

DYDD IAU, 15 EBRILL 2021

AT: HOLL AELODAU'R PWYLLGOR CRAFFU ADDYSG A PHLANT

YR WYF DRWY HYN YN EICH GALW I FYNYCHU RHITH-GYFARFOD O'R **PWYLLGOR CRAFFU ADDYSG A PHLANT** SYDD I'W GYNNAL AM **10.00 YB** AR **DYDD MERCHER, 21AIN EBRILL, 2021** ER MWYN CYFLAWNI'R MATERION A AMLINELLIR AR YR AGENDA ATODEDIG.

Wendy Walters

PRIF WEITHREDWR

| | |
|------------------------------|--|
| Swyddog Democrataidd: | Rhian M Lloyd |
| Ffôn (Llinell Uniongyrchol): | 01267 224088 |
| E-bost: | rmlloyd@sirgar.gov.uk |

Wendy Walters Prif Weithredwr, *Chief Executive*,
Neuadd y Sir, Caerfyrddin. SA31 1JP
County Hall, Carmarthen. SA31 1JP

PWYLLGOR CRAFFU ADDYSG A PHLANT

14 AELOD O'R CYNGOR, 2 AELOD ANETHOLEDIG SYDD Â PHLEIDLAIS
A 3 RHIANT-LYWODRAETHWYR ETHOLEDIG SYDD Â PHLEIDLAIS

GRŴP PLAID CYMRU – 7 AELOD

- | | | |
|----|------------|--------------------------|
| 1. | Cynghorydd | Liam Bowen |
| 2. | Cynghorydd | Kim Broom |
| 3. | Cynghorydd | Betsan Jones |
| 4. | Cynghorydd | Jean Lewis |
| 5. | Cynghorydd | Darren Price (Cadeirydd) |
| 6. | Cynghorydd | Emlyn Schiavone |
| 7. | Cynghorydd | Dorian Williams |

GRŴP LLAFUR – 3 AELOD

- | | | |
|----|------------|-------------|
| 1. | Cynghorydd | Dot Jones |
| 2. | Cynghorydd | Gary Jones |
| 3. | Cynghorydd | Bill Thomas |

GRŴP ANNIBYNNOL – 2 AELOD

- | | | |
|----|------------|------------------------------|
| 1. | Cynghorydd | Sue Allen |
| 2. | Cynghorydd | Edward Thomas (Is-Gadeirydd) |

GRŴP ANNIBYNNOL NEWYDD – 1 AELOD

- | | | |
|----|------------|---------------|
| 1. | Cynghorydd | Shahana Najmi |
|----|------------|---------------|

HEB GYSYLLTIAD PLEIDIOL – 1 AELOD

- | | | |
|----|------------|--------------|
| 1. | Cynghorydd | John Jenkins |
|----|------------|--------------|

AELODAU ANETHOLEDIG SYDD Â PHLEIDLAIS (2)

- | | | |
|----|---------------------|-----------------------------|
| 1. | Mrs V. Kenny | Yr Eglwys Gatholig Rufeinig |
| 2. | Y Parch D. Richards | Yr Eglwys yng Nghymru |

RHIANT LYWODRAETHWYR ETHOLEDIG SYDD Â PHLEIDLAIS (3)

Cyfnod yn y swydd yn dod i ben ar y 31/03/2022

- | | | |
|----|-------------|-----------------------|
| 1. | Lle Gwag | Ardal 1 – Dinefwr |
| 2. | Mr A. Enoch | Ardal 2 – Caerfyrddin |
| 3. | Lle Gwag | Ardal 3 – Llanelli |

AGENDA

1. YMDDIHEURIADAU AM ABSENOLDEB
2. DATGANIADAU O FUDDIANNAU PERSONOL GAN GYNNWYS UNRHYW CHWIPIAU PLEIDIAU A RODDIR MEWN YMATEB I UNRHYW EITEM AR YR AGENDA.
3. CWESTIYNAU GAN Y CYHOEDD (NID OEDD DIM WEDI DOD I LAW)
4. CWRICWLWM CYMRU 5 - 42
5. CYNLLUN BUSNES ADRANNOL 43 - 62
6. EGLURHAD AM BEIDIO Â CHYFLWYNO ADRODDIAD CRAFFU 63 - 66
7. BLAENRAGLEN WAITH 67 - 72
8. GORCHWYL A GORFFEN 73 - 80
9. LLOFNODI YN GOFNOD CYWIR COFNODION Y CYFARFOD A GYNHALIWDYD AR 17EG MAWRTH, 2021 81 - 86

Mae'r dudalen hon yn wag yn fwriadol

Eitem Rhif 4

Y Pwyllgor Craffu Addysg a Phlant

21^{ain} Ebrill 2021

Pwnc

Cwricwlwm Cymru

Diben:

Cynnig trosolwg o'r cymorth sydd ar gael i'n hysgolion a'n lleoliadau arbenigol wrth iddynt weithredu Cwricwlwm Cymru, erbyn mis Medi 2022.

Ystyried y materion canlynol a rhoi sylwadau arnynt:

- Y Genhadaeth Genedlaethol: Cwricwlwm i Gymru
- Y cymorth ar gael i'n hysgolion a'n lleoliadau arbenigol gan Gyngor Sir Caerfyrddin a'r consortiwm rhanbarthol, ERW.

Rhesymau:

- Rhoi'r wybodaeth ddiweddaraf i'r pwyllgor craffu am y daith tuag at Gwricwlwm Cymru, hyd yma
- Myfyrio ar natur y cymorth sy'n cael ei ddarparu
- Cynnig dulliau strategol ychwanegol / amgen i wella'r ddarpariaeth bresennol.

I'w gyfeirio at y Bwrdd Gweithredol / Cyngor i'w benderfynu: NA

DEILYDD PORTFFOLIO AC AELOD O'R BWRDD GWEITHREDOL:- Y Cyngorydd Glynog Davies, Aelod Bwrdd Gweithredol dros Addysg a Phlant

Cyfarwyddiaeth

Gwasanaethau Addysg a Phlant

Enw Pennaeth y Gwasanaeth:

Aeron Rees

Awdur yr Adroddiad:

Ann James

Dynodiadau:

Pennaeth Cwricwlwm a Lles

Cyngorydd Cymorth Addysgol

Rhif Ffôn | Tel: 01267 246532
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EXECUTIVE SUMMARY
Education & Children Scrutiny Committee
21st April 2021

Subject and Purpose
The Curriculum for Wales

1. BRIEF SUMMARY OF PURPOSE OF REPORT.

The Local Authority is developing a professional learning proposal for the Curriculum for Wales that complements the inclusion team.

The aim is to ensure that a good pedagogy meets the needs of individual pupils at all levels and that schools effectively progress in line with the aims of the National Mission.

In addition, through regular and thorough liaison with the authority's Education Support Advisers, inclusion, behaviour and educational psychologist's teams, the local authority holds ongoing constructive conversations with individual schools to discuss its progress with the transition to the curriculum for Wales, as well as the Additional Learning Needs transition.

This report aims to update the scrutiny committee in relation to the Curriculum for Wales and journey currently being undertaken by the Carmarthenshire schools and specialist settings. It also provides an opportunity for the committee to inform the strategic direction of the department and refers to:

- The current context and the schools' engagement with the new curriculum to date
- The strategic approach of the Education and Children's services department
- Support available to schools and specialist settings
- The engagement of schools and specialist settings
- Questions for governors as they support their schools on this journey
- Research and Professional Learning networks
- Expectations
- The role of ERW.

DETAILED REPORT ATTACHED ?

YES

IMPLICATIONS

I confirm that other than those implications which have been agreed with the appropriate Directors / Heads of Service and are referred to in detail below, there are no other implications associated with this report :

Signed: *J. Aeron Rees*

Head of Curriculum and Wellbeing

| Policy, Crime & Disorder and Equalities | Legal | Finance | ICT | Risk Management Issues | Staffing Implications | Physical Assets |
|---|------------|-------------|-------------|------------------------|-----------------------|-----------------|
| NONE | YES | NONE | NONE | YES | YES | NONE |

2. Legal

The Wales Curriculum Bill is expected to receive royal assent in April 2021. This will pave the way for the new statutory curriculum for Wales. The commencement date for Nursery to Year 7 is set for September 2022. Subsequent years (8-11) will come on stream in a rolling programme to September 2026.

5. Risk Management Issues

As a result of the pandemic, there has been some disruption to the timetable of planning and design of the new curriculum in schools. This has affected some schools more than others, with potential to widen gaps between schools regarding the depth, breadth and rigour of the design process. Officers and school leaders are taking stock of the requirements in advance of the September 2022 national commencement date (nursery to year 7) and are/will be making the necessary adjustments to ensure that challenges to preparation will have been surmounted by the due date. Despite the pandemic, Welsh Government have been steadfast in relation to the commencement date, which remains unaltered. As we come out of the most recent lockdown, the summer term of 2021 augers to be a period where we can take stock and accelerate preparations in our schools.

ERW, the regional consortium has been taking a lead in the preparations. Erw is currently undergoing a period of transition, though it is anticipated that this will not unduly affect the preparations for the new curriculum.

6. Staffing Implications

Staff have been involved in specific training to prepare for the new curriculum and directed time has been allocated to ensure that practitioners and school leaders have sufficient time to make the necessary preparations.

CONSULTATIONS

I confirm that the appropriate consultations have taken in place and the outcomes are as detailed below

Signed: *J. Aeron Rees*

Head of Curriculum and Wellbeing

1. Local Member(s) - Numerous members will have been appraised of developments in their capacity as school governors

2. Community / Town Council

3. Relevant Partners

ERW

4. Staff Side Representatives and other Organisations

Curriculum matters are periodically discussed in ECS Employee Relations Forum

EXECUTIVE BOARD PORTFOLIO
HOLDER(S) AWARE/CONSULTED

YES

Section 100D Local Government Act, 1972 – Access to Information
List of Background Papers used in the preparation of this report:

THESE ARE DETAILED BELOW

| Title of Document | File Ref No. | Locations that the papers are available for public inspection |
|------------------------------------|--------------|--|
| Curriculum for Wales Documentation | | https://hwb.gov.wales/curriculum-for-wales https://hwb.gov.wales/cwricwlwm-i-gymru |

Cyflwyniad Cwricwlwm

Pwyllgor Craffu

Curriculum Presentation

Scrutiny Committee

Ann James

Ymgynghorydd Cefnogi Ysgolion |

Education Support Advisor

Tim Gwella Ysgolion | School

Improvement Team

Hedalen 9

Cyngor Sir Gâr
Carmarthenshire
County Council



Datblygu Cwricwlwm

Mae'r ALI yn datblygu cynnig
rsgu proffesiynol ar gyfer
wricwlwm Cymru sy'n cyd-fynd
r tîm cynhwysiant.

icrhau bod addysgeg dda yn
wallu angen disgyblion unigol
bob lefel.

Curriculum Development

The LA are developing
a Professional learning
offer for Curriculum for
Wales aligning with
inclusion team.
Ensuring good
pedagogy meets
individual pupil need at
all levels.

CURRICULUM for WALES

Expressive Arts

Music, Dance, Drama
Art, Film and
Digital Media




Humanities

History, Geography, R.E.,
Business & Social Studies
with elements of
Citizenship, ethics, law,
economics, philosophy, politics,
psychology, sociology



Science & Tech

Biology, Chemistry, Physics,
Engineering, Design Tech,
Food Tech, Textiles, Product
Design, Computer Sci, IT




AFL
Formative assessment
to inform planning



3-16 yrs
Continuum of
Progression

Health & Wellbeing

PSE, Personal care & development,
Healthy Choices, Learning to
Learn, Relationships &
emotions, Keeping Safe
Physical Activity



Maths & Numeracy

MATHS



Language, Literacy & Communication

English, Welsh (1st & 2nd lang)
International languages
EAL with a focus on
Oracy & Communication



| | | | |
|--------------------------------|--|-------------------------------|-----------------------------------|
| Ambitious, capable Learners | Enterprising, creative contributors | Ethical, informed citizens | Healthy, confident individuals |
|--------------------------------|--|-------------------------------|-----------------------------------|

Y Cynnig ar gael | The offer available

Cymorth dysgu proffesiynol hunangyfeiriedig - ERW
(Trawsnewid eich cwricwlwm - Egwyddorion
Rhagoriaeth)

Gweminarau penodol yn cael eu cynnal _ e.e.
George MacBride

Cyflwyniad Penaethiaid Cynradd wedi'i drefnu gan yr
ALI (ERW, ADY , Rhannu arfer)

Mae rhai ysgolion wedi ceisio DP yn annibynnol
(Gareth Coombes / Cath Delve)

Mae'r ALI wedi cynnig sesiynau Cath Delve

Sesiynau rhithiol eraill a gynigir mewn ymateb i'r
cwricwlwm adferiad sy'n berthnasol i Gynnig

Cwricwlwm Cymru - Barry Carpenter, cwricwlwm
adfer Lotte Van Der Goot - technegau ar gyfer

ymgysylltu â rhieni a chael sgysiau â nhw

Lee Elliot Major - golwg ddyfnach ar strategaethau i
wella canlyniadau

- Self directed professional learning support – ERW (Transform your curriculum- Principles for Excellence)
- Specific webinars held _ e.g. George MacBride
- Primary Headteachers presentation organised by LA (ERW + ADY, sharing practice)
- Some Schools have sought independent PL (Gareth Coombes/ Cath Delve)
- LA have offered Cath Delve sessions
- Other virtual sessions offered in response to recovery curriculum which are pertinent to Curriculum for Wales Offer – Barry Carpenter, Recovery curriculum Lotte Van Der Goot – techniques for engaging with and having conversations with parents
- Lee Elliot Major – a deeper look at strategies to improve outcomes



Pam? | Why?

I annog ymglymiad
I sicrhau dealltwriaeth
I sbarduno
I ddechrau rhwydweithio
I gynnal cefnogaeth ac eto
annog annibyniaeth

To encourage involvement
To ensure understanding
To inspire
To start networking
To maintain support and yet
encourage independence

Ymglymiad | Engagement

**Yn pob ysgol yn Sir Gaerfyrddin wedi cychwyn y Daith
Cwricwlwm ar gyfer cynllunio Cymru - Mae'r
ymgysylltiad a'r cynnydd i ddiwedd y nod yn amrywio
erwydd amgylchiadau amrywiol**

**88 o ysgolion wedi ymgysylltu â chynnig ERW
diwedd a 105 erbyn hyn wedi ymgysylltu gyda
ffleoedd hyfforddiant ERW eleni.**

**42 o ysgolion wedi ymgysylltu mewn cywaith
yddoniaeth a Thechnoleg a gynhelir gan ERW trwy
grant ysgolion bach**

**All Carmarthenshire schools have started the
Journey to curriculum for Wales planning – The
engagement and progress to end goal varies due
to different circumstances schools find themselves
in.**

**88 schools have engaged with ERW's offer last
year and 105 have now engaged with ERW's
training opportunities this year.**

**Science and Technology project supported by
ERW 42 Schools engaged using the small and
rural schools' grant**

O'r COL i'r Grŵp ffocws strategol

Grŵp ffocws strategol o fewn yr awdurdod ar hyn o bryd yn nodi anghenion 'Ysgolion' ac yn mynd i'r afael â'r angen trwy gynnig cynigion Dysgu Proffesiynol penodol a chyfleoedd i rannu arfer da

Casglu gwybodaeth o ran hyfforddiant neu cynnig dysgu proffesiynol penodol, edrych ar fireinio darpariaeth a gwerthuso

Nodi arfer dda a hyrwyddo cyfleoedd i weld arferion ar draws ysgolion

From the COL to the strategic focus groups

Strategic focus group within LA currently identifying Schools' needs and addressing the need by offering specific PL offers and opportunities to share good practice

Collect information on training or offer specific professional learning, look at refinement of provision and evaluation

Identify good practice and promote opportunities to see practice across schools

Cefnogaeth ALI | LA support

Yn ymuno â grŵp Tasg a Gorffen wedi cychwyn i fynd i'r afael â meysydd angen allweddol e.e. Aseiad yn ymuno â dyluniad y cwricwlwm (gwaith cros-ysadrannol)

A Task and Finish group is being initiated to address key areas of need e.g. Assessment informing curriculum design (Cross departmental work)



Rhwydweithiau Dysgu Proffesiynol - Ymchwil

Addysgeg – Strade and Bryngwyn Lead schools. (Burry port and Laugharne)

Iaith Llythrennedd a chyfathrebu- Coedcae leas school (Stebonheath, Richmond Park, Llannon Hendy)

Techedd a lles – Old Road, Dyffryn Aman, Johnstown, Gwenllian, Bro Dinefwr

Gwyddoniaeth a Thechnoleg– Bancffosfelen, Llanmiloe, Glan y Mor, Rhydygors

Dyniaethau - Llandybie Queen Elizabeth High School. Bro Dinefwr

Mathemateg a Rhifedd

Halfway, Pembrey, Model

Professional Learning Networks – Research

Pedagogy – Strade and Bryngwyn Lead schools. (Burry port and Laugharne)

Language Literacy and Communication- Coedcae leas school (Stebonheath, Richmond Park, Llannon Hendy)

Health and wellbeing – Old Road, Dyffryn Aman, Johnstown, Gwenllian, Bro Dinefwr

Science and Technology – Bancffosfelen, Llanmiloe, Glan y Môr, Rhydygors

Humanities - Llandybie Queen Elizabeth High School Bro Dinefwr

Mathematics and Numeracy

Halfway, Pembrey, Model

Rhwydweithiau Dysgu Proffesiynol - Ymchwil
sy'n cydweithio trwy gyllid Llywodraeth Cymru

Professional Learning Networks – Research working
with Welsh government funding

Dyffryn Aman – Parodrwydd i newid – Datblygu
twf o fewn uwch arweinyddiaeth ac
arweinyddiaeth ganol yr ysgol

Dyffryn Aman - Readiness to change - Develop growth
within senior and middle school leadership

Ysgol Tre Ioan – Datblygiad Cwricwlwm - Wedi'i
gyrru gan nodau byd-eang cenhedloedd unedig

Johnstown School - Curriculum Development - Driven
by the global goals of a united nations

Ymholiwr | This term

- Ail ymgysylltu
- Gweledigaeth
- 4 diben
- Treiali a thrafod
- Cyd-greu a chydweithio
- Ystyried lles fel sail i datblygu'r cwricwlwm

- Re-engagement
- Vision
- 4 purposes
- Trial and deliberation
- Co- construction and collaboration
- Consider well-being as the basis of curriculum development

Disgwyliad | Expecations

Y daith

<https://hwb.gov.wales/api/storage/9da091a5-db8b-4202-b79e-af1f336e4c25/cwricwlwm-i-gymru-y-daith-i-2022.pdf>

Gweithio yn ôl o fis Medi 2022 –Addysgu am y tro cyntaf a mireinio'r cwricwlwm yn barhaus

Y flwyddyn academaidd 2021- 22 - Cynllunio a threiali Gwerthuso a pharatoi ar gyfer addysgu am y tro cyntaf

Y flwyddyn academaidd 2020- 2021 - Ymgysylltu Cynllunio a threiali

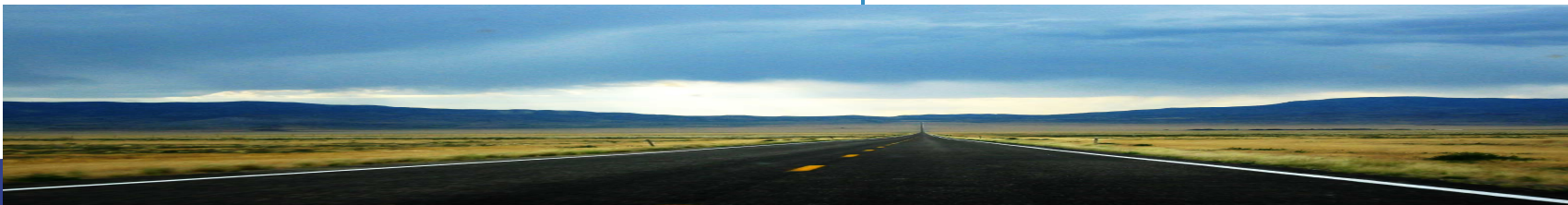
The Journey

<https://hwb.gov.wales/api/storage/0be87463-ba5a4c88-882e-c293898cb67b/curriculum-for-wales-the-journey-to-2022.pdf>

Working back from September 2022- First teaching and ongoing refinement

Academic year 2021-22 - Design, Planning and trialling /Evaluating and preparing for first teaching

Academic year 2020-21 - Engagement / Design, planning and trialling



Yn ystyried y cwestiynau ar gyfer llywodraethwyr wrth iddynt herio a chefnogi ysgolion a hysgolion

Yn ystyried yw gweledigaeth ein hysgol ac ar gyfer pob disgybl?

Yn ystyried wnaethoch chi benderfynu ar y weledigaeth?

Yn ystyried mae'r ysgol wedi bwriadu casglu data am bob disgybl – fel bod yr ysgolwyr a'r darparferydd wedi nodi cryfder, cyflawniad, meysydd i'w gwella ac unrhyw rwystr i ddysgu gan gynnwys y wybodaeth gymunedol?

Yn ystyried oes gan yr ysgol ddealltwriaeth gyffredin o'r berthynas rhyngsylltiedig rhwng dysgu, addysgu ac asesu?

Yn ystyried mae ein cwricwlwm yn sicrhau bod yn a ddyfnder ac ehangder yn y dysgu.

Yn ystyried mae'r ysgol yn cynllunio cyfleoedd ar gyfer dysgu sy'n seiliedig ar y dyfnderau anghenion a dyheadau unigol ein dysgwyr ?

Yn ystyried a mor dda yr ydym yn ystyried eu hanghenion cymdeithasol ac addysgol?

Yn ystyried yw anghenion dysgu proffesiynol mewn perthynas â dysgu a hysgolion?

Questions for governors as they challenge and support their schools

What is the vision of our school and for all pupils?

How did you decide on the vision?

How has the school planned to collect data on each pupil - so that the practitioner has identified strength, achievement, areas for improvement and any barriers to learning including the community information?

Does the school have a common understanding of the interconnected relationship between learning, teaching and assessment?

How our curriculum ensures depth and breadth of learning.

How do we plan learning opportunities based on the strengths of our learners' individual needs and aspirations?

How well do we consider their social and emotional needs?

What are professional learning needs in relation to teaching learning and assessment?

Rhanddeiliaid eraill

Other stakeholders

Disgwylir i Ysgolion gyfathrebu gyda
ysgyblion, rhieni, staff a llywodraethwyr wrth
ddylunio'r cwricwlwm i Gymru
Disgwylir i glystyrau o ysgolion cydweithio
yn nigr Hyfforddiant ar gyfer llywodraethwyr _
mis Mai
Lleol yn diweddarau eu gwybodaeth
gydag ERW

Schools are expected to engage with
pupils, parents, staff and governors
when designing the curriculum for
Wales
Clusters of schools are expected to work
together
Training is offered by LA for governors -
May
Local Authority update their information
with ERW

Unrhwy gwestiynau | Any Questions



Mae [Y Llun Hwn](#) gan Awdur Anhysbys wedi'i drwyddedu dan [CC BY](#)

Diolch | Thank you

Ann James

Ymgynghorydd Cefnogi Ysgolion | Education
Support Advisor

Tîm Gwella Ysgolion | School Improvement Team

Carmarthenshire County Council

sirgar.llyw.cymru

carmarthenshire.gov.wales

Tudalen 24

Cyngor Sir Gâr
Carmarthenshire
County Council



Cynnydd Cwricwlwm i Gymru Curriculum for Wales progress

Adroddiad Mawrth 2021

2021



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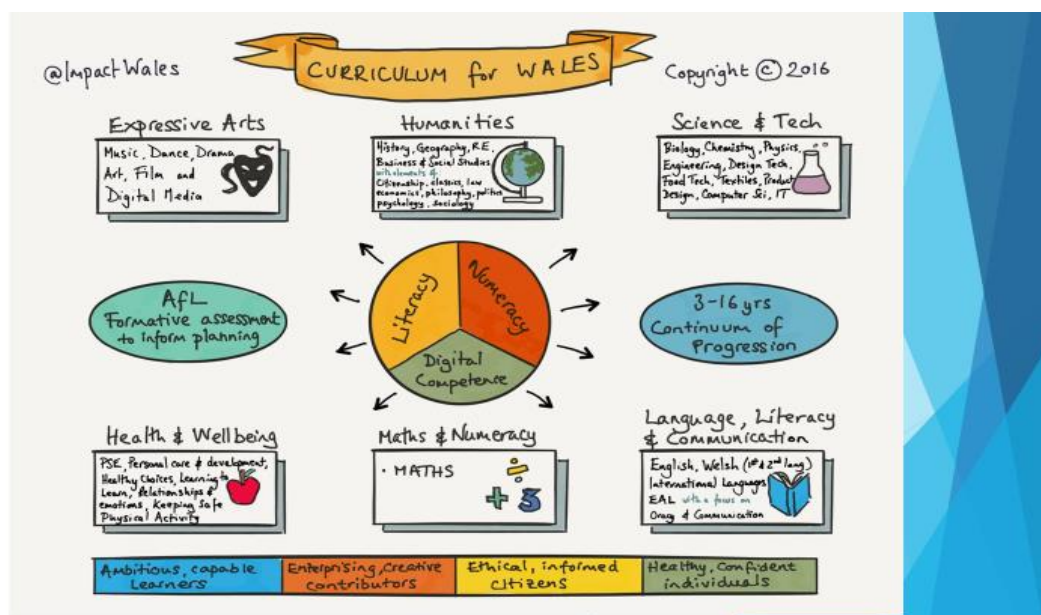
Adroddiad cyfrwng Cymraeg ----- 3

English version 4

Papur pwyllgor craffu Mawrth 2021

Mae'r Awdurdod Lleol yn datblygu cynnig dysgu proffesiynol ar gyfer Cwricwlwm Cymru sy'n cyd-fynd â'r tîm cynhwysiant.

Y nod yw sicrhau bod addysgeg dda yn diwallu angen disgyblion unigol ar bob lefel. Hefyd, trwy gyswllt cyson a thrylwyr gan Ymgynghorwyr Cefnogi Addysg, adran cynhwysiant, ymddygiad a seicolegwyr addysg yr awdurdod mae'r awdurdod lleol yn cynnal sgysrsiau adeiladol parhaus gydag ysgolion unigol i drafod ei chynnydd gyda'r trawsnewid ar gyfer y cwricwlwm i Gymru ynghyd â'r trawsnewid Anghenion Dysgu ychwanegol.



Cyn Mawrth 2020

Roedd llawer o ysgolion wedi dechrau treiali ac arbrofi gydag elfennau o egwyddorion y Cwricwlwm i Gymru cyn Mawrth 2020. Er enghraifft, clywir llawer yn sôn am ddarparu cyfleoedd i ddisgyblion ddysgu gyda'r 4 diben yn ffocws i'r addysgu a'r dysgu. Felly, roedd llawer o ysgolion yn dechrau ystyried sut i feithrin sgiliau disgyblion i fod **yn unigolion iach, hyderus sy'n barod i fyw bywydau cyflawn fel aelodau gwerthfawr o gymdeithas**. Roedd ymarferwyr yn ffocysu i ddatblygu ymroddiad personol, dyfalbarhad a sylw manwl i fanylion, rhinweddau sy'n cyfrannu at wneud dysgwyr yn ddysgwyr **uchelgeisiol, galluog sy'n barod i ddysgu gydol eu hoes**. Roedd elfennau o gefnogi dysgwyr i ddod yn **gyfranwyr mentrus a chreadigol sy'n barod i chwarae eu rhan yn llawn yn eu bywyd a'u gwaith yn cael ei hystyried wrth i athrawon gynllunio gwersi**. Roedd ymarferwyr hefyd yn edrych ar ffyrdd o gefnogi dysgwyr gefnogaeth i ddod yn **ddinasyddion egwyddorol, gwybodus yng Nghymru a'r byd**.

Roedd dealltwriaeth cadarn wedi ei sefydlu bod angen cynnwys sefyllfaoedd byw, awthentig a hefyd y dealltwriaeth o feithrin hunaniaeth a sicrhau cwricwlwm unigol personol i gymunedau ysgol.

Fodd bynnag, ers Mawrth 2020 gyda dyfodiad y pandemig, newidiwyd ffocws ysgolion i ddarparu gofal a chyfleoedd dysgu o bell o dan amodau a sefyllfa hynod anodd. Roedd ymdopi gyda systemau COVID (tracio olrhain ac amddiffyn) , creu a chadw at y swigod, darparu addysg o bell a darpariaeth hybiau wedi rhoi pwysau enfawr ar arweinwyr ac ymarferwyr mewn amser pryderus. Tra bu rhai ysgolion yn defnyddio'r cyfle i feithrin fwy o gyfleoedd dysgu byw go iawn a chreu sefyllfaoedd byw – dysgu allanol, mwy eang, fe fu eraill yn canolbwyntio ar dasgau mwy penodol ynysig darllen, ysgrifennu rhifedd heb cyswllt penodol rhwng y tasgau.

Wrth i'r cyfnod clo ymestyn ac wrth i'r sgyrsiâu rhwng ysgolion gael eu hyrwyddo (trwy rannu arferion da, fe newidiodd llawer o ysgolion y ffordd o ddarparu dysgu o bell) roedd bron pob ysgol wedi nodi'r cynnydd mewn sgiliau digidol athrawon, cynorthwywyr a disgyblion. O ganlyniad, fe fydd y sgiliau hyn yn cael ei drosglwyddo yn ôl i'r dosbarth ac yn sgiliau all cael eu defnyddio ai ymestyn i'r cwricwlwm i Gymru.

Yr hyn efallai a gollwyd yn ystod y pandemig yw'r gallu i weithwyr cydweithio a chydgyllunio mor effeithiol ar gyfer y Cwricwlwm i Gymru, Bu rhai yn treiali ac yn defnyddio'r amser i ffocysu ar elfennau o bosib.

Elfen gadarnhaol, sydd wedi cefnogi gwaith ar gyfer cwricwlwm i Gymru yw'r rhaglen iechyd a hapusrwydd cynigiwyd gan yr awdurdod , wrth i ysgolion ystyried gweithgareddau lesiant ar gyfer eu dysgwyr. Roedd cyfoeth o theori ac addysgeg yn cael ei hyrwyddo o ystod o ffynonellau. Er ei fod yn berthnasol daeth yn llethol i ymarferwyr yn yr ysgol lywio gyda chymaint arall i ymgiprys ag ef. Roedd y dogfennau cynllunio hyn yn cefnogi ysgolion i ddarparu profiadau a oedd yn ymatebol ac wedi'u seilio ar wyddoniaeth niwro, hawliau'r plentyn, theori lles ac sy'n cysylltu'n benodol â Chwricwlwm Cymru, wrth fynd i'r afael ag anghenion

pob dysgwr. Y bwriad hefyd oedd y byddai hyn yn galluogi dull cynaliadwy a hyddysg pan fyddai ysgolion yn dod i gynllunio eu 'Cwricwlwm Adfer' eu hunain.

Yn ystod tymor yr haf 2020 sefydlwyd grwpiau 'COL Continuity of Learning' o fewn yr awdurdod i ymhél â'r hyn oedd angen ar ein hysgolion a'n sefydliadau a'r hyn yr oedd angen i leddfu risg yn ystod y pandemig o ran sicrhau bod y cynnig dysgu yn un bwrpasol i'r cyfnod. Roedd grwpiau COL yn edrych ar bynciau megis dysgu o bell, lesiant, dysgwyr bregus, ecwiti digidol ac yn cynnwys cynrychiolwyr ar draws yr adrannau gwasanaeth addysg a phlant. O ganlyniad i rain, darparwyd cyfleoedd i ysgolion fynyachu sesiynau dysgu proffesiynol megis, edrych ar gwricwlwm adfer, a chanllawiau ar gyfer dysgu digidol a dysgu o bell. Yn sgil y COL, nodwyd yr angen i barhau gyda'r cydweithio traws adrannol a cheisio tynnu llinyn aur rhwng adrannau wrth gefnogi addysg ar draws yr awdurdod. Felly, yn hwyr yn nhymor yr Hydref mireiniwyd y COL i grwpiau ffocws strategol :Gweler rhestr o'r Meysydd ffocws newydd isod ynghyd â'r arweinwyr :

Dysgwyr Bregus - Jo Antoniazzi

Addysgu a Dysgu / Dysgu Proffesiynol / Cwricwlwm - Ann James

Cymraeg - Catrin Griffiths

Ecwiti Digidol - Damian Donnelly

Lles - Angharad Jones

ADY / Cynhwysiant / Ecwiti - Elinor Jones

Arweinyddiaeth - Richard Lashley

Nod a phwrpas y grwpiau Ffocws Strategol hyn yw sicrhau:

- Mae ein plant a'n pobl ifanc yn hapus, yn ddiogel ac yn ffynnu, gan gyflawni eu potensial personol, cymdeithasol a dysgu.
- Safonau darpariaeth ar draws ein holl ysgolion, lleoliadau a gwasanaethau sy'n arwain i ofal a chynnydd pwrpasol a pherthnasol i bob dysgwr.
- Mae pob plentyn a pherson ifanc yn cael ei werthfawrogi a'i werthfawrogi'n gyfartal.
- Rydym yn ymatebol i anghenion newidiol ein plant a'n pobl ifanc a hefyd i'r gweithwyr proffesiynol sy'n darparu eu gofal, eu cefnogaeth a'u haddysg.

- Mae ein strategaethau yn cael eu cyd-adeiladu, eu cyflwyno a'u gwerthuso ar draws yr adran, gan gysylltu â'r nodau a'r weledigaeth Gorfforaethol ac Adrannol.
- Darperir ysgolion, lleoliadau a gwasanaethau o ansawdd da ac effeithiol
- cefnogaeth a datblygiad proffesiynol yn unol â'u plant a'r ifanc anghenion person.
- Rydym yn monitro ac yn gwerthuso effaith ein strategaethau gwasanaeth yn golegol, llywio meysydd ffocws y dyfodol.

Mae'r grŵp ffocws strategol dysgu ac addysgu o fewn yr awdurdod ar hyn o bryd yn nodi anghenion 'Ysgolion' ac yn mynd i'r afael â'r angen trwy gynnig cynigion dysgu proffesiynol penodol a chyfleoedd i rannu arfer da.

Mae'r grŵp wedi casglu gwybodaeth o ran hyfforddiant neu gynnig dysgu proffesiynol penodol, ac yn edrych ar fireinio darpariaeth a'u gwerthuso, er mwyn sicrhau'r ddarpariaeth orau o gefnogaeth i'n hysgolion.

O ganlyniad i'r grŵp strategol dysgu ac addysgu, cytunwyd ar yr angen am grŵp Tasg a Gorffen i fynd i'r afael â meysydd angen allweddol e.e. Asesiad yn llywio dyluniad y cwricwlwm (gwaith trawsadrannol).

Y Cymorth ar gael

- Gweler isod rhestr o gymorth a chynigion dysgu proffesiynol sydd wedi ei darparu ar gyfer ysgolion Sir Gaerfyrddin dros y 3 tymor diwethaf (Haf 2020 – Pasg 2021) wrth iddynt fynd i'r afael â chynllunio ar gyfer Cwricwlwm i Gymru
- Cymorth dysgu proffesiynol hunan cyfeiriedig - ERW (Trawsnewid eich cwricwlwm - Egwyddorion Rhagoriaeth)
- Gweminarau penodol yn cael eu cynnal _ e.e. George MacBride
- Cyfleoedd i wrando ar siaradwyr megis Mick Waters yn ystod wythnos Grant datblygu disgyblion.
- Cyflwyniad Penaethiaid Cynradd wedi'i drefnu gan yr Awdurdod Lleol (ERW, ADY, Rhannu arfer)
- Mae rhai ysgolion wedi ceisio cefnogaeth annibynnol (Gareth Coombes / Cath Delve)
- Mae'r Awdurdod Lleol wedi cynnig sesiynau Cath Delve
- Sesiynau rhithiol eraill a gynigir mewn ymateb i'r cwricwlwm adferiad sy'n berthnasol i Gynnig Cwricwlwm Cymru – (Barry Carpenter, cwricwlwm adfer Lotte Van Der Goot - technegau ar gyfer ymgysylltu â rhieni a chael sgysiau â nhw)

- Lee Elliot Major - golwg ddyfnach ar strategaethau i wella canlyniadau)

Rhesymau dros gynnig y gefnogaeth uchod :

I annog ymglymiad

I sicrhau dealltwriaeth

I sbarduno

I ddechrau rhwydweithio

I gynnal cefnogaeth ac eto annog annibyniaeth

Ymglymiad

Mae pob ysgol yn Sir Gaerfyrddin wedi cychwyn y Daith i'r cwricwlwm ar gyfer cynllunio Cymru - Mae'r ymgysylltiad a'r cynnydd yn amrywio oherwydd amgylchiadau amrywiol.

Mae 88 o ysgolion wedi ymgysylltu â chynnig ERW llynedd a 105 erbyn hyn wedi ymgysylltu gyda chyfleoedd hyfforddiant ERW eleni.

Amrywia'r ymgysylltiad o fynediad i sesiynau megis George MacBride i swyddogion ERW yn gweithio gydag ysgolion unigol ar gyfres o sesiynau yn ymwneud a chreu gweledigaeth, edrych ar y 4 diben a'r ffordd ymlaen gyda'r dylunio cwricwlwm.

Mae 42 Ysgol wedi ymrwymo i gywaith darparu ar gyfer Cwricwlwm i Gymru trwy ffocws Gwyddoniaeth a Thechnoleg wrth ddefnyddio grant ysgolion bach,

Mae llawer o ysgolion wedi bwrw ati a thrwy sgysiau cyson gyda'u hymgyngorwyr cefnogi addysg yn ystyried treiali elfennau o'r 12 egwyddor addysgeg, meithrin eu gweledigaeth a dysgu tuag at y 4 diben.

Mae'r ychydig sy'n cael hi'n anodd ddechrau ar y daith (h.y. y rhai sydd mewn categori adolygu gan Estyn , neu'n ysgol sy'n achos o bryder i'r awdurdod) yn derbyn fwy o gefnogaeth unigol ac fe ystyrir cefnogaeth fwy penodol yn nhymor yr haf a hydref 2021.

Cwestiynau ar gyfer llywodraethwyr wrth iddynt herio a chefnogi eu hysgolion

Beth yw gweledigaeth ein hysgol ac ar gyfer pob disgybl?

Sut wnaethoch chi benderfynu ar y weledigaeth

Sut mae'r ysgol wedi bwriadu casglu data am bob disgybl – fel bod yr ymarferydd wedi nodi cryfder, cyflawniad, meysydd i'w gwella ac unrhyw rwystr i ddysgu gan gynnwys y wybodaeth gymunedol?

A oes gan yr ysgol ddealltwriaeth gyffredin o'r berthynas rhyng-gysylltiedig rhwng dysgu, addysgu ac asesu?

Sut mae ein cwricwlwm yn sicrhau bod yn a ddyfnder ac ehangder yn y dysgu.

Sut yr ydym yn cynllunio cyfleoedd ar gyfer dysgu sy'n seiliedig ar gryfderau anghenion a dyheadau unigol ein dysgwyr ?

Pa mor dda yr ydym yn ystyried eu hanghenion cymdeithasol ac emosiynol?

Beth yw anghenion dysgu proffesiynol mewn perthynas â dysgu addysgu ac asesu?

Gwaith ymchwil

Mae nifer o ysgolion o fewn yr awdurdod wedi dechrau ymgymryd â gwaith ymchwil, yn hyddysg ac yn dysgu o ragoriaeth ar lefelau lleol, cenedlaethol yn unol â chenhadaeth ein cenedl.

Gweler rhestr yr isod o'r Rhwydweithiau Dysgu Proffesiynol ERW - a'r ysgolion sy'n gweithio gyda Phrifysgolion ar hyn o bryd

Addysgeg – Strade and Bryngwyn - Ysgolion arweiniol (Burry port and Laugharne)

Iaith Llythrennedd a chyfathrebu- Coedcae - ysgol Arweiniol (Stebonheath, Richmond Park, Llannon Hendy)

Iechyd a lles – Old Road, Dyffryn Aman, Johnstown, Gwenllian, Bro Dinefwr

Gwyddoniaeth a Thechnoleg– Bancffosfelen, Llanmiloe, Glan y Mor, Rhydygors

Dyniaethau - Llandybie Queen Elizabeth High School. Bro Dinefwr

Mathemateg a Rhifedd

Halfway, Pembrey, Model

Mae 2 ysgol o fewn yr awdurod wedi datblygu'r gwaith ymchwil ymhellach ac mae ei gwaith wedi ei rannu ar lefel cenedlaethol o dan ymbarél Taith Dysgu Broffesiynol Llywodraeth Cymru. Mae eu gwaith wedi eu cyhoeddi ar wefan y llywodraeth.

Gweler teitlau ymchwil y 2 ysgol isod:

Dyffryn Aman – Parodrwydd i newid – Datblygu twf o fewn uwch arweinyddiaeth ac arweinyddiaeth ganol yr ysgol

Ysgol Tre Ioan – Datblygiad Cwricwlwm - Wedi'i yrru gan nodau byd-eang cenhedloedd unedig

Disgwyliad

Y tymor hwn gofynnir i bob ysgol ail ymgysylltu er mwyn sefydlu Gweledigaeth gadarn i'r cwricwlwm i Gymru yn eu cymunedau trwy wireddu'r 4 diben yn gadarn.

Y daith

Mae gan lywodraeth Cymru arweiniad clir o ran ei disgwyliad o'r daith Cwricwlwm i Gymru:

<https://hwb.gov.wales/api/storage/9da091a5-db8b-4202-b79e-af1f336e4c25/cwricwlwm-i-gymru-y-daith-i-2022.pdf>

| Amserlen | Gweithgareddau |
|----------------------------------|--|
| Gweithio yn ôl o fis Medi 2022 | Addysgu am y tro cyntaf a mireinio'r cwricwlwm yn barhaus |
| Y flwyddyn academaidd 2021- 22 | Cynllunio a threialu Gwerthuso a pharatoi ar gyfer addysgu am y tro cyntaf |
| Y flwyddyn academaidd 2020- 2021 | Ymgysylltu Cynllunio a threiali |

| | |
|--|--|
| | |
|--|--|

Rhan ddeiliaid eraill:

Disgwylir i Ysgolion gyfathrebu gyda disgyblion, rhieni, staff a llywodraethwyr wrth lunio'r cwricwlwm i Gymru.

Disgwylir i glystyrau o ysgolion cydweithio er mwyn dysgu gyda'i gilydd a hefyd wrth symud ymlaen i gytuno ar safonau wrth asesu.

Cynigir Hyfforddiant ar gyfer llywodraethwyr ym mis Mai 2021.

Mae'r Awdurdod Lleol yn diweddarau eu gwybodaeth gydag ERW yn gyson.

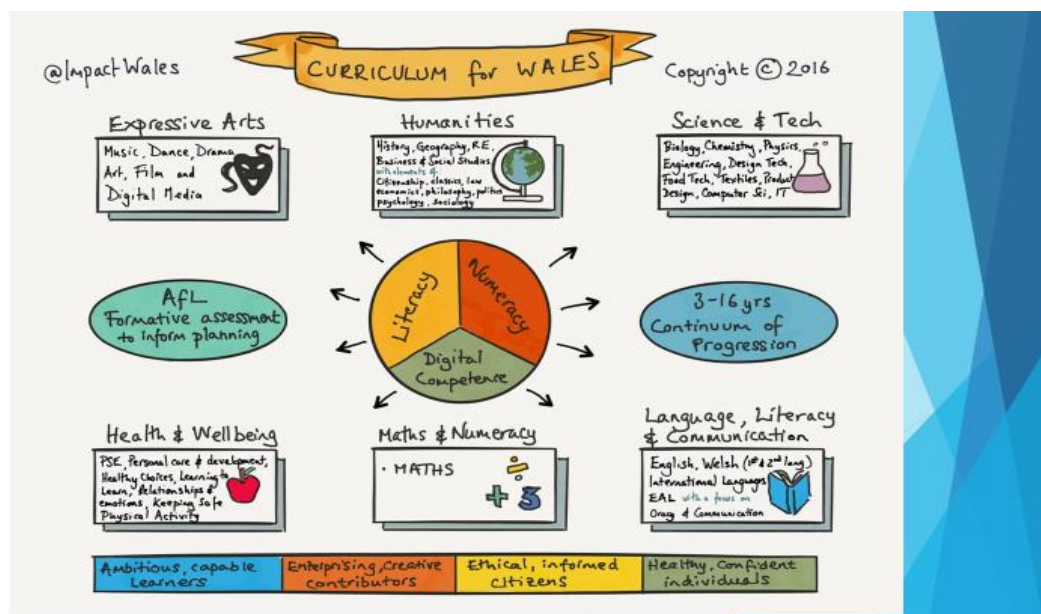
Y nod yw symud ysgolion ar y continwmm o ddarparu cwricwlwm yn ei hysgolion ac i fod yn hunangynhaliol – unigryw cefnogaeth.

Y diwygiad mwyaf wrth ddarparu ar gyfer y cwricwlwm i Gymru yw y bydd pob ysgol yn ystyried yr addysgeg yn fwy manwl, yn canolbwyntio fwy ar y sut a pham o addysgu yn hytrach na'r beth sy'n cael ei haddysgu.

Scrutiny Committee paper March 2021

The Local Authority is developing a professional learning proposal for the Curriculum for Wales that complements the inclusion team.

The aim is to ensure that a good pedagogy meets the need of individual pupils at all levels. In addition, through regular and thorough liaison with the authority's Education Support Advisers, inclusion, behaviour and educational psychologist's department, the local authority holds ongoing constructive conversations with individual schools to discuss its progress with the transition for the curriculum for Wales as well as the Additional Learning Needs transition.



Prior to March 2020

Many schools had begun to pilot and experiment with elements of the principles of the Curriculum for Wales before March 2020. For example, many had started on the journey of providing opportunities for pupils to focus on the 4 purposes. Therefore, many schools were beginning to consider how to develop pupils' skills to be **healthy, confident individuals, ready to lead fulfilling**

lives as valued members of society. Practitioners focused on developing personal commitment, perseverance and close attention to detail, qualities that contribute to developing ambitious, **capable learners ready to learn throughout their lives..** Elements of supporting learners to become enterprising, **creative contributors, ready to play a full part in life and work** were considered as teachers planned lessons. Practitioners were also looking at ways to support learners to become **ethical, informed citizens of Wales and the world.**

There was a sound understanding of the need to include authentic, living situations and also the understanding of identity building and ensuring a personalized curriculum for school communities.

However, since March 2020 with the onset of the pandemic, the focus of schools changed to provide care and distance learning opportunities in extremely difficult conditions. Coping with COVID (managing track trace and protect systems, creating and keeping the bubbles, providing distance education and hub provision created enormous pressure on leaders and practitioners at a worrying time. While some schools used the opportunity to foster more real-life learning opportunities and create real life situations - more extensive outdoor and distance learning, others focused on more specific isolated tasks of reading, writing numeracy with no specific link between the tasks.

As the lock-down period extended and the conversations between schools were promoted and facilitated (by sharing good practice, many schools changed the way distance learning was provided). Almost all schools had noted the increase in teachers', teaching assistants' and pupils' digital skills. As a result, these skills will be transferred back into the classroom and can be used and extended into the curriculum for Wales.

What may have been lost during the pandemic is the ability for workers to collaborate and plan together so effectively for the Curriculum for Wales. Some have been piloting and possibly using the time to focus on elements of the curriculum.

A positive element, which has supported work for a curriculum for Wales is the health and happiness program proposed by the authority, as schools consider well-being activities for their learners. A wealth of theory and pedagogy was being promoted from a range of sources. Although relevant it became overwhelming for practitioners in the school to navigate with so much else to contend with. These planning documents supported schools in providing experiences that were responsive and based on neuroscience, children's rights, welfare theory and which explicitly link to the Curriculum for Wales, in tackling the needs of all learners. It was also intended that this would enable a sustainable and informed approach when schools came to plan their own 'Recovery Curriculum'. This could also be used as a foundation to reengage with the curriculum for Wales.

During the summer term 2020 'Continuity of Learning COL' groups were set up within the authority to discuss what our schools and institutions needed and what was needed to mitigate risk during the pandemic in terms of ensuring that the learning offer was purposeful for the period. COL groups considered issues t topics such as distance learning, well-being, vulnerable learners, digital equity and included representatives from across the education and children's services. As a result, schools have been provided with opportunities to attend professional learning sessions such as, looking at a recovery curriculum, and guidelines for digital and distance learning. The COL identified the need to continue cross-departmental collaboration and seek to draw a golden thread between departments in supporting education across the authority. Therefore, late in the late autumn the COL was refined into strategic focus groups:

See list of new Focus Areas below along with the leaders:

Vulnerable Learners - Jo Antoniazzi

Teaching and Learning / Professional Learning / Curriculum - Ann James

Welsh - Catrin Griffiths

Digital Equity - Damian Donnelly

Welfare - Angharad Jones

ALN / Inclusion / Equity - Elinor Jones

Leadership - Richard Lashley

The aim and purpose of these Strategic Focus groups is to ensure:

- Our children and young people are happy, safe and thriving, fulfilling their personal, social and learning potential.
- Standards of provision across all of our schools, settings and services leads to purposeful and relevant care and progress for all learners

- Every child and young person is valued and valued equally.
- We are responsive to the changing needs of our children and young people and also to the professionals who provide their care, support and education.
- Our strategies are co-constructed, delivered and evaluated across the department, linking to the Corporate and Departmental aims and vision.
- Schools, settings and services are provided with good quality, effective support and professional development in line with their children and young person's needs.
- We collegiately monitor and evaluate the impact of our service strategies, informing future focus areas.

The teaching and learning strategic focus group within the authority is currently identifying the needs of 'Schools' and addressing the need by offering specific professional learning proposals and opportunities to share good practice.

The group has gathered information on specific training or professional learning offerings, and is looking at refining and evaluating provision, to ensure the best provision of support for our schools.

As a result of the teaching and learning strategic group, the need for a Task and Finish group to address key areas of need was agreed e.g. Assessment informs curriculum design (cross-departmental *work*).

Support available

Below is a list of professional learning support and offers that have been provided to Carmarthenshire schools over the past 3 terms (Summer 2020 - Easter 2021) as they approach Curriculum planning for Wales

- Self-directed professional learning support - ERW (Transforming your curriculum - Principles of Excellence)
- Specific webinars maintained _ e.g., George MacBride

- Opportunities to listen to speakers such as Mick Waters during Pupil Development Grant week organised by ERW
- Primary Headteacher Presentation organized by the Local Authority (ERW, ALN, Sharing practice)
- Some schools have sought independent support (Gareth Coombes / Cath Delve)
- The Local Authority has offered Cath Delve sessions
- Other virtual sessions offered in response to the recovery curriculum relevant to the Wales Curriculum Proposal - (Barry Carpenter, Lotte Van Der Goot recovery curriculum - techniques for engaging and talking to parents)
Lee Elliot Major - deeper look at strategies to improve outcomes)

Reasons for offering the above support:

To encourage involvement

To ensure understanding

To inspire

To start networking

To maintain support and yet encourage independence

Engagement

Every school in Carmarthenshire has started the Curriculum Journey for planning Wales - Engagement and progression varies due to a wide range of different circumstances.

88 schools have engaged with ERW's offer last year and 105 have now engaged with ERW's training opportunities this year.

Engagement ranges from access to sessions such as George Mac Bride to ERW officers working with individual schools on a series of sessions around vision creation, looking at the 4 purposes and the way forward with curriculum design.

42 Schools have committed to a Curriculum for Wales delivery project through a Science and Technology focus using small schools grant,

Many schools have actively pursued to renew their curriculum offer and through regular conversations with their education support advisers are looking to pilot elements of the 12 pedagogical principles, building their vision and learning towards the 4 purposes.

Those who are finding it difficult to embark on the journey (i.e. those in an Estyn review situation, or a school causing concern to the authority) receive more individual support and more specific support will be considered in the summer term and autumn of 2021.

Questions for governors as they challenge and support their schools

What is the vision of our school and for all pupils?

How did you decide on the vision?

How has the school planned to collect data on each pupil - so that the practitioner has identified strength, achievement, areas for improvement and any barriers to learning including using community information?

Does the school have a common understanding of the interconnected relationship between learning, teaching and assessment?

How our curriculum ensures depth and breadth of learning.

How do we plan learning opportunities based on the strengths of our learners' individual needs and aspirations?

How well do we consider their social and emotional needs?

What are professional learning needs in relation to teaching learning and assessment?

Research

Many schools within the authority have begun to undertake research, informed and learn from excellence at local, national levels in line with our nation's mission.

Please See the list of ERW Professional Learning Networks - and the schools currently working with Universities below:

Pedagogy – Strade and Bryngwyn – Lead Schools (Burry port and Laugharne)

Language Literacy and communication- Coedcae – Lead School (Stebonheath, Richmond Park, Llannon Hendy)

Health and wellbeing – Old Road, Dyffryn Aman, Johnstown, Gwenllian, Bro Dinefwr

Science and technology – Bancffosfelen, Llanmiloe, Glan y Môr, Rhydygors

Humanities - Llandybie Queen Elizabeth High School. Bro Dinefwr

Mathematics and Numeracy

Halfway, Pembrey, Model

2 schools within the county have developed the research further and their work has been shared at a national level under the umbrella of the Welsh Government's Professional Learning Journey. Their work has been published on the government website.

See the research titles of the 2 schools below:

Dyffryn Aman - Readiness to change - Develop growth within senior and middle school leadership

Johnstown School - Curriculum Development - Driven by the global goals of a united nations

Expectation

This term all schools are being asked to re-engage in order to establish a sound Curriculum for Wales vision in their school community by developing sound consideration of the 4 purpose and the pedagogy they identify as being bespoke to their school community.

The journey

The Welsh government has a clear lead on its expectation of the Curriculum for Wales journey:

<https://hwb.gov.wales/api/storage/9da091a5-db8b-4202-b79e-af1f336e4c25/cwricwlwm-i-gymru-y-daith-i-2022.pdf>

| Timeline | Actions |
|----------------------------------|--|
| Working back from September 2022 | Teaching for the first time and continually refining the curriculum |
| The academic year 2021- 22 | Planning and piloting Evaluating and preparing for teaching for the first time |
| The academic year 2020- 2021 | Engagement Planning and piloting |

Other stakeholders.

Schools are expected to communicate with pupils, parents, staff and governors when formulating the curriculum for Wales.

Clusters of schools are expected to work together to learn together and also to move forward to agree standards in assessment.

Training for governors will be offered in May 2021.

The Local Authority keeps their information up to date with ERW.

The goal is to move schools on the continuum of providing a curriculum in its schools and to being self-sustaining - the unique support. The biggest reform in providing for the curriculum for Wales is that all schools will be looking at pedagogy in more detail, focusing more on how and why to teach rather than what is being taught.

PWYLLGOR CRAFFU
ADDYSG A PHLANT
21 EBRILL 2021

Cynllun Busnes Adrannol Addysg a Phlant 2021/22

Y Pwrpas:

Rhoi cyfle i aelodau adolygu Cynllun Busnes yr Adran.

Ystyried y materion canlynol a chyflwyno sylwadau arnynt:

Dylid ystyried gwybodaeth a gynhwysir yn y cynllun

Y Rhesymau:

Mae dangos sut mae'r adran, y mae gan y Craffu hwn gylch gwaith ar ei gyfer, yn cefnogi'r Strategaeth Gorfforaethol.

Angen cyfeirio'r mater at y Bwrdd Gweithredol / Cyngor er mwyn gwneud penderfyniad:

NAC OES

YR AELOD O'R BWRDD GWEITHREDOL SY'N GYFRIFOL AM Y PORTFFOLIO:-

Cyng. Glynog Davies (Addysg a Phlant)

| Y Gyfarwyddiaeth: Addysg a Phlant | Swyddi: | Rhifau ffôn: / Cyfeiriadau E-bost: |
|---|---|--|
| Enw Pennaeth y Gwasanaeth: | | |
| Stefan Smith | Pennaeth Gwasanaethau Plant | 01267 246530 SJSmith@sirgar.gov.uk |
| Simon Davies | Pennaeth Mynediad i Addysg | 01267 246471 SiDavies@sirgar.gov.uk |
| Aeron Rees | Pennaeth Cwricwlwm a Lles | 01267 246532 JARees@sirgar.gov.uk |
| Aneirin Thomas | Pennaeth Gwasanaethau Addysg a Chynhwysiant | 01267 246645 ARThomas@sirgar.gov.uk |
| Awdur yr Adroddiad: Jonathan Buck | Swyddog Perfformiad ac Gwybodaeth | 01267 246428 JGBuck@sirgar.gov.uk |

EDUCATION & CHILDREN SCRUTINY COMMITTEE 21st APRIL 2021

Education & Children's Departmental Business Plan 2021/22

Purpose:

To give members an opportunity to review the Department's business plan.

1. BRIEF SUMMARY OF PURPOSE OF REPORT.

- Due to the Coronavirus COVID-19 pandemic this is an abbreviated plan, usually it would include a review section, but this has been covered in the Service COVID-19 Impact Assessments previously submitted to this Scrutiny.
- The Business Plan shows how the Services support the delivery of the Corporate Strategy, recently reported to the Scrutiny committee.

2. OTHER OPTIONS AVAILABLE AND THEIR PROS AND CONS

- The impact of the pandemic and BREXIT create a lot of uncertainty in future planning and this plan is subject to change.

DETAILED REPORT ATTACHED?

YES

IMPLICATIONS

I confirm that other than those implications which have been agreed with the appropriate Directors / Heads of Service and are referred to in detail below, there are no other implications associated with this report :

Signed:

Stefan Smith - Head of Children's Services
 Simon Davies - Head of Access to Education
 Aeron Rees - Head of Curriculum & Wellbeing
 Aneirin Thomas - Head of Education & Inclusion Services

| Policy, Crime & Disorder and Equalities | Legal | Finance | ICT | Risk Management Issues | Staffing Implications | Physical Assets |
|---|------------|------------|------------|------------------------|-----------------------|-----------------|
| YES | YES | YES | YES | YES | YES | YES |

1. Policy, Crime & Disorder and Equalities

- This departmental business plan shows how the department supports the Corporate Strategy and its Well-being Objectives.
- It will be supported by more detailed divisional business plans.
- The actions that support the Well-being Objectives and the steps taken to achieve them will be monitored throughout the year.
- The COVID-19 pandemic has had a considerable impact on departments and business plans reflect this. There have been many lessons learnt and new ways of working developed that will be maintained.

2. Legal

The Well-being Future Generations Act (2015) requires that functions of the council should maximise their contributions to the Well-being Objectives set by the Council. Our Well-being Objectives maximise our contribution to the seven national Goals of the Act and demonstrate the five ways of working.

3. Finance

The Well-being Future Generations Act (2015) requires that we ensure that resources are allocated annually to meet our objectives. The budget breakdown has been reported to a previous meeting.

4. ICT

As identified within the plan

5. Risk Management Issues

Key risks are identified for each department and mitigating actions are outlined.

6. Staffing Implications

As identified within the plan.

7. Physical Assets

As outlined in the business plan.

CONSULTATIONS

I confirm that the appropriate consultations have taken in place and the outcomes are as detailed below

Signed:

Stefan Smith - Head of Children's Services
 Simon Davies - Head of Access to Education
 Aeron Rees - Head of Curriculum & Wellbeing
 Aneirin Thomas - Head of Education & Inclusion Services

(Please specify the outcomes of consultations undertaken where they arise against the following headings) –

1. Local Member(s)

Name(s) of local member(s) and individual comments, if appropriate

N/A

2. Community / Town Council

Name(s) of Town/Community Councils(s) and individual comments to be included, if appropriate

N/A

3. Relevant Partners

Name(s) and individual comments to be included, if appropriate

N/A

4. Staff Side Representatives and other Organisations

Name(s) and individual comments to be included, if appropriate

N/A

**EXECUTIVE BOARD PORTFOLIO
 HOLDER(S) AWARE/CONSULTED
 YES**

Include any observations here

**Section 100D Local Government Act, 1972 – Access to Information
 List of Background Papers used in the preparation of this report:**

THESE ARE DETAILED BELOW:

| Title of Document | File Ref No. | Locations that the papers are available for public inspection |
|--------------------|--------------|---|
| Corporate Strategy | | <u>Corporate Strategy 2018-2023</u> |
| | | |

Education & Children Department's Business Plan

for delivering our Corporate Strategy
and Well-being Objectives

APRIL 2021

'Life is for living, let's start, live and age well in a healthy,
safe and prosperous environment'

carmarthenshire.gov.wales

Cyngor **Sir Gâr**
Carmarthenshire
County Council



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| Well-being of Future Generations Act 2015 | |

This is a Departmental Business Plan to show at a high level what the department will do to support the Corporate Strategy 2018-23 and the Well-being Objectives we have set. Within this framework we have examined our priorities for 2021/22. The priorities can and will be reviewed and revised due to the ongoing impact of COVID-19 and Brexit.

The Purpose of this Plan

This Departmental Business Plan has been produced to give staff, customers, elected members and partners a guide to the services provided by the department. It translates strategic objectives, to service objectives, to individual staff targets. It provides an open and transparent way of showing what is to be achieved and how we plan to do this.

It shows how resources will be used to achieve objectives and the service implications of budgetary increases or reductions. It shows what we get for what we spend and if we are making the most of what we have. The plan also aims to demonstrate and provide assurance on service standards so that the service can be held to account.

This plan will be supported by more detailed Divisional Plans and Team Plans.

Introduction by Director

2020/2021 was a challenging year for all of us due to the Covid-19 pandemic however we can be proud of what we've achieved as a Department over the last 12 months. We worked as a team, focused on and listened to our children and young people, strived for excellence and acted with integrity- we put Carmarthenshire's core values into practice.

As one Education and Children's Services team we worked effectively to ensure that our children and young people were successfully supported to access their education and all the services they required. I've been impressed by the innovation, perseverance and enthusiasm shown by staff across all divisions and schools to work through challenges and problem-solve together to make sure key services were available to our children, young people and their families.

As we start the recovery phase, we need to consider the effective practices and new methodologies we developed under COVID-19 restrictions; there are many approaches and initiatives which will become part of our new way of working going forward. We need to reflect on 'what's worked well' and how we can make this part of our day to day practice.

We also need to reflect on internal and external reports and reviews and evaluate our performance against the recommendations. e.g. To address recommendations from the [Local authority and regional consortia support for schools and PRUs in response to COVID-19](#) ESTYN report:

REC 3: Develop a coherent approach to improve progress in literacy, numeracy and personal and social skills of vulnerable pupils disproportionately affected by the pandemic, for example pupils eligible for free school meals

REC 4: Establish strategies to monitor and address the long-term impact of the pandemic on the physical and mental health of pupils

REC 5: Create opportunities to take stock and evaluate the impact of policies and practices developed since the start of the pandemic to inform future ways of working and curriculum design

A review of how the Department has responded to the pandemic was commissioned and the recommendations are as follows. We will work to address these as part of this Business Plan.

(Recommendations- to follow)

Therefore the main priorities of the Department for the immediate future are-

1. To realise our revised vision/ambition- ***We will work to support the children and young people of Carmarthenshire. We will achieve this by becoming the best we can be and be highly regarded locally, whilst also earning national and international recognition so that our children and young people are happy, safe, thrive, and fulfil their personal, social and learning potential.***
2. To ensure all our children and young people feel safe and that we focus on their wellbeing.
3. To address the recommendations from key reports in regard to the Department's response to COVID 19.
4. To 'recover' all services to support our aim that our children and young people continue to thrive.
5. To ensure that those most disproportionately affected by the pandemic are provided with the interventions they require to enable us to realise our collective moral purpose- ***Making sure every child and young person is valued and valued equally.***

This Business Plan includes the main priorities for us as a Department for 2021/22. Many actions have been carried forward from last year as they were not fully completed. Each Division has their own detailed Business Plan which reflect this Departmental Plan and document the actions relevant to their respective sections.



Gareth Morgans; Director of Education and Children's Services

How the Department's Services support the Well-being Objectives

| Well-Being Objective | Access to Education | Children's Services | Curriculum & Wellbeing | Education & Inclusion Services | Specific focus for 2021/22 |
|--|---------------------|---------------------|------------------------|--------------------------------|---|
| Start Well | | | | | |
| 1. Help to give every child the best start in life and improve their early life experiences | ✓ | ✓ | ✓ | ✓ | Expansion of Flying Start |
| 2. Help children and young people live healthy lifestyles | ✓ | ✓ | ✓ | ✓ | Mental health issues post lockdown |
| 3. Support and improve progress, achievement and outcomes for all learners | ✓ | ✓ | ✓ | ✓ | Re-engage in learning and regain any learning lost due to COVID |
| Live Well | | | | | |
| 4. Tackle poverty by doing all we can to prevent it, helping people into work and improving the lives of those living in poverty | | ✓ | ✓ | ✓ | Poverty |
| 5. Creating more jobs and growth throughout the county | | | | | <ul style="list-style-type: none"> • Focus on SME • Foundational economy • Rural regeneration • Pentre Awel |
| 6. Increase the availability of rented and affordable homes | | | | | Local housing crisis - escalating costs and second homes |
| 7. Help people live healthy lives (tackling risky behaviour and obesity) | | | | | |
| 8. Support community cohesion and resilience | | ✓ | | | Community cohesion and resilience |
| Age Well | | | | | |
| 9. Support older people to age well and maintain dignity and independence in their later years | | | ✓ | | |
| In a Healthy and Safe Environment | | | | | |
| 10. Looking after the environment now and for the future | | | | | <ul style="list-style-type: none"> • Climate change with particular focus on flooding • Net Zero Carbon |
| 11. Improving the highway and transport infrastructure and connectivity | | | | | |
| 12. Promoting Welsh Language and Culture | | | ✓ | ✓ | Supporting national target of a million Welsh speakers |
| In addition a Corporate Objective | | | | | |
| 13. Better Governance and Use of Resources | | | | | Embed tackling inequality across all the Council's objectives |



[HOS and Well-being Objective Map](#)
[Steps within Well-being Objectives](#)

Departmental Strategy and our High Level Priorities

The Department has produced a 10 Year Strategy, **The future direction of Education Services in Carmarthenshire 2021 – 2031**, which includes our High-Level Priorities. As a Department we have clear priorities focused around 4 key themes, tied into **Wales: Our National Mission**:



A. Developing a high-quality education and children's services profession

(These elements are cross referenced to the **Moving Forward in Carmarthenshire 5 Year Plan, MF5**, and in our **Action Plans** below)

1. We will ensure that every service self-reflects and self-reviews on a regular basis to ensure continuous positive and sustained change for improvement. **(MF5- 29, 42)**
2. We will ensure that high standards are the norm in every service ensuring satisfied customers who have had their needs met; **(MF5- 29)**
3. We will develop a high-quality workforce by providing effective support and development opportunities for all staff and regular and robust performance management; **(MF5- 93, 97)**
4. We will implement our Welsh in Education Strategic Plan, promoting the benefits of bilingualism and multilingualism, and contribute to the 'A Million Welsh Speakers' challenge; **(MF5- 31, 86)**
5. We will create a self-improving system where every child and young person, in 21st Century learning environments, is engaged and motivated to gain the skills and qualifications they need. **(MF5- 25, 26, 27, 32, 33, 62)**

B. Inspirational leaders working collaboratively to raise standards

1. We will ensure we have well qualified, experienced and inspirational leaders at all levels who work collaboratively for the benefit of our children and young people. **(MF5- 29)**
2. We will ensure we have inspirational and resilient leaders that are well prepared and supported to lead their organisations through the changes ahead. **(MF5- 29, 35, 93)**
3. We will have a self-improving system where leaders ensure that every child and young person is engaged and motivated to gain the skills and qualifications they need. **(MF5- 25, 34, 43)**
4. We will develop a relevant local curriculum, suited to the economic needs of the future, which ensures that our children and young people are both 'Well Educated, Well Informed and Well Qualified' **(MF5- 28, 30, 32, 34, 43)**

C. Strong and inclusive schools and services committed to excellence, equity and well-being

1. We will make sure that all children and young people are respected, safe and live healthy lifestyles and are challenged to achieve the best that they are capable of, while being supported to overcome barriers that inhibit their learning. *(MF5- 28, 42, 70)*
2. We will ensure that we will take account of and respond to the unique challenges that present themselves to individuals or groups of learners. *(MF5- 28, 37, 39, 42, 58, 75)*
3. We will strengthen partnership working to improve the early childhood experiences of our children ensuring a widespread understanding of the importance of the first thousand days in a child's life. *(MF5- 39, 40, 41, 42, 82)*
4. We will help develop robust and resilient families by providing successful programmes of intervention and support *(MF5- 40, 41, 52, 56, 57)*
5. We will review our primary education provision, considering our minimum requirements for a primary school- *(MF5- 36)*
 - *Have sustainable leadership, with leaders who are free to lead and manage, with no Headteacher having a permanent teaching commitment*
 - *Have no more than 2 year groups per teaching class*
 - *Not have teaching classes that span the key stages of the curriculum e.g. the Foundation Phase and Key Stage 2*
 - *Have sufficient pupil numbers to sustain the above structural arrangements*
 - *Be financially viable under the Local Management of Schools (LMS) funding framework and able to operate for the long-term without a budget deficit*
 - *Have outdoor teaching facilities as required for the Foundation Phase and to support other areas of learning and physical well-being*
 - *Be fully inclusive and accessible for all*
 - *Be equipped with modern facilities to support digital learning*
 - *Have a high quality learning environment to support the wellbeing of all learners and to enhance learner progress and their achievements across a wide range of skills and curriculum areas*
6. We will review our Post 16 provision in order to create a sustainable provision and curriculum which meets Carmarthenshire's local needs. *(MF5- 37, 38)*

D. Robust assessment, evaluation and accountability arrangements supporting a self-improving system

1. We will ensure that we track and monitor the progress and performance of our learners and our services using an appropriate suite of indicators *(MF5- 29)*
2. We will ensure regular and robust scrutiny of progress and performance via the Council's systems; *(MF5- 28)*
3. We will continue to improve the progress and achievement of all learners; *(MF5- 28, 34, 38, 39, 42)*
4. We will be a key partner, working for the common good, influencing at a regional and national level and sharing effective practice and learning from others; *(MF5- 34, 43)*
5. We will work towards successful Inspection outcomes *(MF5- 29)*



[Departmental Strategy](#)

Summary Divisional Plans

The Education Department has four Divisions delivering frontline Services to the people of Carmarthenshire. The Summary Divisional Plans are backed by full Divisional Business Plans containing full details within each service area.

The following Summary Divisional Plans are included:

- Access to Education Division
- Children's Services Division
- Curriculum & Well-being Division
- Education & Inclusion Services Division

Access to Education Summary Divisional Plan

Head of Service: Simon Davies

| Ref | Key Actions and Measures | By When? | By Who? | WBO Ref |
|-----------|---|---|----------------|----------------------------|
| A | | | | |
| 1 | We will invest on average £14 million per annum over the next 3 years in major school construction and modernisation projects. (13967) | March 2022 | Sara Griffiths | WBO3-C MF5-26 HLP-A5 |
| 2 | We will consider the delivery of primary education provision in the Ammanford and Llandeilo areas. (13968) | March 2022 | Sara Griffiths | WBO3-C MF5-27 HLP-A5 |
| 3 | We will ensure best use is made of school facilities to support wider community activity. (14031) | March 2022 | Sara Griffiths | WBO7-B MF5-30 HLP-B4 |
| 4 | We will review the MEP, bearing in mind COVID-19 implications, and initiate a new programme. | March 2022 | Sara Griffiths | HLP-A5 |
| 5 | We will ensure the Council fully responds and complies with the requirements of the Welsh Government School Organisation Code to support the attainment of better educational outcomes with specific reference to requirements for rural schools. (13970) | March 2022 | Sara Griffiths | WBO3-C MF5-32 HLP-B4 |
| 6 | We shall consider options to utilise the Welsh Government Mutual Investment Model (MIM) to further develop the education infrastructure through major investment. (13969) | March 2022 | Sara Griffiths | WBO3-C MF5-33 HLP-A5 |
| 7 | We shall review all school pupil admission dates and age-ranges across the County. (13981) | March 2022 | Sue John | WBO3-D MF5-36 |
| 8 | We shall implement a Risk Management approach to prioritise urgent building improvements | March 2022 | Sue John | HLP-A5 |
| 9 | We will complete the Catchment Area Review and implement any policy changes required. | March 2022 | Sue John | HLP-A5 |
| 10 | We will reflect the impact of COVID on new school design e.g. access, materials used, creating flexible spaces, ventilation systems etc. | March 2022 | Sara Griffiths | HLP-A5 |
| 11 | % of schools graded as "Good" or "Satisfactory" for school building condition. (4.3.1.8) | Target not set due to effects of COVID-19 | Sue John | WBO3-C |

Key Divisional Risks

| Risk Ref or New? | Risk Score After control measures | Identified Risk All risks can be profiled in the Divisional Plan. In this departmental plan the Division should identify: 1. Any Risks that it has on the Corporate Risk Register (CR) 2. Significant Risks (scored16+) (3. Service High Risk(scored 12+) – see Divisional Plan) | See row # XX above |
|------------------|-----------------------------------|---|--------------------|
| EC6 | 20 | Failure to manage the 21st Century School Programme and to invest in infrastructure and reduce the number of surplus places within the schools' system; | A1 - 6 |
| EC16 (CR) | 25 | Schools do not undertake routine property repair and maintenance using delegated funding or undertake work that is not compliant | A8, A11 |
| EC15 | 20 | Failure to effectively Review School Footprint as part of MEP Programme and reduce the number of non-viable schools. | A4 |

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Children's Services Summary Divisional Plan

Head of Service: Stefan Smith

| Ref | Key Actions and Measures | By When? | By Who? | WBO Ref |
|-----------|--|------------|--------------|-----------------------------------|
| B | | | | |
| 1 | We will implement and monitor the Corporate Parenting Strategy via Corporate Parenting Panel, ensuring the council fulfils its Corporate Parenting role and that our looked after children and care leavers have the opportunity to reach their full potential. <i>(14655)</i> | March 2022 | Stefan Smith | WBO1-A MF5-40 HLP-C3 |
| 2 | We will ensure the Council fully responds and delivers the Childcare Offer of 30 hours of free education and care for working parents in line with Welsh Government guidance. <i>(14648)</i> | March 2022 | Stefan Smith | WBO1-A MF5-41 HLP-C3, C4 |
| 3 | We will continue to develop the Flying Start programme, reflecting the impact of COVID-19, promoting early intervention for disadvantaged families with children (0-3) living in specific deprived communities, ensuring good multi agency support to families. <i>(13930)</i> | March 2022 | Stefan Smith | WBO1-A MF5-82 HLP-C3 |
| 4 | We will continue to transform children's social work practice through a Relationship Based approach that incorporates systemic thinking and the principles of Signs of Safety. | March 2022 | Stefan Smith | WBO1-A |
| 5 | We will continue effective management oversight and challenge of Assessments and Care and Support plans to ensure they are outcome focused, evidencing the voice of the child, and reflect the underpinning principles of the Social Services and Well-being Act (SSWBA) | March 2022 | Stefan Smith | HLP-C1, C4 |
| 6 | We will ensure the regional threshold and multi-agency child protection arrangements are working effectively. | March 2022 | Stefan Smith | WBO1-A HLP-C1 |
| 7 | The % of child attendance at an allocated Flying Start free childcare placement for eligible 2-3 year olds to prepare for school readiness. <i>(9.1.8.1)</i> | 80% | Stefan Smith | WBO1-A HLP-C1, C4 |
| 8 | The % of unauthorised absence at an allocated Flying Start free childcare placement for eligible 2-3 year olds to prepare for school readiness. <i>(9.1.8.8)</i> | 2.75% | Stefan Smith | WBO1-A HLP-C1, C4 |
| 9 | % of child assessments completed in time. <i>(CH/006a/012/PAM/028)</i> | 89.0% | Stefan Smith | WBO1-A HLP-C1 |
| 10 | The total number of children looked after who have experienced 3 or more placements during the year. <i>(CH/043 PAM/029)</i> | 8 | Stefan Smith | WBO1-A HLP-C1 |
| 11 | The percentage of re-registrations of children on local authority Child Protection Registers. <i>(CH/024 - SCC/27)</i> | 6.8% | Stefan Smith | WBO1-A HLP-C1 |
| 12 | The average length of time for all children who were on the Child Protection Registers during the year. <i>(CH/035/036 - SCC/28)</i> | 235.1 | Stefan Smith | WBO1-A HLP-C1 |
| 13 | % of children looked children who have experienced one or more change of school which were not due to transitional arrangements. <i>(CH/044 - SCC/32)</i> | 4 | Stefan Smith | WBO1-A HLP-C1 |

Key Divisional Risks

| Risk Ref or New? | Risk Score After control measures | Identified Risk All risks can be profiled in the Divisional Plan. In this departmental plan the Division should identify: 1. Any Risks that it has on the Corporate Risk Register 2. Significant Risks (scored16+) (3. Service High Risk(scored 12+) – see Divisional Plan) | See row # XX above |
|------------------|-----------------------------------|---|--------------------|
| EC201 (CR) | 25 | Failure to safeguard children | B4-5 |
| EC204 (CR) | 6 | Failure to manage the demand for Child Social Care. * Monitor and report on Social Worker Vacancies and Caseloads quarterly (no specific PIMS Action, this is an on-going task performed by Service Improvement and Support Services Manager) | |

Curriculum & Well-being Summary Divisional Plan

Head of Service: Aeron Rees

| Ref # | Key Actions and Measures | By When? | By Who? | WBO Ref |
|-----------|---|------------|------------------|--------------------------------|
| C | | | | |
| 1 | We will work with the County's schools to move them along the Welsh language continuum and also ensure that individual pupils within relevant schools are provided with opportunities to continue with their Welsh medium education throughout all key stages. <i>(14100)</i> | March 2022 | Catrin Griffiths | WBO12-B MF5-31 HLP-A4 |
| 2 | We will continue with the design of the Carmarthenshire Curriculum in partnership with schools and other providers, framed within the national context. We will pursue opportunities to link corporate and economic strategy with the design of the new curriculum. <i>(13987)</i> | March 2022 | Aeron Rees | WBO3-F MF5-34 HLP-B4, D4 |
| 3 | We will dovetail local opportunities for curriculum enrichment and extension with the national architecture with a view towards developing a Carmarthenshire Learner Offer. <i>(13988)</i> | March 2022 | Aeron Rees | WBO3-F MF5-37 HLP-C2, C6 |
| 4 | We will continue to develop and deliver the six elements of the Youth Engagement and Progression Framework. <i>(13991)</i> | March 2022 | Gill Adams | WBO3-G MF5-37 HLP-C2, C6 |
| 5 | We will implement actions identified in the self-assessment of the Youth Support Services against the National Participation Standards to increase participation which will contribute to improved service outcomes in terms of more effectively engaging those children and young people that are NEET. <i>(13992)</i> | March 2022 | Gill Adams | WBO3-G MF5-37 HLP-C2, C6 |
| 6 | We will ensure continuation of planning and delivery of the local elements of the European Social Fund (ESF) projects. <i>(13993)</i> | March 2022 | Gill Adams | WBO3-H MF5-37 HLP-C2, C6 |
| 7 | We will continue to reconfigure services in support of vulnerable learners, and consider the impact of COVID-19 on them, within the remit of the designated 3rd Tier Manager as part of a more coherent structure. <i>(13995)</i> | March 2022 | Aeron Rees | WBO3-G MF5-37 HLP-C2, C6 |
| 8 | We will continue to extend and develop the Seren More able and Talented Programme to pre-16 learners. <i>(13996)</i> | March 2022 | Julian Dessent | WBO3-F MF5-37 HLP-C2, C6 |
| 9 | We will continue to develop flexible learning opportunities, including on-line and blended learning, to meet the needs of learners not currently engaging Essential Skills and English for Speakers of Other Languages (ESOL) provision. <i>(13997)</i> | March 2022 | Tracey Warr | WBO3-H MF5-37 HLP-C2, C6 |
| 10 | We will work to divert children and young people away from the criminal justice system. We will work to prevent offending and re-offending of children and young people. <i>(13999)</i> | March 2022 | Gill Adams | WBO3-G MF5-37 HLP-C2, C6 |
| 11 | The Music Service will continue to develop the reach of the service and to build on new curriculum initiatives e.g. Music Therapy. <i>(14000)</i> | March 2022 | Gareth Kirby | WBO3-F MF5-37 HLP-C2, C6 |
| 12 | We will implement the agreed development plan for the School Management System to introduce further Local Authority functions including Free School Meals, Additional | March 2022 | Glenn Evans | WBO3-D MF5-37 HLP-C2, C6 |

| | | | | |
|----|---|---|------------------|---|
| | Learning Needs, Transport, Elective Home Education, Missing from Education and the Music Service. (14001) | | | |
| 13 | We will work with partners to develop further opportunities for vocational and employment learning pathways where applicable within the County. (13989) | March 2022 | Aeron Rees | WBO3-F MF5-38 HLP-C6, D3 |
| 14 | We shall review current specialist behaviour support services in the County with a view to decentralise, bringing support services into mainstream provision by 2022. (13982) | March 2022 | Jo Antoniazzi | WBO3-D MF5-42 HLP-A1, C1, C2, D3 |
| 15 | We shall work with Public Services Board partners to develop our approach to engagement and participation with children and young people ensuring their voice is listened to as part of public service development. (14115) | March 2022 | Sarah Powell | WBO3-B2 MF5-43 HLP-B3, B4, D4 |
| 16 | We will continue to take forward the Equity Strategy to ensure that every child and young person is valued and valued equally. | March 2022 | Aeron Rees | HLP-C1 |
| 17 | We will continue to research and develop a set of meaningful measures for pupil wellbeing. | March 2022 | Glenn Evans | HLP-D1 |
| 18 | We will increase the number of teachers and support staff who can confidently teach through the medium of Welsh. | March 2022 | Catrin Griffiths | HLP-A4 |
| 19 | % of Year 13 Leavers not in education, employment or training (NEETS). (5.1.0.2) | Target not set due to effects of COVID-19 | Gill Adams | WBO3-F MF5-37 HLP-C2, C6 |
| 20 | % of schools achieving Phase 5 of the Healthy Schools Initiative. (8.3.1.6) | 36% | Catrin Rees | WBO2-C HLP-C1, C2 |
| 21 | % of Year 11 Leavers not in education, employment or training (NEETS). (PAM/009) | Target not set due to effects of COVID-19 | Gill Adams | WBO3-F MF5-37 HLP-C2, C6 |

Key Divisional Risks

| Risk Ref or New? | Risk Score After control measures | Identified Risk All risks can be profiled in the Divisional Plan. In this departmental plan the Division should identify: 1. Any Risks that it has on the Corporate Risk Register 2. Significant Risks (scored16+) (3. Service High Risk(scored 12+) – see Divisional Plan) | See row # XX above |
|------------------|-----------------------------------|--|--------------------|
| EC2 | 16 | Failure to support schools to remodel curriculum in light of WG reviews; | C2-3 |
| EC4 | 12 | Failure to deliver the Welsh in Education Strategic Plan; | C1 |

Education & Inclusion Summary Divisional Plan

Head of Service: Aneirin Thomas

| Ref # | Key Actions and Measures | By When? | By Who? | WBO Ref |
|-------|--|---|------------------|--|
| D | | | | |
| 1 | Considering the impact of COVID 19, we will support our schools to ensure the wellbeing and progress of all learners, including those who are vulnerable, eligible for free school meals or looked after. (13961) | March 2022 | Elin Forsyth | WBO3-A MF5-28 HLP-B4, C1, C2, D2, D3 |
| 2 | We will access available funding from Welsh Government to implement the <i>Recruit, recover, raise standards: the accelerating learning programme</i> to ensure all learners affected by the pandemic and particularly the most vulnerable, who have been affected the most, catch up in their learning. | March 2022 | Elin Forsyth | HLP-D2-3 |
| 3 | We will continue to improve leadership at all levels across our schools and specialist settings. We will ensure that effective leadership leads to engaging learning experiences, ensuring the progress and development of all children, young people and staff. (13960) | March 2022 | Elin Forsyth | WBO3-D HLP-B1-3 |
| 4 | We shall review and encourage participation in governorship of schools. (13980) | March 2022 | Elin Forsyth | WBO3-D MF5-35 HLP-B2 |
| 5 | We will ensure the Council fully responds and complies with the requirements of the Additional Learning Needs transformation programme . (13939) | March 2022 | Rebecca Williams | WBO1-B MF5-39 HLP-C2, C3, D3 |
| 6 | We will develop and use a more robust competency-based process to recruit school leaders. | March 2022 | Julie Stuart | HLP-B2 |
| 7 | We will work with other Local Authorities on developing a new school improvement partnership to meet our needs. | March 2022 | Gareth Morgans | HLP-D4 |
| 8 | % of authorised absence in secondary schools. (4.1.2.2) | Target not set due to effects of COVID-19 | Bethan James | WBO3-B |
| 9 | % of authorised absence in primary schools. (4.1.2.3) | As above | Bethan James | WBO3-B |
| 10 | The average Caped 9 points score for pupils eligible for Free School Meals . A pupil's best 9 results including specific attainment requirements in English/Welsh, Mathematics–Numeracy, Mathematics and Science, of Year 11 pupils. (4.1.2.4) | As above | Elin Forsyth | WBO4-B MF5-28 HLP-B4, C1, C2, D2, D3 |
| 11 | % of 17 year olds who enter a volume equivalent to 2 A Levels and who achieve the Level 3 threshold (2 A levels grade A-E). (5.0.2.3) | As above | Elin Forsyth | WBO3-A HLP-D1 |
| 12 | % of pupil attendance in primary schools. (PAM/007) | As above | | WBO3-B |
| 13 | % of pupil attendance in secondary schools. (PAM/008) | As above | | WBO3-B |
| 14 | The average Caped 9 points score, a pupil's best 9 results Including specific attainment requirements in English/Welsh, Mathematics–Numeracy, Mathematics and Science, of Year 11 pupils. (PAM/032) | As above | Elin Forsyth | WBO3-A MF5-37 HLP-C2, C6, D1 |

| | | | | |
|-----------|---|----------|--------------|---------------------------------|
| 15 | % of pupils assessed in Welsh at the end of the Foundation Phase. (EDU/033) | As above | Elin Forsyth | WBO12-B MF5-86 HLP-A4, D1 |
| 16 | % of year 11 pupils studying Welsh (first language). (EDU/034) | As above | Elin Forsyth | WBO12-B MF5-86 HLP-A4, D1 |

Key Divisional Risks

| Risk Ref or New? | Risk Score After control measures | Identified Risk All risks can be profiled in the Divisional Plan. In this departmental plan the Division should identify: 1. Any Risks that it has on the Corporate Risk Register 2. Significant Risks (scored16+) (3. Service High Risk(scored 12+) – see Divisional Plan) | See row # XX above |
|-------------------------|--|---|---------------------------|
| CR | | Failure to deliver a quality Education Service (divided into Departmental Risks EC1-6, as detailed) | |
| EC1 | 9 | Failure to raise standards at each key stage and especially the Level 2i indicator; | D1-2 |
| EC3 | 20 | Failure to support the implementation of the ALN reform; | D4 |
| EC5 | 20 | Failure to provide appropriate support for vulnerable learners; | D4 |
| EC7 CR | 9 | Failure to ensure that schools effectively manage their financial resources and respond to the challenges of reduced funding. | D3 |
| EC13 CR | 16 | Our ability to recruit and retain high quality and resilient school leaders who can respond to and deal with the transformation of education in Wales. | D5 |

Well-being of Future Generations Act 2015

This is a new Act introduced by the Welsh Government, which will change aspects of how we work. The general purpose of the Act is to ensure that the governance arrangements of public bodies for improving the well-being of Wales take the needs of future generations into account. The Act is designed to improve the economic, social and environmental well-being of Wales in accordance with sustainable development principles.

A. The Sustainable Development Principle of the Act

The new law states that we must carry out sustainable development, improving the economic, social, environmental and cultural well-being of Wales. **The sustainable development principle** is

‘... the public body must act in a manner which seeks to ensure that the needs of the present are met without compromising the ability of future generations to meet their own needs.’

B. The Five Ways of Working required by the Act

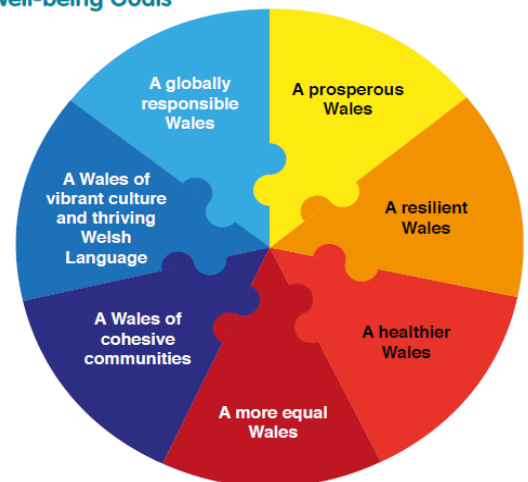
To show that we have applied the sustainable development principle we must demonstrate the following 5 ways of working:-

1. Looking to the long term so that we do not compromise the ability of future generations to meet their own needs;
2. Taking an integrated approach so that public bodies look at all the well-being goals in deciding on their priorities;
3. Involving a diversity of the population in the decisions that affect them;
4. Working with others in a collaborative way to find shared sustainable solutions;
5. Understanding the root causes of issues to prevent them from occurring.

C. The Seven Well-being Goals of the Act

There are **7 well-being goals** in the Act. Together they provide a shared vision for public bodies to work towards. We must work towards achieving all of them.

Well-being Goals



EDUCATION & CHILDREN SCRUTINY COMMITTEE

EXPLANATION FOR NON-SUBMISSION OF SCRUTINY REPORT

| ITEM | RESPONSIBLE OFFICER | EXPLANATION | REVISED SUBMISSION DATE |
|---------------------------------------|---------------------|--|-------------------------|
| ALN Transformation Action Plan | Aneirin Thomas | WG are yet to receive finalised guidance from WG. An action plan will be shared as soon as we have final confirmation. | End of May 2021 |

Mae'r dudalen hon yn wag yn fwriadol

EDUCATION & CHILDREN SCRUTINY COMMITTEE

EXPLANATION FOR NON-SUBMISSION OF SCRUTINY REPORT

| ITEM | RESPONSIBLE OFFICER | EXPLANATION | REVISED SUBMISSION DATE |
|-------------------------------|---------------------|---|-------------------------|
| Scrutiny School Visits | Aneirin Thomas | Due to current restrictions Scrutiny visits are not possible. This will be reviewed as soon as legislation is changed and that safe working practice can be put in place. | September 2021 |

Mae'r dudalen hon yn wag yn fwriadol

PWYLLGOR CRAFFU ADDYSG A PHLANT

21^{AIN} Ebrill, 2021

Blaenraglen Waith y Pwyllgor Craffu Addysg & Phlant ar gyfer y cyfnod Mai 2021 – Rhagfyr 2021

Ystyried y materion canlynol a chyflwyno sylwadau arnynt:

- Bod y Pwyllgor yn cadarnhau ei Flaenraglen Waith ar gyfer y cyfnod Mai – Rhagfyr 2021

Rhesymau:

- Mae'n ofynnol yn ôl Cyfansoddiad y Cyngor Sir bod pwyllgorau craffu'n datblygu ac yn cyhoeddi blaenraglenni gwaith blynyddol sy'n nodi'r pynciau a'r adroddiadau sydd i'w hystyried yn ystod blwyddyn y cyngor.

Angen cyfeirio'r mater at y Bwrdd Gweithredol er mwyn gwneud penderfyniad:
NAC OES

Aelod y Bwrdd Gweithredol sy'n gyfrifol am y Portffolio: *DDIM YN BERTHNASOL*

| | | |
|---|---|---|
| <p>Y Gyfarwyddiaeth: Prif Weithredwr</p> <p>Enw Pennaeth y Gwasanaeth: Linda Rees-Jones</p> <p>Awdur yr adroddiad: Rhian M Lloyd</p> | <p>Swyddi:</p> <p>Pennaeth Gweinyddiaeth a'r Gyfraith</p> <p>Swyddog Gwasanaethau Democrataidd</p> | <p>Rhifau Ffôn / Cyfeiriadau E-bost:</p> <p>01267 224010 lrjones@sirgar.gov.uk</p> <p>01267 224470 rmlloyd@sirgar.gov.uk</p> |
|---|---|---|

EXECUTIVE SUMMARY

EDUCATION & CHILDREN SCRUTINY COMMITTEE 21st April, 2021

Education & Children Scrutiny Committee Forward Work Programme for Period May to December 2021

Purpose of the Forward Work Programme

Article 6.2 of the County Council's Constitution states that: *"Each scrutiny committee is required to develop and publish an annual forward work programme, identifying issues and reports to be considered during the course of a municipal year"*.

The development of a work programme:

- Provides an opportunity for members to determine the priority issues to be considered by their scrutiny committee over the course of the next year.
- Provides a focus for both officers and members and is a vehicle for communicating the work of the Committee to the public. The programme will be published on the council's website and will be updated as required www.carmarthenshire.gov.uk/scrutiny
- Ensures agreement of provisional agendas for scheduled scrutiny meetings within the council diary. The Programme is a flexible document that can be amended to reflect additional meetings and agenda items during the course of the year.

Members discussed the draft Forward Work Programme at a virtual meeting held on the 17th March, 2021 to begin the process of formulating the forward work programme for 2021/22. The outcome of this meeting is now presented to the Committee in the Forward Work Programme for confirmation.

The Committee has decided that the FWP for the period January to April 2022 will be discussed at a later date. This does not preclude items identified during the year for consideration at these meetings being included and the Forward Work Programme updated accordingly.

DETAILED REPORT ATTACHED?

**Forward Work Programme for the period
May to December 2021**

Mae'r dudalen hon yn wag yn fwriadol

Pwyllgor Craffu Addysg a Phlant – Blaenraglen Waith 2021/22

| 25 Mai, 2021 | 8 Gorffennaf, 2021 | 6 Hydref, 2021 | 30 Tachwedd, 2021 | 23 Rhagfyr, 2021 |
|--|---|---|---|--|
| Gwasanaethau Plant (cyfraddau atgyfeirio uwch) | Presenoldeb - Cynllun Adfer Addysg (dal i fyny) | Llesiant ac Iechyd Meddwl / COVID19 | Trefniadau Gwella Ysgolion (gysylltiedig ag ymweliadau ysgol) | ERW (effeithiolrwydd Model ERW newydd) |
| Gwasanaethau Cefnogi Ieuenctid | Cynllun Strategol Cymraeg mewn Addysg | Mynd i'r afael â NEETs a heriau ariannu | Rhaglen Moderneiddio Addysg | Ymgynghoriad ar y Gyllideb (Rhagfyr) |
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I gael gwybodaeth/adroddiadau diweddarau a ddsbarthwyd i'r Pwyllgor drwy e-bost drwy gydol y flwyddyn:-

- Monitro Cyllidebau 2020/21
- Adroddiad Perfformiad Blynyddol (Hanner Blwyddyn)
- Ad-drefnu Adrannol

Adroddiadau ychwanegol y mae'r Pwyllgor yn gofyn amdanynt:-

- Adroddiad Blynyddol Craffu
- Adroddiad Blynyddol y Cyngor
- Ymgynghoriad ar y Gyllideb (Rhagfyr)

Adroddiadau i'w dyrannu yn y BRW:-

- NEET – Mynd i'r afael â NEETs a heriau ariannu
- Trefniadau Gwella Ysgolion (gysylltiedig ag ymweliadau ysgol)

- Rhaglen Moderneiddio Addysg
- Gwasanaethau Plant (cyfraddau atgyfeirio uwch)
- Cynllun Strategol Cymraeg mewn Addysg
- Presenoldeb - Cynllun Adfer Addysg (dal i fyny)
- ERW (effeithiolrwydd Model ERW newydd)
- Llesiant ac Iechyd Meddwl / COVID19
- Ymgynghoriad ar Newidiadau i Ysgolion
- Gwasanaethau Cefnogi Ieuenctid
- Hunanwerthusiad Adrannol

Workshops to be arranged during the year:-

- Hunanwerthusiad

Y PWYLLGOR CRAFFU ADDYSG A PHLANT

21AIN EBRILL 2021

GRŴP GORCHWYL A GORFFEN Y PWYLLGOR CRAFFU ADDYSG A PHLANT 2021/22 DOGFEN CYNLLUNIO A CHWMPASU

Ystyried y materion canlynol a chyflwyno sylwadau arnynt:

- Ystyried a chymeradwyo nodau a chwmpas gwaith y Grŵp Gorchwyl a Gorffen.
- Cytuno ar aelodaeth y Grŵp Gorchwyl a Gorffen.

Y Rhesymau:

- Mae'n ofynnol i'r Grŵp Gorchwyl a Gorffen adrodd ynghylch cynnydd o ran ei waith i'r prif bwyllgor craffu.

Angen cyfeirio'r mater at y Bwrdd Gweithredol ar gyfer penderfyniad: NAC OES

Yr Aelod o'r Bwrdd Gweithredol sy'n gyfrifol am y portffolio: Y Cynghorydd G. Davies (Addysg & Phlant)

| | | |
|--|--|--|
| <p>Y Gyfarwyddiaeth: Addysg a Phlant</p> <p>Enw Pennaeth y Gwasanaeth: Gareth Morgans</p> <p>Awdur yr Adroddiad: Gareth Morgans</p> | <p>Swyddi:</p> <p>Cyfarwyddwr Addysg a Gwasanaethau Plant</p> | <p>Rhifau ffôn / Cyfeiriadau e-bost:</p> <p>01267 246450 edgmorgans@sirgar.gov.uk</p> |
|--|--|--|

EXECUTIVE SUMMARY

EDUCATION & CHILDREN SCRUTINY COMMITTEE

21ST APRIL 2021

EDUCATION & CHILDREN SCRUTINY COMMITTEE TASK & FINISH GROUP 2021/22 PLANNING AND SCOPING DOCUMENT

The Education & Children Scrutiny Committee has agreed to establish a Task & Finish Group to review the current consultation process for school organisation changes.

The Committee's discussions on the key aims and objectives for this task and finish review have been captured and developed into the appended Draft Planning and Scoping document which members of the Committee are asked to consider and agree.

The Committee is required to agree on which members will form the Task and Finish Group, which will consist of 6 Members and be politically balanced as far as possible.

The Task & Finish Group will arrange to hold its first meeting as soon as possible and will appoint a Chair and Vice-Chair from its membership at this meeting. Officers from within the Education & Children's Services Department and Democratic Services will support the work of the Task & Finish Group.

DETAILED REPORT ATTACHED?

YES

IMPLICATIONS

I confirm that other than those implications which have been agreed with the appropriate Directors / Heads of Service and are referred to in detail below, there are no other implications associated with this report.

Signed: Linda Rees-Jones Head of Administration & Law

| | | | | | | |
|---|-------|---------|------|------------------------|-----------------------|-----------------|
| Policy, Crime & Disorder and Equalities | Legal | Finance | ICT | Risk Management Issues | Staffing Implications | Physical Assets |
| NONE | NONE | NONE | NONE | NONE | NONE | NONE |

CONSULTATIONS

I confirm that the appropriate consultations have taken in place and the outcomes are as detailed below:

Signed: Linda Rees-Jones Head of Administration & Law

1. **Local Member(s)** – N/A

2. **Community / Town Council** – N/A

3. **Relevant Partners** – If required, representatives from partner organisations will be consulted as part of the Task & Finish Group’s review.

4. **Staff Side Representatives and other Organisations** – Officers from the Education & Children’s Services Department contributed to the development of the Planning and Scoping Document and will continue to support the work of the Task & Finish Group.

EXECUTIVE BOARD PORTFOLIO HOLDER(S) AWARE/CONSULTED

N/A

YES

Section 100D Local Government Act, 1972 – Access to Information
List of Background Papers used in the preparation of this report:

THERE ARE NONE

| Title of Document | File Ref No. / Locations that the papers are available for public inspection |
|-------------------|--|
| | |
| | |

Mae'r dudalen hon yn wag yn fwriadol

Education and Children Scrutiny Committee Task & Finish Group 2021/22

Consultation Process for School Organisation Changes

Draft Planning & Scoping Document

| | |
|---------------------------------------|---|
| Task & Finish Objective(s) | <ul style="list-style-type: none"> • To review the current consultation process for school organisation changes including changes in linguistic provision and closure of schools |
| Context | <ul style="list-style-type: none"> • The Education and Children Scrutiny Committee has a key role to play in monitoring services, development of key policies and strategies, as well as identifying areas for improvement or development within their remit. • The Education and Children Scrutiny Committee agreed in principle to undertake a review into the current consultation process for school organisation changes including changes in linguistic provision and closure of schools • Many Elected Members and School Governors have raised this as a concern. • The following will be included:- <ul style="list-style-type: none"> ➤ Statutory procedures in relation to the opening of a maintained school (including a special school); ➤ Statutory procedures in relation to the closing of a maintained school (including a special school); ➤ Statutory procedures in relation to change the category of a maintained school ➤ Statutory procedures in relation to make a regulated alteration to a maintained school; <ul style="list-style-type: none"> • the transfer of any school to a new site • changing a school (including a special school) from single-sex to mixed or vice-versa • a change in the age range of a school • the introduction of, or ending of, sixth form provision at a school; • the alteration of the medium of instruction • an enlargement of the premises of a school (excluding nursery and special schools), which would increase the capacity of the school by at least 25% or 200 pupils as compared with the school's capacity on the appropriate date. |

| | |
|--|---|
| | <ul style="list-style-type: none"> • the making permanent of a temporary enlargement of the school • the reduction in the physical capacity of a mainstream school, • the introduction or removal of SEN provision or any change in the type of such provision |
| Membership | <p><u>Elected Members</u></p> <ul style="list-style-type: none"> • To be agreed at the Education and Children Scrutiny Committee scheduled to take place on 21st April, 2021 • 6 Elected Members appointed to reflect the political balance of the Council as whole, as far as possible are:- <ul style="list-style-type: none"> • Plaid Cymru - Cllrs. Darren Price, Kim Broom & Emlyn Schiavone • Independent Group – Cllr. Edward Thomas • Co-opted Member - Anthony Enoch • Labour Group – Cllr. Bill Thomas • New Independent Group – Cllr. Shahana Najmi <p><u>Advisors / Support Officers</u></p> <ul style="list-style-type: none"> • Simon Davies, Modernisation Services Manager • Rhian Lloyd (Democratic Services Officer) <p>Additional Officers as and when required:-</p> <ul style="list-style-type: none"> • Aneirin Thomas, Head of Education & Inclusion Services • Aeron Rees, Head of Curriculum & Wellbeing • Rachel Isles, Graduate Trainee Research Officer • Catrin Griffiths, Welsh Language Development Manager • Sara Griffiths, Modernisation Team Manager • Diane Phillips, Press & Communications Officer |
| The main aims of the review | <ol style="list-style-type: none"> 1. Review the current process of engaging and consulting with schools, pupils, parents and the public in terms of any proposed school changes 2. Identify national and international best practice on consultation and engagement 3. Review the way in which the Council’s Strategic Objectives is communicated, consulted upon and understood by schools, pupils, parents and residents eg WESP and MEP. 4. To formulate recommendations for consideration by the Executive Board. |
| Scope of the review | Review the current process of engaging and consulting with schools, pupils, parents and the public in terms of any proposed school changes |
| How it will contribute to achieving | Contributes to the following outcomes from the County Council’s Corporate Strategy 2018-2023: |

**corporate /
community
objectives and well-
being objectives**

- We will provide an excellent school in the right place by improving the condition, suitability and resource efficiency of our schools' network through the Modernising Education Plan.
- We will continue the development of Welsh in all our services, thus moving towards ensuring that every pupil is confidently bilingual. Pupils can fulfil their potential in gaining skills to operate as bilingual citizens in their communities, the workplace and beyond.

This project will link directly to the following **Carmarthenshire County Council Well-being** objectives:-

- Help to give every child the best start in life and improve their early life experiences
- Help children and young people live healthy lifestyles
- Support and improve progress, achievement and outcomes for all learners
- Tackle poverty by doing all we can to prevent it, helping people into work and improving the lives of those living in poverty
- Promoting Welsh Language and Culture

Delivering the **Carmarthenshire County Council Moving Forward in Carmarthenshire: the next 5-years** specifically objectives-

- Deliver all Band A commitments identified in the Modernising Education Programme by 2019 therefore supporting our children and young people to receive a world class education in safe and stimulating environments.
- Deliver a further £129million Modernising Education Programme investment between 2019-24.
- Consider the delivery of primary education provision in the Ammanford, Llandeilo and Llandovery areas.
- Continue to improve outcomes for all pupils with a particular emphasis on raising the achievements of pupils entitled to free school meals and looked after children.
- Ensure best use is made of school facilities to support wider community activity.
- Work with the County's primary and secondary schools to move them along the Welsh language continuum and also ensure that individual pupils within relevant schools are provided with opportunities to continue with their Welsh medium education throughout all key stages.
- Ensure the Council fully responds and complies with the requirements of the Welsh Government School Organisation Code to support the attainment of better educational outcomes with specific reference to requirements for rural schools.
- Consider options to utilise the Welsh Government Mutual Investment Model (MIM) to further develop the education infrastructure through capital investment.

| | |
|---|--|
| | <ul style="list-style-type: none"> Review current specialist behaviour support services in the County with a view to decentralise and support bringing support services into mainstream provision by 2021. |
| List of key stakeholders [not exhaustive] | <ul style="list-style-type: none"> Education and Children’s Services Officers School Staff (including those who have been through the process) School Governors (including those who have been through the process) Local Elected members (including those that have been through the process) Pupils and parents Others as identified |
| What information / documents are required to inform the work of the study? [not exhaustive] | <ul style="list-style-type: none"> School organisation code: https://gov.wales/school-organisation-code CCC School Organisation Process (Agenda Item 6) - https://democracy.carmarthenshire.gov.wales/ieListDocuments.aspx?CId=153&MId=3367&Ver=4 WESP - https://www.carmarthenshire.gov.wales/media/4227/latest-versiongd4830_wesp_strategy5-en.pdf ALN Transformation Programme - Additional learning needs Sub-topic GOV.WALES / https://www.carmarthenshire.gov.wales/home/council-services/education-schools/additional-learning-needs/#.YHWA345KiHs |
| Timescale for completion of the review | 6 months |

Eitem Rhif 9 PWYLLGOR CRAFFU ADDYSG A PHLANT

Dydd Mercher, 17 Mawrth 2021

YN BRESENNOL: Y Cynghorydd D. Price (Cadeirydd)

Y Cyngorwyr:

S.M. Allen, L.R. Bowen, K.V. Broom, D. Jones, G.R. Jones, M.J.A. Lewis,
E.M.J.G. Schiavone, B. Thomas, E.G. Thomas a/ac D.T. Williams

Aelodau Cyfetholedig:

A. Enoch - Rhiant-Lywodraethwr
V. Kenny - Cynrychiolydd yr Eglwys Gatholig
Y Parch. D. Richards - Cynrychiolydd yr Eglwys yng Nghymru

Hefyd yn bresennol:

Y Cynghorydd G. Davies, Aelod y Bwrdd Gweithredol dros Addysg a Phlant

Yr oedd y swyddogion canlynol yn gwasanaethu yn y cyfarfod:

G. Morgans, Cyfarwyddwr Gwasanaethau Addysg a Phlant
A. Rees, Pennaeth Cwricwlwm a Llesiant
A Thomas, Pennaeth Gwasanaethau Addysg a Chynhwysiant
S. Davies, Pennaeth Mynediad i Addysg
S. Smith, Pennaeth Gwasanaethau Plant
C. Griffiths, Rheolwr Datblygu'r Gymraeg
M. Evans Thomas, Prif Swyddog Gwasanaethau Democrataidd
R. Lloyd, Swyddog Gwasanaethau Democrataidd
S. Rees, Cyfieithydd Ar Y Pryd,
J. Corner, Swyddog Technegol

Rhith-Gyfarfod - 10.00 - 11.55 yb

1. YMDDIHEURIADAU AM ABSENOLDEB

Cafwyd ymddiheuriadau am absenoldeb gan y Cynghorydd D.M Jenkins, yr Aelod o'r Bwrdd Gweithredol dros Adnoddau.

2. DATGANIADAU O FUDDIANAU PERSONOL GAN GYNNWYS UNRHYW CHWIPIAU PLEIDIAU A RODDIR MEWN YMATEB I UNRHYW EITEM AR YR AGENDA.

Cafwyd y datganiadau canlynol o fuddiant personol:-

| Yr Aelod | Rhif y Cofnod(ion) | Math o Fuddiant |
|---------------------------------------|--|--|
| Y Cynghorydd Darren Price (Cadeirydd) | 4. Diweddariad am y Cynllun Strategol Cymraeg mewn Addysg (WESP) | Buddiant personol a rhagfarnol - mae ei wraig yn ddarlithydd Cymraeg ym Mhrifysgol y Drindod Dewi Sant lle cynhelir y cwrs sabothol. |
| Y Cynghorydd Bill Thomas | 4. Diweddariad am y Cynllun Strategol Cymraeg mewn Addysg (WESP) | Mae'n Llywodraethwr AALI yn Ysgol y Felin. |

Ni chafwyd dim datganiadau ynghylch chwipiaid y pleidiau.

3. CWESTIYNAU GAN Y CYHOEDD (NID OEDD DIM WEDI DOD I LAW)

Dyweddodd y Cadeirydd nad oedd dim cwestiynau wedi dod i law gan y cyhoedd.

4. DIWEDDARIAD WESP

[NODER:

(1) Roedd y Cynghorydd B. Thomas wedi datgan buddiant yn yr eitem hon yn gynharach;

(2) Gadawodd y Cynghorydd D. Price, y Cadeirydd, y cyfarfod cyn bod yr eitem hon yn cael ei hystyried a chyn penderfynu ar yr eitem hon gan ei fod wedi datgan buddiant rhagfarnol a phersonol ynndi'n gynharach.]

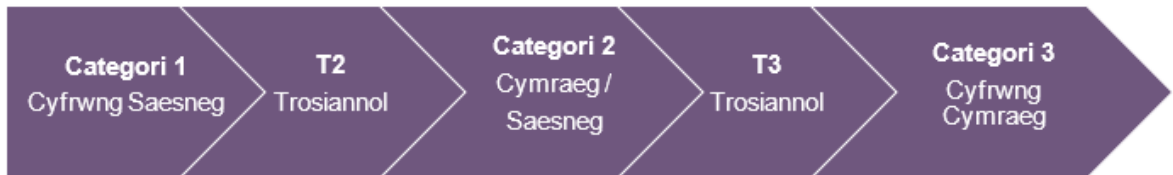
Rhoddodd y Pwyllgor ystyriaeth i adroddiad a oedd yn cynnwys y wybodaeth ddiweddaraf am y cynnydd o ran gweithredu Cynllun Strategol Cymraeg mewn Addysg Sir Gaerfyrddin 2017-21. Roedd yr adroddiad hefyd yn rhoi gwybod i'r Pwyllgor am y datblygiadau disgwylidig ym maes polisi Llywodraeth Cymru.

Mae'r Cynllun Strategol Cymraeg mewn Addysg presennol wedi cael ei ymestyn am flwyddyn, a bydd yn dod i ben ym mis Medi 2022 man hwyraf. Bydd y Cynllun Strategol Cymraeg mewn Addysg nesaf yn gynllun 10 mlynedd hyd at 2031. Mae Llywodraeth Cymru wedi rhannu'r templed cynllunio a'r meini prawf gyda'r Awdurdodau Lleol. Mae hyn a datblygiadau ategol arfaethedig yn dangos y bydd rhai newidiadau nodedig sydd â goblygiadau penodol o ran gwneud penderfyniadau yn Sir Gaerfyrddin.

Codwyd y cwestiynau/sylwadau canlynol wrth drafod yr adroddiad:-

- Cyfeiriwyd at yr hyfforddiant sabothol a mewnol a gofynnwyd am ddadansoddiad o faint o staff sy'n cael yr hyfforddiant ac ar ba lefel. Dywedodd y Pennaeth Cwricwlwm a Llesiant fod Archwiliad o Sgiliau'r Iaith Gymraeg wedi'i gynnal yn ddiweddar ar gyfer yr holl staff. Roedd tua 758 o geisiadau wedi dod i law (ar 8.3.21) yn gofyn am gael cofrestru ar gyrsiau ieithyddol ar draws pob lefel gallu, gan nodi ar ba lefelau roeddent. Dywedodd Rheolwr Datblygu'r Gymraeg fod angen deall yr addysgeg yn y Cyfnod Sylfaen. Mae yna adnodd cyfannol sy'n edrych nid yn unig ar ddysgu iaith, ond hefyd ar addysgu a dysgu o fewn y Cyfnod Sylfaen yn ogystal â gyda rhieni. Bydd hyn yn cael i gynnig i ysgolion sy'n dymuno gweithio gyda ni wrth symud ar hyd y continwmm. Mae lefelau hyfedredd yn bwysig iawn ymhlith y staff addysgu. Hefyd mae staff yn dysgu ochr yn ochr â phlant bach iawn yn gallu bod yn gyfrwng pwerus mewn dysgu iaith.
- Gofynnwyd i swyddogion faint o'r £30m fydd ar gael ar gyfer hyfforddiant – dywedodd y Cyfarwyddwr ein bod yn gymwys i wneud cais am y grant cyfalaf o £30m ond ei fod yn deall mai ar gyfer adeiladu'n unig ydyw ac nid hyfforddiant, ond bod trafodaethau'n digwydd gyda Llywodraeth Cymru ynghylch referniw.
- Dywedodd Rheolwr Datblygu'r Gymraeg fod yr archwiliad o sgiliau'r iaith Gymraeg yn rhoi 1 trosolwg ar y Gymraeg ac yn fan cychwyn da ar gyfer cynllunio strategol.

- Esboniwyd pa gyrsiau oedd wedi'u cynnal a'u cwblhau gan athrawon yn ystod y cyfyngiadau symud ac ar ba lefel maent. Dywedodd yr Aelod o'r Bwrdd Gweithredol dros Addysg a Phlant fod adborth o'r cyrsiau wedi bod yn gadarnhaol iawn a bod Rheolwr Datblygu'r Gymraeg yn ymgynghori â'r ysgolion.
- Mynegwyd pryder ynglŷn â'r angen i fod yn gliriach ar yr iaith a ddefnyddir a nod yr ymgynghoriad cenedlaethol ar gategorïau. Dywedodd y Pennaeth Cwricwlwm a Llesiant fod y system newydd yn rhagweld tri phrif gategori (1, 2 a 3) gyda dau gategori trosiannol (T2 a T3) i hwyluso taith ddatblygiadol o un gategori i'r llall (gweler y diagram):



- Gofynnwyd pam yr oedd angen newid y Cwricwlwm yn ystod y cyfnod hwn. Dywedodd y Pennaeth Cwricwlwm a Llesiant fod hyn wedi dechrau 7 mlynedd yn ôl a bod cynigion gan Lywodraeth Cymru yn mynd i gael eu llywio gan Fil y Cwricwlwm cenedlaethol y byddai cyflwyno'r Gymraeg yn orfodol o 3 oed, gyda'r Saesneg yn orfodol o 7 oed (a chymryd bod y Bil yn cael Cydsyniad Brenhinol). Dywedodd y byddai'n cyflwyno awgrymiadau'r cyfarfod hwn yng nghyfarfod y Bwrdd Gweithredol y prynhawn yma.
- Beth yw'r llinell amser y cyfeirir ati ar dudalen 12 – Dywedodd yr Aelod o'r Bwrdd Gweithredol dros Addysg a Phlant fod popeth yn cael ei fonitro gennym ni yn ogystal â LIC, ac y byddai ymgynghoriad llawn ddiwedd y flwyddyn ar y Cynllun Strategol Cymraeg mewn Addysg newydd cyn ei fabwysiadu. Ychwanegodd y Pennaeth Cwricwlwm a Llesiant mai parhad o'r Cynllun Strategol Cymraeg mewn Addysg presennol yw bwriad yr un newydd, ac o'r cynnydd a wnaed yn y 4 blynedd diwethaf. Fe'i defnyddir fel llinell sylfaen a chaiff ei gyflwyno i Lywodraeth Cymru dim hwyrach na diwedd mis Ionawr 2022. Dywedodd y Cyfarwyddwr fod gwahanol fecanweithiau yr ydym yn adrodd iddynt ar wahanol gamau gweithredu o ran ein cynlluniau – mae proses fonitro ar waith a defnyddir y wybodaeth a gesglir fel tystiolaeth i adeiladu ar ein strategaeth.
- Esboniwyd sut y dylai'r holl Lywodraethwyr fod yn ymwybodol o Strategaeth Llywodraeth Cymru a cheisiwyd cadarnhad ynghylch hyfforddiant penodol i Lywodraethwyr o fewn y rhaglen hyfforddi, ac os felly, a fyddai'n orfodol? Dywedodd yr Aelod o'r Bwrdd Gweithredol dros Addysg a Phlant fod unrhyw newidiadau polisi ac ati yn cael eu cyflwyno i Lywodraethwyr a Phenaeithaid. Dywedodd y Cyfarwyddwr y gweithir gydag ysgolion yn rheolaidd a gall gadarnhau bod cynnydd yn cael ei wneud ym mhob ysgol a bod llawer o ysgolion wedi mabwysiadu'r siarter iaith, ethos a defnydd cyffredinol o'r iaith, ac ein bod yn gofyn i bob Corff Llywodraethu gynnwys datganiad ar ei dempled ar yr hyn y mae wedi'i wneud mewn perthynas â'r Cynllun Strategol Cymraeg mewn Addysg i sicrhau eu bod yn gweithio tuag at y continwmm iaith gan sicrhau bod modd gwneud cynnydd.
- Gofynnwyd i swyddogion a oedd gan y Sir restr gyda dyddiadau penodol yn nodi pryd y dechreuodd trafodaethau gyda'r ysgol a chyda phwy? Cyfarfodydd/trafodaethau dilynol? Os na, a ellid cyflwyno hynny ac awgrymwyd ei gynnwys ar yr agenda bob tymor i'w drafod yn agored. Cytunodd yr Aelod o'r Bwrdd Gweithredol dros Addysg a Phlant â'r pwynt a godwyd a bod cofnod penodol o'r hyn sydd wedi digwydd, gyda phwy a phryd

roedd yn cyfarfod nesaf. Dywedodd y Cyfarwyddwr ei fod wedi bod yn adolygu'r broses i sicrhau bod tystiolaeth yn cael ei chofnodi ynghylch pwy sy'n ymwybodol o'r newidiadau ac ati ar y trafodaethau a gafwyd.

- Esboniwyd pa gymorth oedd ar gael i ddysgwyr. Dywedodd Pennaeth y Cwricwlwm a Llesiant fod Canolfannau Iaith wedi'u sefydlu yn y sir e.e. Maes y Gwendraeth / Canolfan Griffith Jones. Ailadroddodd Rheolwr Datblygu'r Gymraeg ei bod yn bwysig i ysgolion gyfathrebu â ni er mwyn hwyluso darpariaeth i hwyrddyfodiaid. Hefyd mae staff y Canolfannau Iaith yn gweithio gyda'r Tîm Derbyn i sicrhau dealltwriaeth dda o'r ddarpariaeth ieithyddol mewn ysgolion.
- Gofynnwyd sut roedd y fformiwla ariannu disgyblion yn ffafrio'r Gymraeg. Cadarnhaodd y Cyfarwyddwr fod y fformiwla ariannu'n cael ei llywio gan niferoedd disgyblion; fodd bynnag, mae rhai ychwanegion os yw'n ysgol ddwy ffrwd.
- Gofynnwyd i swyddogion am y broses bresennol ar newidiadau – mae angen iddi fod yn fwy agored a rhoi mwy o rybudd gan gyfathrebu â rhieni, staff, Llywodraethwyr a phawb y mae'r newidiadau'n berthnasol iddynt fel rhan o'r trafodaethau i wella'r system. Dywedodd y Cyfarwyddwr ein bod yn cydymffurfio â deddfwriaeth a bod y broses wedi'i hadolygu dros y misoedd diwethaf, a bod y modd y cyfathrebir â'r gymuned, staff, a Llywodraethwyr yn gwella, gan eu gwneud yn ymwybodol o newidiadau, a'n bod yn dilyn cyfeiriad Llywodraeth Cymru. Dywedodd y Pennaeth Cwricwlwm a Llesiant y bydd ymgynghoriadau cyhoeddus gyda'r cyhoedd a phartneriaid statudol fel ESTYN ac Awdurdodau Lleol cyfagos. Bydd hyn am gyfnod o 8 wythnos, gan sicrhau ein bod yn cyrraedd pawb, er taw yn rhithiol neu ar bapur fyddai hynny.

Mae Cymraeg 2050 yn cynnwys targed ar gyfer cynyddu cyfran pob grŵp blwyddyn ysgol sy'n derbyn addysg cyfrwng Cymraeg o 22% (yn seiliedig ar 7,700 o ddysgwyr saith oed yn 2015/16) i 30% erbyn 2031 (tua 10,500 ym mhob grŵp blwyddyn). Mae pob Awdurdod Lleol wedi cael targedau i'w cyrraedd yng nghydestun y Cynllun Strategol Cymraeg mewn Addysg newydd. Mae targedau a osodwyd ar gyfer Sir Gaerfyrddin gan Lywodraeth Cymru yn gosod y Sir yn y categori mwyaf ymestynnol (ynghyd â Chonwy, Sir Ddinbych, Powys, Ceredigion, Sir Benfro a Chastell-nedd Port Talbot). Mae Llywodraeth Cymru wedi gofyn am gynnydd o 10-14% yng nghanran y plant Blwyddyn 1 sy'n cael eu haddysgu drwy gyfrwng y Gymraeg yn seiliedig ar 2019/20.

PENDERFYNWYD YN UNFRYDOL dderbyn yr adroddiad.

5. CYNIG I AIL-LEOLI YSGOL HEOL GOFFA I SAFLE NEWYDD A CHYNYDDU EI GALLU O 75 I 120 (CAM 3)

Ystyriodd y Pwyllgor adroddiad yn manylu ar gynig i symud Ysgol Heol Goffa i safle newydd a chynyddu ei chapasiti o 75 i 120 (Cam 3) o fis Medi 2023. Yn unol â chyfarwyddiadau'r Bwrdd Gweithredol ar 18 Tachwedd, cafodd ymgynghoriad ffurfiol ei gynnal o 21 Medi 2020 hyd at 1 Tachwedd 2020. Cafodd canlyniadau'r ymarfer ymgynghori eu cynnwys mewn Adroddiad Ymgynghori ac fe'u cyflwynwyd i'r Pwyllgor Craffu ac yna i'r Bwrdd Gweithredol i'w hystyried a phenderfynu a ddylid cyhoeddi Hysbysiad Statudol ai peidio.

Ar 21 Rhagfyr 2020, roedd y Bwrdd Gweithredol wedi cymeradwyo cyhoeddi Hysbysiad Statudol a roddai i wrthwynebwyr 28 diwrnod i gyflwyno eu

gwrthwynebiadau'n ysgrifenedig i'r Cyngor. Nid oedd unrhyw wrthwynebiadau wedi dod i law yn ystod y cyfnod hwnnw.

Pe bai'r Cyngor Sir yn cytuno i weithredu'r cynnig, byddai capasiti Ysgol Heol Goffa yn cynyddu o 75 i 120 wedi i'r ysgol symud i'w safle newydd o fis Medi 2023 ymlaen.

Cafwyd y sylw canlynol ar yr adroddiad:-

- Gwnaed sylw a nodai, er bod hon yn ysgol arbennig ar wahân, y dylent gael y profiadau llawn fel plant prif ffrwd. Dywedodd y Cyfarwyddwr fod polisi cynhwysol ar waith sy'n cael ei gefnogi yn ein hysgolion prif ffrwd yn ogystal ag Unedau Arbennig, a'i bod yn ffodus bod lleoliad newydd yr ysgol yn agos i Ysgol Penrhos ac y bydd gweithio'n digwydd ar gysylltiadau rhwng yr ysgolion hyn, ac, o bosibl, ysgolion uwchradd eraill yn Llanelli.

PENDERFYNWYD YN UNFRYDOL

(1) derbyn yr adroddiad;

(2) argymhell i'r Bwrdd Gweithredol y dylid gweithredu'r cynnig i symud Ysgol Heol Goffa i safle newydd a chynyddu ei capasiti o 75 i 120 o fis Medi 2023, fel y nodir yn yr Hysbysiad Statudol.

6. EGLURHAD AM BEIDIO Â CHYFLWYNO ADRODDIAD CRAFFU

Cafodd y Pwyllgor esboniad dros beidio â chyflwyno'r adroddiadau craffu canlynol:-

- Hunanwerthuso'r Adran a Strategaeth 10 Mlynedd
- Cynllun Gweithredu Trawsnewid ADY
- Cynlluniau Busnes Adrannol

PENDERFYNWYD YN UNFRYDOL nodi'r wybodaeth.

7. EITEMAU AR GYFER Y DYFODOL

Ystyriodd y Pwyllgor restr o eitemau i'w hystyried yn y cyfarfod nesaf a gynhelir ar 21 Ebrill 2021. Rhoddwyd cyfle hefyd i'r Pwyllgor awgrymu eitemau i'w trafod ar gyfer y Flaenraglen Waith am y cyfnod o 8 mis rhwng Mai a Rhagfyr, 2021. Ymhlith yr eitemau a awgrymwyd heddiw i'w trafod y mae:-

- Hunanwerthuso – edrych ar hyn am y 6 mis nesaf.
- NEET – effaith bosibl colli arian Ewropeaidd
- Strwythur yr Adran
- Cynllun Strategol Cymraeg mewn Addysg - cymryd rhan yn y broses gorfforaethol o ran y cynllun newydd
- Llesiant ac Iechyd Meddwl / COVID - cadw llygad ar hyn wrth i ysgolion ddychwelyd yn amser llawn. Mae Llywodraeth Cymru yn derbyn bod angen edrych ar neilltuo rhagor o adnoddau i Iechyd Meddwl yn gyffredinol, ac er mwyn gwella ein sefyllfa fel Pwyllgor yn y dyfodol mae'n bosibl y bydd angen y data diweddaraf.
- Rhaglen Moderneiddio Addysg - sut ydym yn ei chyllido?

- Ymgynghori ynghylch Newidiadau i Ysgolion – edrych ar sut mae'r Cyngor yn rhannu'r neges / ymgynghoriad ynghylch amcanion strategol gydag ysgolion ar draws y sir, o ran cau ysgol, newid yr iaith ddysgu ac ati.

Bydd y Cadeirydd a'r Is-gadeirydd yn cyfarfod â'r Cyfarwyddwr i roi sylw i rai o'r syniadau a awgrymwyd cyn cyflwyno'n ôl i'r Pwyllgor i'w mabwysiadu'n derfynol

PENDERFYNWYD YN UNFRYDOL nodi'r wybodaeth.

8. LLOFNODI YN GOFNOD CYWIR COFNODION Y CYFARFOD A GYNHALIWYD AR IONAWR 28AIN, 2021

Tynnwyd sylw at dud.38 (Eitem 4 ar yr Agenda) ynghylch codiad cyflog, a ddylai ddarllen "byddai cost *lawn* hyn yn cael ei thalu gan yr Awdurdod Lleol".

PENDERFYNWYD YN UNFRYDOL lofnodi bod cofnodion cyfarfod y Pwyllgor a gynhaliwyd ar 28 Ionawr 2021 yn gofnod cywir.

CADEIRYDD

DYDDIAD