concern regarding RRRS funding being channelled through supply agencies who are advertising for qualified teachers at rates as low as £58 a day. This was discussed through the Schools Social Partnership Forum following a discussion paper regarding the current position of supply teacher in Wales which highlighted some of these concerns. The Forum agreed on the following recommendations:
 1. Schools are required to enter into a voluntary supply agency pledge whereby they only procure from agencies identified on the NPS Framework Approved Supply Agencies, each school being requested to include an appropriate statement of intent about supply teachers' pay in their School Pay Policy.]
 2. Schools agree to commit to a minimum daily rate of £132 ($M1 \div 195$ days).
 3. Agencies on the National Procurement Service (NPS) Framework are required to publish daily rates on their websites.
 4. The NPS Framework is owned by WG and it should be for them to assure adherence.

These have been endorsed by all 22 Education Cabinet Members and Leaders. It was also agreed to endorse a similar principle in R2 with Teaching Assistants,

however, recognising that further work would be needed to ascertain the minimum wage.

Science of transmission in schools and educational settings

- PHW colleagues attend various meetings giving updates : Leaders meetings with Ministers also in attendance, Schools Social Partnership Forum, ADEW, promoting discussions around current position and next steps.
- School environment remains safe – risk assessments reviewed regularly, social – distancing rules applied, sanitation, additional cleaning, face coverings, etc.
- PHW data dashboard – schools surveillance shows that the rolling 3 day average has significantly reduced since mid-December and continues to reduce.

Medium to long term: pupil well-being and academic progress

Summer 2021 examinations and assessments

- GCSE, AS and A levels approved by Qualification Wales will be awarded through a Centre-Determined Grade model – grades will be determined by schools or college on an assessment of the learner's work.
- Schools and colleges will be able to use a range of evidence, including Non Examination Assessment elements, mock exams, and classwork – in addition, WJEC will offer a set of adapted past papers which can be used to help assess learning within teaching plans.
- The announcement of the above is a positive move but the detail in the assessment framework will be key and needs to be shared as soon as possible so enable schools and colleges to plan effectively.
- Geraint Rees, chair of the DDAG attended a WLGA Education Cabinet Members meeting on the 1st February and discussed concerns raised by members regarding the need to share the detail of the assessment framework and the possibility of using teaching time up to July to give learners every opportunity to succeed.

Steps we can start now to address long term impact – developing a 'catch up' plan

- As mentioned above – additional funding for further catch-up programme.
- The new curriculum to be relooked/reviewed to include blending learning opportunities.
- Review of the school term – holidays, term times, school day.
- Research into the impact of COVID 19 across the whole education sector – lessons learnt to influence next steps and highlight the gaps/deficits to better plan for the future.
- Ongoing discussions with key stakeholders on this matter to ensure collaboration as this will be key in a recovery programme. The need to understand how well-being is supported is critical. Also, we need to understand the capacity in terms of competing priorities – concentrate on where the focus is needed.