

# Coronavirus Commission, March 2020

## Continuity of Learning (CoL) Plan

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### Document Information

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Date 31.03.2020  
Version 6.0  
Status Issued

## Context

- Schools and a range of settings closed for normal business on Friday 20.3.20
- They will continue to operate, but not for all and not as places of teaching – this will put some stress on the system and individuals working in it, so our plans for continuity of learning need to take account of the efforts teachers and leaders are making
- School closure is likely to extend for a period of months, so this plan runs in the first instance to September 2020
- Many of our children can work from home, and we can do more to help those who currently cannot
- Most or all of our teachers and leaders can work from home, including:
  - Developing learning
  - Delivering learning content and activities
  - Supporting learners remotely, both in terms of supporting their learning and progress and supporting their well-being
  - Engaging in Professional Learning, enquiry and reflection
- It will be important to clarify the roles teachers and leaders play in the new situation, and to have the support of unions and professional associations in developing the new approach
- In HWB, Wales has a learning platform with an extensive suite of tools to support remote learning
- So we are technically very well placed to ensure continuity of learning for children, young people, teachers and leaders using a range of digital tools and approaches across our school system
- We are less well placed to deliver continuity in terms of the skill-sets of our learners, leaders and teachers – there are many points of good practice in using the technology to deliver support for the current model, but the model we now need is wholly new to pretty much our entire system
- Hubs will be established to look after children of key workers and vulnerable learners, and these will allow them to follow their own school's learning remotely, as they would if they were at home
- We are assuming that the national curriculum requirements will be suspended. This provides schools and practitioners with more flexibility to develop learning in response to learners' needs and the developing situation
- The response will require greater collaboration with parents and carers. In a situation where learning takes place remotely in the home, the co-operation of parents and carers will be key
- Learning will require a significantly increased emphasis on all aspects of health and well-being (physical, mental, emotional and relationships) as we seek to address the impact of long term social distancing and self-isolation as well as the reality of increasing numbers of learners facing bereavements
- The UK government's Scientific Advisory Group for Emergencies now advises social distancing may be required for at least most of a year. We must therefore look to establish ways of working which are sustainable for the whole period
- We are therefore establishing "a new normal" which could remain in place for far longer than anticipated. On current scientific evidence, it is not inconceivable that the entirety of the next academic year will be characterised with varying degrees of social isolation: we are likely to need to move the whole system of learning and teaching online for 2020/21

## Policy Overview

In the period of school and setting closure, it is Welsh Government's policy to seek to minimise the impact of closure on learning, progress and the well-being of our learners, and on the well-being of our education workforce. We will commit to doing this by facilitating access to devices, connectivity, and learning opportunities, by supporting our Head Teachers and teachers to deliver effective learning and support services to our children and young people, and by giving learners and their families guidance and support around learning at home. We will seek to ensure that no learner is disadvantaged in this because of where they live, their age, their special educational needs, the language of their school or whether they are well off or not.

We are calling this project the Continuity of Learning (CoL) project – in the coming days we will rename it for a wider audience and ensure the nomenclature is teacher, parent/carer and child friendly.

## Objectives and Priorities of the CoL Plan

The CoL plan is focused on ensuring provision of remote learning which is broad and balanced, supports all learners' mental and emotional health and well-being and enables all learners to make meaningful progress.

This will be achieved by:

- Supporting learners in accessing the appropriate technology, relevant, high quality resources for learning, and purposeful learning activities and experiences online
- Enabling leaders and teachers to act in line with best practice in creating and using online learning resources for an extended period for all learners
- Enabling schools, leaders and teachers to develop, share and curate purposeful resources across the system
- Ensuring schools and teachers can use the Hwb toolset to support continuity of learning for learners of all ages
- Ensuring leaders and teachers can support the well-being of learners and each other through the use of the technology
- Ensuring parents and carers understand their redefined role in supporting their children's learning
- Providing guidance and support for learning to all participants in the system – leaders, teachers, learners, adults supporting learning, governors and parents/carers
- Promoting collaboration across the system both at school-to-school level and across and within tiers in the system

There are key learner groups who need support in the period from March to Sept 2020:

- Learners in Y6 – facing transition under highly challenging conditions
- Learners in Y10 and Y11 – not facing examination conditions but needing to maintain continuity of learning for progression to Y11 and post-16, whether that is post-16 in school or in a college of WBL setting
- Learners in Y12 – not facing examination conditions but needing to maintain continuity of learning for progression to Y13
- Learners in Y13 – not facing examination conditions but needing to maintain continuity of learning for progression to Higher education and employment

Additional groups we will need to engage closely with include:

- All learners with additional learning needs and those who support them
- Parents of and carers for all children, but particularly in the earlier years of primary, who will need guidance in supporting their children with learning at home over an extended period
- Leaders, who will need guidance on the development and management of learning online
- Teachers planning programmes of learning and producing associated resources and activities for learning, who will need guidance as to the structure, content and learning design of remote learning they develop for learners
- Learning support assistants, who will need guidance around their involvement in childcare provision
- Other teachers and leaders, who we will want to encourage to use any available time and space to develop their understanding of the new curriculum in readiness for when schools reopen
- Staff of Emergency Hubs who may need to support children in their care to access their school's learning
- Staff who work in independent schools where there are publicly funded placements for children

It will not be enough just to put some content on the system, or even to provide links to professionally created resources. What we will need over time is a national and concerted effort that enables schools in a reasonable time frame to create and share the highest possible quality programmes for remote learning with resources to support a wide range of activities. Throughout this plan, we assume that Welsh medium, English medium and bilingual schools, settings and learners have the same entitlement to support, and we identify later a group of learners for whom there is a higher risk to learning, that is learners in Welsh medium schools who live in households where Welsh isn't spoken.

## Underpinning Work and Deliverables

We have identified a relatively high-level group of three underpinning or crosscutting items and 12 key deliverables for the project. They are set out below.

- UP1: **Coordination and Ministerial reporting:** this is to ensure the project remains coherent and focused, that all actors know what they and others are doing, and for the purposes of reporting in real time to the Minister
- UP2: **Inclusion:** this is to ensure that the needs of vulnerable learners are addressed as well as is reasonably possible within the project and its elements as they are designed and delivered
- UP3: **Evaluation and Impact:** this is to evaluate the project on an ongoing basis and for future reference
- D1: Welsh Government will in the week of 30<sup>th</sup> March issue a **policy statement** setting out our expectations in terms of continuity of learning for all learners across our system
- D2: We will work with the Regions and Local and Diocesan Authorities in Wales to provide schools, families and other carers with **technical guidance and operational support** for:
- Hardware – including school and LA support for pupils taking technology home
  - Hwb cloud services so that pupils can access learning opportunities
  - Administration, so that teachers and leaders can manage and track learning
  - Digital Safeguarding, so that pupils and teachers are safe online
  - Domestic connectivity, or alternative ways to access tools and services
- D3: We will work with our technology suppliers and strategic partners across the system to ensure teachers and leaders have a **high level of understanding of content, communication and collaboration tools in the system**, and how they are used for teacher-pupil, teacher-parent/carer, teacher-teacher, leader-leader and learner-learner working
- D4: We will issue guidance to teachers and Head Teachers on developing, sourcing and organising learning that:
- Is achievable and manageable for parents and carers in different situations
  - Is purposeful and has clear progression and stretches and challenges learners to progress
  - Is broad and balanced
  - Is well structured, and has clear expectations and timelines for learners
  - Engages all learners (including processes where there are concerns about engagement)
  - Stretches and engages learners
  - Takes account of effective online pedagogy
  - Makes use of available resources
  - Uses the whole Hwb toolset
  - Ensures progression in learning
  - Enables pupils and parents/carers to keep in touch with their teachers so that they ask for their guidance, support and encouragement if they are struggling at home
  - Places appropriate emphasis on learners' health and well-being in very challenging circumstances by reminding them that pupils of all ages benefit and learn from all sorts of activities and experiences, not just what parents/carers feel to be 'academic work' for long periods of time every day

This will effectively be our **digital distance learning strategy** for the period covered by the plan

- D5: We will work with relevant partners to develop and issue **guidance and support to parents and carers** on supporting learning at home, especially where learners are struggling to make progress, or struggling with the well-being implication of the changed environment
- D6: We will work with the regions to encourage **schools to use Hwb to share their approaches**, plans and learning resources
- D7: We will work with relevant partners to provide support for using the available technology for continuing to do **school business**:
- Effective working from home for all staff employed by the school
  - Ensuring productivity through use of digital technology
  - Meetings and other routines where technology can support continuity of business
  - Governance across the whole range of different types of schools in the system
  - Particular support for smaller schools to make use of the technology and larger more complex schools to manage complexity
- D8: We will work with the regions to support them in developing **web based Professional Learning** and maintaining the coherence and direction of our school system using digital technologies
- D9: We will work with **Welsh Medium schools whose pupils live in homes where Welsh is not spoken** to ensure a level of engagement with Welsh
- D10: We will work with the Local and Diocesan Authorities, the regions and their schools to support the whole system in **preparing for the new curriculum**
- D11: We will work to support schools' access to a wide and deep range of **content, activities and online events and processes to support remote learning**, with:
- a) Organisations we currently fund (e.g. Arts Council Wales, HE, Technocamps, Techniquet)
  - b) Organisations which develop content (e.g. the broadcasters, Museums, Cadw, Universities, WJEC)
  - c) Commercial content providers, some of whom already include their content in Hwb
- D12: We will 'fast track' resources and solutions which support remote learning and **health and well-being** and prioritise the pastoral dimension of schools' support for children

## Deliverables – Responsibilities Matrix

There is massive energy and commitment across the education system and even beyond it to step up and enable our learners to continue. We must accept a degree of disruption in the system into April 2020, while people and organisations find their roles and we co-construct the details of this plan. In the meantime, we have set out below the deliverables and the people and organisations with key responsibilities in relation to them. In reality, all organisations will need to be engaged with all deliverables in some form – the matrix below just seeks to set out where the main responsibilities are located.

<b>Deliverable</b>	<b>Lead Organisation</b>	<b>Participating Organisations</b>
UP1: Coordination and Ministerial reporting	Welsh Government, Pedagogy, Leadership and Professional Learning branch (PLPL)	All – through leads on deliverables
UP2: Inclusion	Estyn	Welsh Government, all Directorates
UP3: Evaluation and Impact	Welsh Government, PLPL	All – through provision of intelligence
D1: Policy statement	Welsh Government, PLPL	Welsh Government, Curriculum and Assessment Welsh Government, Welsh Language National Academy for Educational Leadership
D2a): Hardware	Local and Diocesan Authorities	Welsh Government, Hwb Regions
D2b): Hwb cloud services	Welsh Government, Hwb	Regions Local and Diocesan Authorities
D2c): Administration (guidance)	Regions	Welsh Government, Hwb
D2d): Safeguarding (guidance)	Local and Diocesan Authorities	Welsh Government, Hwb Estyn
D2e): Domestic connectivity	Local and Diocesan Authorities	Welsh Government Telecoms providers
D3: Tools in the system	Welsh Government, Hwb	Regions
D4: Guidance to teachers and Head Teachers on developing, sourcing and organising learning	Regions	Estyn Welsh Government, Curriculum and Assessment Welsh Government, PLPL National Academy for Educational Leadership Hwb (Web content pipeline)
D5: Guidance to parents/carers	Welsh Government, PLPL Division	Estyn, Regions Hwb (Web content pipeline)

<b>Deliverable</b>	<b>Lead Organisation</b>	<b>Participating Organisations</b>
D6: Schools using Hwb to share	Regions	Welsh Government, Hwb
D7: School business	Estyn	Local and Diocesan Authorities Regions Welsh Government, Governance Hwb (Web content pipeline)
D8: Web based Professional Learning	Regions	National Academy for Educational Leadership
D9: Welsh Medium schools whose pupils live in English speaking homes	Regions	Welsh Government, Welsh Language National Academy for Educational Leadership Estyn Hwb (Web content pipeline)
D10: Preparing for the new curriculum	Welsh Government, Curriculum and Assessment	Regions Estyn National Academy for Educational Leadership HEIs Welsh Government, PLPL Hwb (Web content pipeline)
D11a: Content, activities and online events and processes to support remote learning: Organisations we currently fund	Welsh Government, Curriculum and Assessment	Welsh Government, PLPL Welsh Government, Welsh Language
D11:b Content, activities and online events and processes to support remote learning: Organisations which develop content	Welsh Government, PLPL	Range of organisations, but chiefly the broadcasters, universities, WJEC, learned societies, culture media and sports
D11c: Content, activities and online events and processes to support remote learning: Commercial content providers	Welsh Government, Hwb	CDSM Welsh Government, Curriculum and Assessment Welsh Government, Welsh Language Welsh Government, PLPL
D12: Health and well-being	Welsh Government, Curriculum and Assessment	Welsh Government, Welsh Language Welsh Government, PLPL Regions National Academy for Educational Leadership Local and Diocesan Authorities Estyn Related agencies Hwb (Web content pipeline)

## Resources and Costs

There are several sources of human resource to support the project.

WG staff will be redirected from existing duties to develop the policy aspects and coordinate the efforts of the wide range of participants. The account below is indicative of the resource commitment, but is subject to further detailed planning:

Name	Current team	Main Focus
Kevin Palmer	PLPL	Project Management and reporting
Mei Lin Ng	Education Research Policy	UP3, Evaluation and Impact
David Egan	Research, secondee	UP3
Joanne Smith	Education Research Policy	UP3, Evaluation and Impact
Awen Penri	Ped, Standards and A Level	UP1, D3, D9
Alun Tiplady	Ped, Standards and A Level	D3, D9
Vanessa Cashmore	Ped, Standards and A Level	Post-16 projects
Mark Ford	Secondee, Pedagogy	D3, D4
Tanya Wigfall	PL and Leadership	UP1, D6, D8, D10
Mark Jones	Secondee, PL and digital	D3
Lisa Clarke	PL and Leadership	D6, D8, D9, D10
Jo Davies	PL and Leadership	D6, D8, D10
Ann Bradshaw	Secondee, PL and SLO	D7, D8, D10, D11
Michaela Renkes	PL and Leadership	D6, D8, D10
Rachael Hicks	PL and Leadership	UP1, Support to Project Management
Max White	ITE	IP1, D4, D7
Alison Sharp	ITE	D4, D7
Lucy Durston-Birt	ITE	D4, D7
Ann Evans	Welsh Language	All from a WM point of view, esp D11
Siwan Jones	Welsh Language	All from a WM point of view, esp D9
Jacqui O'Donnell	Comms	Comms and campaigns, D11
Kat Newbrook	Education Resources	D11
Chris Owen	Hwb	D2, D3, D6, D11
Mike Jones	Hwb (Infrastructure)	D2, D3
Nia Davies	Hwb (Content)	D3, D6, D11
Bill Bone	Hwb (Web)	D6, D11
Deborah Sargent	Hwb (Digital Resilience)	D2, D3, D6
Peter Thomas	Hwb (Engagement)	D3, D6
James Dix	Hwb (Technical)	D2b
Richard Sewell	PSBA	D2e
Adam Butcher	PSBA	D2e
Nia Davies	BBC	D11
Pat McCarthy	Curriculum and Assessment	D1, D4, D5
Carys Pugh-D'Auria	Curriculum and Assessment	D11
Maxine Chichester	Curriculum and Assessment	D12
Rhys Davies	Curriculum and Assessment	D1, D4, D5, D12
Eleri Goldsmith	Curriculum and Assessment	D1, D4, D5
Lloyd Hopkin	Curriculum and Assessment	Curriculum policy
Sonny Singh	Curriculum and Assessment	Curriculum policy
Claire Bennett	Curriculum and Assessment	Curriculum and assessment policy
Jo Valentine	Curriculum and Assessment	Assessment policy
Manon Maragakis	Curriculum and Assessment	Assessment policy
Gaynor Brimble	Curriculum and Assessment FP/Sec	D4, D5, Foundation Phase
Sally Abadioru	Curriculum and Assessment FP/Sec	D4, D5, Foundation Phase
Dan Venables	ALN	UP2
Melanie Blount	WJEC	D11

Staff in the strategic education partnership and elsewhere have subject and pedagogic expertise that they can bring to bear on the quality of resources in the project, and will be committed by our partners as follows:

<b>Name</b>	<b>Partner</b>
Yan James	ERW
Sally Llewellyn	ERW
James Kent	EAS
Deb Woodward	EAS
Alwyn Jones	GwE
Ruth Thackray	GwE
Natalie Gould	CSC
Richard George	CSC
Claire Morgan	Estyn
Jassa Scott	Estyn
Tegwen Ellis	NAEL
Nia Davies	BBC
Sioned Wyn Roberts	S4C
Lindsay Harvey	On behalf of ADEW
Ian Morgan	WJEC

All strategic education partnership organisations have committed to providing staffing support for the detailed planning of the deliverables.

Colleagues in schools are being resourced to create PL and other activities using WG grants devolved through the regions to schools. We will work with the regions to set out the foci for these schools in supporting the rest of the system.

There will be staff in LAs and schools who will have responsibility for the technical and connectivity aspects of the project – it will be necessary to specify this work quickly to ensure that learners who do not have devices and connectivity are accommodated.

The supplier of the HWB can support instructional design as a feature of the HWB contract, and has already been engaged as a point of principle and has agreed to work with us.

There are no costs associated with the use of the platform or the development of content, but we should make contingencies for the following possible costs:

- Devices for learners who don't have them
- Connectivity for homes or other locations without it
- Additional server or other capacity to take account of growth in demand
- Support from the HWB provider for development of the skills in instructional design
- Licence costs for additional content if it is decided that we need it

We have set aside a budget for this and will confirm it when we have surveyed the situation, especially in relation to devices – it would make most sense for school devices to be allocated, though to do this quickly might imply a notional write-off of their value in the longer term. It is at this moment not possible to predict connectivity costs, and it might be desirable to remove enhancement of connectivity from the scope of the project.

# Project Configuration, Internal Communications and Escalation

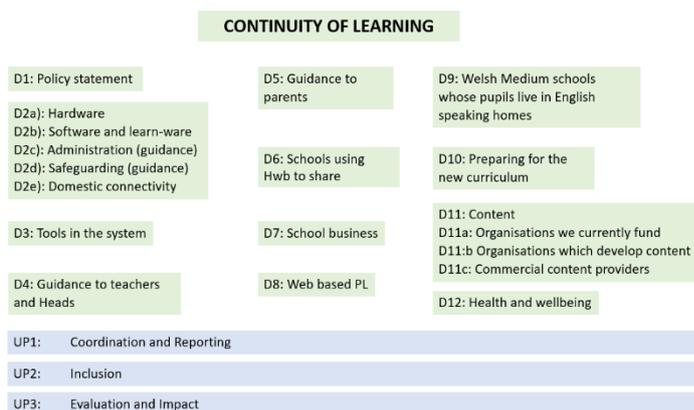
This is a complex project with multiple strands and deliverables and multiple layers.

It can be set out as follows:

- **Project Executive** – WG Deputy Directors and Director reporting directly to the Minister and acting as escalation point for high cost and risk issues from the UP and Deliverables teams
- **Welsh Government and Strategic Education Partner core team** – lead officer/colleague from each of the UP and Deliverables teams
- A clearly **defined team for each deliverable** – individuals may be in more than one team, but each team needs clear definition, leadership, scope and membership – we suggest the lead organisation for each of the deliverables take this responsibility immediately, using the grid on the next pages to identify the WG personnel to be involved
- To underpin the 12 deliverables, **three underpinning or cross-cutting areas**:
  - Coordination and Ministerial reporting – to ensure that Ministers are sighted on the project in real time
  - Inclusion – to ensure that all learners benefit from the project
  - Evaluation and Impact – to ensure from the outset that we understand the impact of the work and learn lessons as we go and afterwards
- A **reference group from the wider education community** – this is to ensure we capture the reality of the project in the field. This can be set up and serviced by WG, and will focus on the capture and evaluation elements of the project
- A coordinated **group of content providers** – those who are already involved in planning include:
  - CDSM the Hwb supplier
  - BBC and S4C
  - The Learned Society of Wales
  - Literature Wales
  - The Association for Welsh Writing in English
  - Books Council Wales
  - University of Wales Press
  - The Universities
  - Pearson Publishing (Vorderman Maths product)
  - WJEC

A complicating factor is that the project needs to be set up to operate with no face-to-face meetings. It is probable that none of the groups will ever actually meet, so a comms protocol will be created to take this into account.

Figure 1 – the deliverables and underpinning areas:



The Deliverables mapped to the Lead Organisations and WG personnel identified so far can be set out as follows. To note in V5 – this has changed from V4 as a result of the pressures in the wider system:

<b>Deliverable/Item</b>	<b>Lead Organisation</b>	<b>WG Personnel</b>
UP1: Coordination and Ministerial reporting	Welsh Government, PLPL Lead: Kevin Palmer	Rachael Hicks Tanya Wigfall Awen Penri Max White
UP2: Inclusion	Estyn Lead: Jassa Scott	Dan Venables
UP3: Evaluation and Impact	Welsh Government, PLPL with KAS Lead: Mei Lin Ng	Mei Lin Ng Joanne Smith David Egan KAS
D1: Policy statement	Welsh Government, PLPL Lead: Tanya Wigfall	Pat McCarthy Rhys Davies Eleri Goldsmith
D2a): Hardware	Local and Diocesan Authorities Lead: Lindsay Harvey	Chris Owen Mike Jones
D2b): Hwb cloud services	Welsh Government, Hwb Lead: Chris Owen	James Dix Mike Jones
D2c): Administration (guidance)	Regions Lead: Andi Morgan	Chris Owen Mike Jones
D2d): Safeguarding (guidance)	Local and Diocesan Authorities Lead: Lindsay Harvey	Chris Owen Deborah Sargent Meg Colley
D2e): Domestic connectivity	Local and Diocesan Authorities Lead: Lindsay Harvey	Mike Jones Richard Sewell Adam Butcher
D3: Tools in the system	Welsh Government, Hwb Lead: Chris Owen	Awen Penri Alun Tiplady Mark Ford Mark Jones Mike Jones Peter Thomas
D4: Guidance to teachers and Head Teachers on developing, sourcing and organising learning	Regions Lead: Arwyn Thomas	Mark Ford Max White Alison Sharp Pat McCarthy Rhys Davies Eleri Goldsmith Gaynor Brimble Sally Abadioru Nia Davies (Hwb)
D5: Guidance to parents/carers	Welsh Government, PLPL Lead: Max White	Pat McCarthy Rhys Davies Eleri Goldsmith Gaynor Brimble Sally Abadioru Nia Davies (Hwb)

<b>Deliverable</b>	<b>Lead Organisation</b>	<b>WG Personnel</b>
D6: Schools using Hwb to share	Regions Lead: Andi Morgan	Tanya Wigfall Lisa Clarke Michaela Renkes Nia Davies (BBC) Sally Abadioru Peter Thomas Nia Davies (Hwb)
D7: School business	Estyn Lead: Claire Morgan	Ann Bradshaw Max White Lucy Durston-Birt
D8: Web based PL	Regions Lead: Clara Seery	Tanya Wigfall Lisa Clarke Jo Davies Ann Bradshaw Michaela Renkes
D9: Welsh Medium schools whose pupils live in English speaking homes	Regions Lead: Clara Seery	Awen Penri Alun Tiplady Lisa Clarke Siwan Jones Nia Davies (Hwb)
D10: Preparing for the new curriculum	Welsh Government, Curriculum and Assessment Lead: Lloyd Hopkin	Tanya Wigfall Lisa Clarke Jo Davies Ann Bradshaw Nia Davies (Hwb)
D11a: Content, activities and online events and processes to support remote learning: Production/assembly/curation, Organisations we currently fund	Welsh Government, Curriculum and Assessment Lead: Carys Pugh-D'Auria	Ann Bradshaw Ann Evans Jacqui O'Donnell Deborah Sargent
D11b: Content, activities and online events and processes to support remote learning: Production/assembly/curation, organisations which develop content	Welsh Government, PLPL Lead: Kevin Palmer	Chris Owen Nia Davies Bill Bone
D11c: Content, activities and online events and processes to support remote learning: Production/assembly/curation, Commercial content providers	Welsh Government, Hwb Lead: Chris Owen	WJEC – Melanie Blount
D12: Health and well-being	Welsh Government, Curriculum and Assessment Lead: Maxine Chichester	Rhys Davies Jason Pollard Nia Davies Deborah Sargent

## Escalation

The project has been set up unusually quickly, with unusually low levels of risk assessment and cost modelling. For that reason, each of the Deliverables will at some point come to decision-making moments where they will need to escalate. The protocol for the first month of operation is that the lead officer for the Deliverable group will make decisions where there is low cost or low risk. Where the lead officer believes that cost or risk are brought into play by the decision, s/he should escalate to the most appropriate Welsh Government Deputy Director. If the Director or the Minister need to be involved, the relevant DD will ensure this happens.

## Outline Schedule of Activity – Project Kick-off Level

WB	Normal Year	Activity
23.3		<ul style="list-style-type: none"> <li>• Sign off project plan</li> <li>• Share with participant organisations</li> <li>• Set up internal comms and management structures</li> <li>• Enable remote working tech and protocols</li> <li>• Set up the relevant groups and teams</li> </ul>
30.3		<ul style="list-style-type: none"> <li>• Start campaign – public branding and messages</li> <li>• Briefing out to Heads</li> <li>• Make approach public</li> <li>• Mobilise all teams</li> <li>• Complete plans for each deliverable area</li> <li>• Get initial messages out from each deliverable area to those who need to know – Heads, teachers, learning support, learners, families</li> <li>• Pull together the content providers</li> </ul>
6.4	Easter	<ul style="list-style-type: none"> <li>• Finalise membership of deliverables teams</li> </ul>
13.4	Easter	<ul style="list-style-type: none"> <li>• Start content audits</li> <li>• Set up project admin and record keeping</li> <li>• Spec evaluation aspect</li> <li>• Set up the reference group</li> </ul>
20.4		Fully operational
27.4		
4.5		
11.5		
18.5		
25.5	Half Term	
1.6		
8.6		
15.6		
22.6		
29.6		
6.7		
13.7		
20.7	Summer Holiday	
27.7		
3.8 – 31.8		
7.9	Assumed return to school point	

## Some examples of **further detail for the deliverables** – to be worked up in deliverable level plans

D1: Welsh Government will in the week of 30<sup>th</sup> March issue a **policy statement** setting out our expectations in terms of continuity of learning for all learners across our system

### Policy to cover...

- **Access to devices, connectivity, Hwb cloud services**
- **Content available to learners by group**
- **Expectations of schools and teachers – sharing resources, supporting each other**
- **Time spent learning in day by learners**
- **Live support for learners**
- **Equity of access and support – language, geography, age etc**

D2: We will work with the Regions and Local and Diocesan Authorities in Wales to provide schools, families and other carers with **technical guidance and operational support** for:

- a) Hardware – including school and LA support for pupils taking technology home
- b) Hwb cloud services so that pupils can access learning opportunities
- c) Administration, so that teachers and leaders can manage and track learning
- d) Digital Safeguarding, so that pupils and teachers are safe online
- e) Domestic connectivity, or alternative ways to access tools and services

### Effort to cover...

- **Technical guidance for working from home on Hwb and with its tools**
- **Operational support remotely by tech support officers from schools and LAs**
- **Technical support in learners' homes**
- **Provision of Digital resilience guidance**

D3: We will work with our technology suppliers and strategic partners across the system to ensure teachers and leaders have a **high level of understanding of content, communication and collaboration tools in the system**, and how they are used for teacher-pupil, teacher-parent/carers, teacher-teacher, leader-leader and learner-learner working

### Effort to cover...

- **Technical guidance for the 'how to' for all functions**
- **Linked to D4 – explanations and use cases for content creation, curation, publication and use**
- **Linked to D4 – as above for comms tools in the system**
- **Linked to D4 – as above for collaboration tools in the system**

D4: We will issue guidance to teachers and Head Teachers on developing, sourcing and organising learning that:

- Is achievable and manageable for parents and carers in different situations
- Is purposeful and has clear progression and stretches and challenges learners to progress
- Is broad and balanced
- Provides appropriate emphasis on health and well-being, especially with mental –well-being in very challenging circumstances
- Is well structured, and has clear expectations and timelines for learners
- Engages all learners (including processes where there are concerns about engagement)
- Stretches and engages learners
- Takes account of effective online pedagogy
- Makes use of available resources
- Uses the whole Hwb toolset
- Ensures progression in learning

- Enables pupils and parents/carers to keep in touch with their teachers so that they ask for their guidance, support and encouragement if they are struggling at home
- Places appropriate emphasis on learners' health and well-being in very challenging circumstances by reminding them that pupils of all ages benefit and learn from all sorts of activities and experiences, not just what parents/carers feel to be 'academic work' for long periods of time every day

**This will effectively be our *digital distance learning strategy* for the period covered by the plan**

D5: We will work with relevant partners to develop and issue ***guidance and support to parents and carers*** on supporting learning at home, especially where learners are struggling to make progress, or struggling with the well-being implication of the changed environment

**Guidance to cover...**

- **Technical 'how to' guides**
- **Guide to content available to learners by group**
- **Expectations of learning and progress from a parental perspective**
- **Examples of how to support learning at home, differentiated by age**

D6: We will work with the regions to encourage ***schools to use Hwb to share their approaches***, plans and learning resources

**Efforts to cover...**

- **Approaches – how schools are going about creating distance and remote learning solutions for their learners**
- **Plans – how schools are helping teachers and learners plan for the entire period of closure, and how they are preparing to disrupted operations beyond September**
- **Resources – how schools share learning content and activities, and how they work together remotely to reduce the burden**
- **How schools are collaborating to teach learners in real time through the technology**

D7: We will work with relevant partners to provide support for using the available technology for continuing to do ***school business***:

- Effective working from home for all staff employed by the school
- Ensuring productivity through use of digital technology
- Meetings and other routines where technology can support continuity of business
- Governance across the whole range of different types of schools in the system
- Particular support for smaller schools to make use of the technology and larger more complex schools to manage complexity

**Efforts to cover...**

- **Effective remote working – patterns and behaviours, do's and don'ts**
- **Productivity and well-being – getting a balanced day, keeping in touch with school and learners**
- **Meetings and organisational behaviour in real-time but virtual space**
- **E-Governance, and keeping the school operational even if the building is closed**

D8: We will work with the regions to support them in developing ***web based Professional Learning*** and maintaining the coherence and direction of our school system using digital technologies

**Efforts to cover...**

- **The learning programme**
- **Effective PL behaviours**
- **Live support for PL**
- **Recording and reflecting – use of the PLP**
- **Self-improving and SLO approaches in the digital remote mode**

D9: We will work with **Welsh Medium schools whose pupils live in homes where Welsh is not spoken** to ensure a level of engagement with Welsh

**Efforts to cover...**

- **Digital immersion models**
- **Content**
- **Comms and collaboration in Hwb**

D10: We will work with the Local and Diocesan Authorities, the regions and their schools to support the whole system in **preparing for the new curriculum**

**Efforts to cover...**

- **Finalising the support documentation**
- **Taking support for sense-making from the real space to the digital**
- **Managing system-wide sense-making without real-space interventions**

D11: We will work to support schools' access to a wide and deep range of **content, activities and online events and processes to support remote learning**, with:

- a) Organisations we currently fund (e.g. Arts Council Wales, HE, Technocamps, Techniquet)
- b) Organisations which develop content (e.g. the broadcasters, Museums, Cadw, Universities, WJEC)
- c) Commercial content providers, some of whom already include their content in Hwb

**Effort to cover...**

- **The initial period of disruption**
- **Audit**
- **Curation**
- **Resources for all key stages**
- **Resources for all subjects**
- **Resources in both languages**
- **Ease of find and use**
- **Variation and variability**

D12: We will 'fast track' resources and solutions which support remote learning and **health and well-being** and prioritise the pastoral dimension of schools' support for children

**Effort to cover...**

- **Basic H+S of online and device-dependant working**
- **Work-study-life balance**
- **Online social and emotional support**
- **Positive behaviours and activities in the on-line space**

In all deliverables areas, there will be a number of phases in the work – the initial phase of set-up, getting guidance written and out and planning will be followed by a steady state in which work continues to ensure the deliverables stay live and keep adding value.

## Exit Strategy

It is not known when schools will resume normal business, nor whether this will be a total and permanent return to normal when it happens. The exit strategy from this project therefore needs to be able to take account of:

- A total, system wide and permanent return to normal, maximising the lessons that have been learned from the experience
- A phased return over time
- A phased return by geography, community or cohort
- A return to normal followed by further periods of closure
- A requirement to implement a differently organised form of education system on a permanent basis

The core team will work these options out alongside the evaluation strand of the project. They will focus on how to capture the impact of the measures we have put in place, how to ensure future generations benefit from the decisions we have made and the actions we have taken, and how to generate a positive and sustainable impact on working practices with the profession and learners that is longer-term

## Appendix 1 – proposed high level objectives for the three cross cutting areas and the 12 deliverables

<b>Deliverable</b>	<b>High Level Objective</b>
UP1: Coordination and Ministerial reporting	To ensure the project remains coherent and focused, that all actors know what they and others are doing, to report in real time to the Minister
UP2: Inclusion	To ensure that the needs of vulnerable learners are addressed as well as is reasonably possible within the project and its elements as they are designed and delivered
UP3: Evaluation and Impact	To evaluate on an ongoing basis and for future reference the impact of the project
D1: Policy statement	To make public our intentions and priorities as a government, and to commit people, resources and collaboration to those intentions. To update this as conditions change.
D2a): Hardware	To ensure access to hardware
D2b): Hwb cloud services	To ensure availability of services
D2c): Administration (guidance)	To issue and support guidance to schools on the use of Hwb and its toolset for the management, tracking and reporting of learning
D2d): Safeguarding (guidance)	To issue and support and guidance to keep learners safe online
D2e): Domestic connectivity	To mitigate any disadvantage arising from poor or no connectivity as home
D3: Tools in the system	To enable all teachers and leaders to understand the tools available and make best use of them to enable and support learning
D4: Guidance to teachers and Head Teachers on developing, sourcing and organising learning	To guide and support teachers and heads on all aspects of teaching, learning and assessment on line. To develop this over the course of the project into a digital distance learning strategy that will benefit the system after the crisis is over
D5: Guidance to parents and carers	To guide and support parents and carers so that they can support children in the new way of working
D6: Schools using Hwb to share	To ensure the maximum degree of sharing between schools and practitioners across the system, and to support this throughout the project
D7: School business	To enable leaders and teachers to deliver aspects of the day to day running of the school using the tools in Hwb
D8: Web based PL	To continue to provide PL to all teachers and leaders
D9: Welsh Medium schools whose pupils live in English speaking homes	To address specifically the language and learning needs of this group of learners
D10: Preparing for the new curriculum	To enable teachers and leaders to engage with the new curriculum, to make time and space available for development and creation of the school level curriculum
D11a: Organisations we currently fund	To corral, curate, develop, improve and manage the online content activities and online events and processes to support remote learning: available to all learners at all stages across the curriculum.
D11:b Organisations which develop content	
D11c: Commercial content providers	
D12: Health and well-being	To mitigate risk at this time of stress, and to promote emotional and mental health and well-being through the delivery of the project

## **Appendix 2 – Regional and Estyn staff contact sheet**

The following pages show the staff the regional consortia and Estyn have allocated to the project, and especially the deliverables on which the regions and Estyn are leading.

## National Continuity of Learning Plan: Consortia details (March 2020)

National Deliverables	Lead MD	Lead Organisation	Participating Organisations	Regional Staff identified for consortia team leads (x2)
D1: Welsh Government will in the week of 30 <sup>th</sup> March issue a <b>policy statement</b> setting out our expectations in terms of continuity of learning for all learners across our system		Welsh Government, PLPL	Welsh Government, Curriculum and Assessment  Welsh Government, Welsh Language  National Academy for Educational Leadership	
D2: We will work with the Regions and Local and Diocesan Authorities in Wales to provide schools, families and other carers with <b>technical guidance and operational support</b> for: a) Hardware – including school and LA support for pupils taking technology home		Local and Diocesan Authorities	Welsh Government, Hwb Regions	<b>CSC:</b> Matthew Humphreys: <a href="mailto:Matthew.J.Humphreys@cscjes.org.uk">Matthew.J.Humphreys@cscjes.org.uk</a> Alison Howells: <a href="mailto:Alison.Howells@cscjes.org.uk">Alison.Howells@cscjes.org.uk</a> <b>EAS:</b> Ed Pryce: <a href="mailto:ed.pryce@sewaleseas.org.uk">ed.pryce@sewaleseas.org.uk</a> Sarah Jones: <a href="mailto:sarah.jones@sewaleseas.org.uk">sarah.jones@sewaleseas.org.uk</a> <b>ERW:</b> Stephen Williams: <a href="mailto:Stephen.Williams@erw.cymru">Stephen.Williams@erw.cymru</a> Alun Parry: <a href="mailto:Alun.Parry@erw.cymru">Alun.Parry@erw.cymru</a> <b>GWE:</b> Gwion Clarke: <a href="mailto:GwionClarke@gwegogledd.cymru">GwionClarke@gwegogledd.cymru</a> Osian Hughes: <a href="mailto:osianhughes@gwegogledd.cymru">osianhughes@gwegogledd.cymru</a>
<b>D2b: Hwb cloud services</b>		Welsh Government, Hwb	Regions Local and Diocesan Authorities	<b>CSC:</b> Matthew Humphreys: <a href="mailto:Matthew.J.Humphreys@cscjes.org.uk">Matthew.J.Humphreys@cscjes.org.uk</a> Alison Howells: <a href="mailto:Alison.Howells@cscjes.org.uk">Alison.Howells@cscjes.org.uk</a> <b>EAS:</b> Ed Pryce: <a href="mailto:ed.pryce@sewaleseas.org.uk">ed.pryce@sewaleseas.org.uk</a> Sarah Jones: <a href="mailto:sarah.jones@sewaleseas.org.uk">sarah.jones@sewaleseas.org.uk</a> <b>ERW:</b> Stephen Williams: <a href="mailto:Stephen.Williams@erw.cymru">Stephen.Williams@erw.cymru</a> Alun Parry: <a href="mailto:Alun.Parry@erw.cymru">Alun.Parry@erw.cymru</a> <b>GWE:</b> Osian Hughes: <a href="mailto:osianhughes@gwegogledd.cymru">osianhughes@gwegogledd.cymru</a> Sian Thomas: <a href="mailto:sianthomas@gwegogledd.cymru">sianthomas@gwegogledd.cymru</a>

<b>D2c: Administration (guidance)</b>	Andi Morgan	Regions	Welsh Government, Hwb	<b>CSC:</b> Richard George: <a href="mailto:Richard.George@cscjes.org.uk">Richard.George@cscjes.org.uk</a> Matthew Humphreys: <a href="mailto:Matthew.J.Humphreys@cscjes.org.uk">Matthew.J.Humphreys@cscjes.org.uk</a> <b>EAS:</b> Ed Pryce, <a href="mailto:ed.pryce@sewaleseas.org.uk">ed.pryce@sewaleseas.org.uk</a> Natalie Renny <a href="mailto:Natalie.renny@sewaleseas.org.uk">Natalie.renny@sewaleseas.org.uk</a> <b>ERW:</b> Greg Morgan <a href="mailto:Greg.Morgan@erw.cymru">Greg.Morgan@erw.cymru</a> Rob Walters <a href="mailto:Rob.Walters@erw.cymru">Rob.Walters@erw.cymru</a> <b>GWE:</b> Sian Thomas <a href="mailto:sianthomas@gwegogledd.cymru">sianthomas@gwegogledd.cymru</a> Hywel Roberts <a href="mailto:HywelRoberts@gwegogledd.cymru">HywelRoberts@gwegogledd.cymru</a>
<b>D2d: Safeguarding (guidance)</b>		Local and Diocesan Authorities	Welsh Government, Hwb	
<b>D2e: Domestic connectivity</b>		Local and Diocesan Authorities	Welsh Government Telecoms providers	
<b>D3</b> We will work with our technology suppliers and strategic partners across the system to ensure teachers and leaders have a <b>high level of understanding of content, communication and collaboration tools in the system</b> , and how they are used for teacher-pupil, teacher-parent/carer, teacher-teacher and leader-leader working	Arwyn Thomas	Welsh Government, Hwb	Regions	<b>CSC:</b> Richard George <a href="mailto:Richard.George@cscjes.org.uk">Richard.George@cscjes.org.uk</a> Matthew Humphreys <a href="mailto:Matthew.J.Humphreys@cscjes.org.uk">Matthew.J.Humphreys@cscjes.org.uk</a> <b>EAS:</b> Georgie Bevan <a href="mailto:georgie.bevan@sewaleseas.org.uk">georgie.bevan@sewaleseas.org.uk</a> Dan Davies <a href="mailto:daniel.davies@sewaleseas.org.uk">daniel.davies@sewaleseas.org.uk</a> <b>ERW:</b> Greg Morgan <a href="mailto:Greg.Morgan@erw.cymru">Greg.Morgan@erw.cymru</a> Rob Walters <a href="mailto:Rob.Walters@erw.cymru">Rob.Walters@erw.cymru</a> <b>GWE:</b> Gwion Clarke <a href="mailto:GwionClarke@gwegogledd.cymru">GwionClarke@gwegogledd.cymru</a> Osian Hughes <a href="mailto:osianhughes@gwegogledd.cymru">osianhughes@gwegogledd.cymru</a>

National Deliverables	Lead MD	Lead Organisation	Participating Organisations	Regional Staff identified for consortia team leads (x2)
<p><b>D4: Guidance to teachers and Head Teachers</b></p> <p>We will issue guidance to teachers and Head Teachers on developing, sourcing and organising learning that:</p> <ul style="list-style-type: none"> <li>• Is achievable and manageable for parents and carers in different situations</li> <li>• Is purposeful and has clear progression and stretches and challenges learners to progress</li> <li>• Is broad and balanced</li> <li>• Provides appropriate emphasis on health and well-being, especially with mental –well-being in very challenging circumstances</li> <li>• Is well structured, and has clear expectations and timelines for learners</li> <li>• Engages all learners (including processes where there are concerns about engagement)</li> <li>• Stretches and engages learners</li> <li>• Takes account of effective online pedagogy</li> <li>• Makes use of available resources</li> <li>• Uses the whole Hwb toolset</li> <li>• Ensures progression in learning</li> <li>• Enables pupils and parents/carers to keep in touch with their teachers so that they ask for their guidance, support and encouragement if they are struggling at home</li> <li>• Places appropriate emphasis on learners’ health and well-being in very challenging circumstances by reminding them that pupils of all ages benefit and learn from all sorts of activities and experiences, not just what parents/carers feel to be ‘academic work’ for long periods of time every day</li> </ul>	Arwyn Thomas	Regions	<p>Estyn</p> <p>Welsh Government, Curriculum and Assessment</p> <p>Welsh Government, PLPL</p> <p>National Academy for Educational Leadership</p>	<p><b>CSC:</b></p> <p>Louise Muteham <a href="mailto:Louise.Muteham@cscjes.org.uk">Louise.Muteham@cscjes.org.uk</a></p> <p>Natalie Gould <a href="mailto:Natalie.A.Gould@cscjes.org.uk">Natalie.A.Gould@cscjes.org.uk</a></p> <hr/> <p><b>EAS:</b></p> <p>James Kent <a href="mailto:james.kent@sewaleseas.org.uk">james.kent@sewaleseas.org.uk</a></p> <p>Deb Woodward <a href="mailto:deb.woodward@sewaleseas.org.uk">deb.woodward@sewaleseas.org.uk</a></p> <hr/> <p><b>ERW:</b></p> <p>Greg Morgan <a href="mailto:Greg.Morgan@erw.cymru">Greg.Morgan@erw.cymru</a></p> <p>Rob Walters <a href="mailto:Rob.Walters@erw.cymru">Rob.Walters@erw.cymru</a></p> <hr/> <p><b>GWE:</b></p> <p>Stella Gruffydd <a href="mailto:stellagruffydd@gwegogledd.cymru">stellagruffydd@gwegogledd.cymru</a></p> <p>Gaynor Murphy <a href="mailto:GaynorMurphy@gwegogledd.cymru">GaynorMurphy@gwegogledd.cymru</a></p>

National Deliverables	Lead MD	Lead Organisation	Participating Organisations	Regional Staff identified for consortia team leads (x2)
<b>D5: Guidance to parents and carers</b> We will work with relevant partners to develop and issue <b>guidance and support to parents and carers</b> on supporting learning at home, especially where learners are struggling to make progress, or struggling with the well-being implication of the changed environment	Andi Morgan	Welsh Government, PLPL	Estyn, Regions	<b>CSC:</b> Matthew Humphreys <a href="mailto:Matthew.J.Humphreys@cscjes.org.uk">Matthew.J.Humphreys@cscjes.org.uk</a> Alison Howells <a href="mailto:Alison.Howells@cscjes.org.uk">Alison.Howells@cscjes.org.uk</a>
				<b>EAS:</b> Julie Wood <a href="mailto:julie.wood@sewaleseas.org.uk">julie.wood@sewaleseas.org.uk</a> Kath Bevan <a href="mailto:kathryn.bevan@sewaleseas.org.uk">kathryn.bevan@sewaleseas.org.uk</a>
				<b>ERW:</b> Anna Bolt <a href="mailto:Anna.bolt@erw.cymru">Anna.bolt@erw.cymru</a> Ian Altman <a href="mailto:Ian.Altman@erw.cymru">Ian.Altman@erw.cymru</a>
				<b>GWE:</b> Claire Rowlands <a href="mailto:ClaireRowlands@gwegogledd.cymru">ClaireRowlands@gwegogledd.cymru</a> Sioned Thomas <a href="mailto:SionedHywelThomas@gwegogledd.cymru">SionedHywelThomas@gwegogledd.cymru</a>
<b>D6: Schools using Hwb to share</b> We will work with the regions to encourage <b>schools to use Hwb to share their approaches</b> , plans and learning resources	Andi Morgan	Regions	Welsh Government, Hwb	<b>CSC:</b> Richard George <a href="mailto:Richard.George@cscjes.org.uk">Richard.George@cscjes.org.uk</a> Matthew Humphreys <a href="mailto:Matthew.J.Humphreys@cscjes.org.uk">Matthew.J.Humphreys@cscjes.org.uk</a>
				<b>EAS:</b> Deb Woodward <a href="mailto:deb.woodward@sewaleseas.org.uk">deb.woodward@sewaleseas.org.uk</a> Julie Wood <a href="mailto:julie.wood@sewaleseas.org.uk">julie.wood@sewaleseas.org.uk</a>
				<b>ERW:</b> Greg Morgan <a href="mailto:Greg.Morgan@erw.cymru">Greg.Morgan@erw.cymru</a> Rob Walters <a href="mailto:Rob.Walters@erw.cymru">Rob.Walters@erw.cymru</a>
				<b>GWE:</b> Llyr G-Jones <a href="mailto:LlyrGilmourJones@gwegogledd.cymru">LlyrGilmourJones@gwegogledd.cymru</a> Dafydd Rhys <a href="mailto:dafyddrhys@gwegogledd.cymru">dafyddrhys@gwegogledd.cymru</a>

National Deliverables	Lead MD	Lead Organisation	Participating Organisations	Regional Staff identified for consortia team leads (x2)
<b>D7: School business</b> We will work with relevant partners to provide support for using the available technology for continuing to do school business: <ul style="list-style-type: none"> <li>• Effective working from home</li> <li>• Ensuring productivity</li> <li>• Meetings</li> <li>• Governance</li> </ul>	Debbie Hartevelde	Estyn	Local and Diocesan Authorities Regions Welsh Government, Governance	<b>CSC:</b> Richard George <a href="mailto:Richard.George@cscjes.org.uk">Richard.George@cscjes.org.uk</a> Matthew Humphreys <a href="mailto:Matthew.J.Humphreys@cscjes.org.uk">Matthew.J.Humphreys@cscjes.org.uk</a>
				<b>EAS:</b> Geraint Willington <a href="mailto:geraint.willington@sewaleseas.org.uk">geraint.willington@sewaleseas.org.uk</a> Ed Pryce <a href="mailto:ed.pryce@sewaleseas.org.uk">ed.pryce@sewaleseas.org.uk</a>
				<b>ERW:</b> Andy Morgan <a href="mailto:Andi.Morgan@erw.cymru">Andi.Morgan@erw.cymru</a> Yan James <a href="mailto:Yan.James@erw.cymru">Yan.James@erw.cymru</a>
				<b>GWE:</b> Elfyn Jones <a href="mailto:elfynjones@gwegogledd.cymru">elfynjones@gwegogledd.cymru</a> Marc B Hughes <a href="mailto:marcberwhughes@gwegogledd.cymru">marcberwhughes@gwegogledd.cymru</a>
<b>D8: Web based PL</b> We will work with the regions to support them in developing <b>web based Professional Learning</b> and maintaining the coherence and direction of our school system using digital technologies	Clara Seery	Regions	National Academy for Educational Leadership	<b>CSC:</b> Louise Muteham <a href="mailto:Louise.Muteham@cscjes.org.uk">Louise.Muteham@cscjes.org.uk</a> Natalie Gould <a href="mailto:Natalie.A.Gould@cscjes.org.uk">Natalie.A.Gould@cscjes.org.uk</a>
				<b>EAS:</b> Deb Woodward <a href="mailto:deb.woodward@sewaleseas.org.uk">deb.woodward@sewaleseas.org.uk</a> Dan Davies <a href="mailto:daniel.davies@sewaleseas.org.uk">daniel.davies@sewaleseas.org.uk</a>
				<b>ERW:</b> Sally Llewellyn: <a href="mailto:Sally.Llewellyn@erw.cymru">Sally.Llewellyn@erw.cymru</a> Anna Bolt: <a href="mailto:Anna.bolt@erw.cymru">Anna.bolt@erw.cymru</a>
				<b>GWE:</b> Ruth Thackray <a href="mailto:RuthThackray@gwegogledd.cymru">RuthThackray@gwegogledd.cymru</a> Euros Davies <a href="mailto:EurosDavies@gwegogledd.cymru">EurosDavies@gwegogledd.cymru</a>

National Deliverables	Lead MD	Lead Organisation	Participating Organisations	Regional Staff identified for consortia team leads (x2)
D9: We will work with <b>Welsh Medium schools whose pupils live in homes where Welsh is not spoken</b> to ensure a level of engagement with Welsh	Clara Seery	Regions	Welsh Government, Welsh Language National Academy for Educational Leadership Estyn	<b>CSC:</b> Carys Pritchard <a href="mailto:Carys.Pritchard@cscjes.org.uk">Carys.Pritchard@cscjes.org.uk</a> Emma Dermody <a href="mailto:Emma.Dermody@cscjes.org.uk">Emma.Dermody@cscjes.org.uk</a>
				<b>EAS:</b> Elen Roberts <a href="mailto:elen.roberts@sewaleseas.org.uk">elen.roberts@sewaleseas.org.uk</a> Jonathan Rees (WM) <a href="mailto:Jonathan.Rees@sewaleseas.org.uk">Jonathan.Rees@sewaleseas.org.uk</a> Sioned Harold (WEM) <a href="mailto:Sioned.Harold@sewaleseas.org.uk">Sioned.Harold@sewaleseas.org.uk</a>
				<b>ERW:</b> Tina Thomas <a href="mailto:Tina.Thomas@erw.cymru">Tina.Thomas@erw.cymru</a> Lowri Davies <a href="mailto:Lowri.Davies@erw.cymru">Lowri.Davies@erw.cymru</a>
				<b>GWE:</b> Esyllt Maelor <a href="mailto:elerillewelynnowen@gwegogledd.cymru">elerillewelynnowen@gwegogledd.cymru</a> Eleri Owen <a href="mailto:esylltmaelor@hotmail.co.uk">esylltmaelor@hotmail.co.uk</a>
D10: We will work with the Local and Diocesan Authorities, the regions and their schools to support the whole system in <b>preparing for the new curriculum</b>	Debbie Harteveld	Welsh Government, Curriculum and Assessment	Regions Estyn National Academy for Educational Leadership HEIs Welsh Government, PLPL	<b>CSC:</b> Natalie Gould <a href="mailto:Natalie.A.Gould@cscjes.org.uk">Natalie.A.Gould@cscjes.org.uk</a> Kath Lewis <a href="mailto:Kathryn.A.Lewis@cscjes.org.uk">Kathryn.A.Lewis@cscjes.org.uk</a>
				<b>EAS:</b> James Kent <a href="mailto:james.kent@sewaleseas.org.uk">james.kent@sewaleseas.org.uk</a> Deb Woodward <a href="mailto:deb.woodward@sewaleseas.org.uk">deb.woodward@sewaleseas.org.uk</a>
				<b>ERW:</b> Sally Llewellyn: <a href="mailto:Sally.Llewellyn@erw.cymru">Sally.Llewellyn@erw.cymru</a> Anna Bolt: <a href="mailto:Anna.bolt@erw.cymru">Anna.bolt@erw.cymru</a>
				<b>GWE:</b> Nicola Jones <a href="mailto:NicolaJones@gwegogledd.cymru">NicolaJones@gwegogledd.cymru</a> Jacqueline Chan <a href="mailto:jacquelinechan@gwegogledd.cymru">jacquelinechan@gwegogledd.cymru</a>

National Deliverables	Lead MD	Lead Organisation	Participating Organisations	Regional Staff identified for consortia team leads (x2)
<p>D11: We will work to support schools' access to a wide and deep range of <b>content to support remote learning</b>, with:</p> <ul style="list-style-type: none"> <li>a) Organisations we currently fund (e.g. Arts Council Wales, HE, Technocamps, Technquest)</li> <li>b) Organisations which develop content (e.g. the broadcasters, Museums, Cadw, Universities, WJEC)</li> <li>c) Commercial content providers, some of whom already include their content in Hwb</li> </ul>		Welsh Government, Curriculum and Assessment	<p>Welsh Government, PLPL Welsh Government, Welsh Language Range of organisations, but chiefly the broadcasters, universities, WJEC, learned societies, culture media and sports CDSM Welsh Government, Curriculum and Assessment</p>	
<p>D12: We will 'fast track' resources and solutions which support remote learning and <b>health and well-being</b> and prioritise the pastoral dimension of schools' support for children</p>	Arwyn Thomas	Welsh Government, Curriculum and Assessment	<p>Welsh Government, Welsh Language Welsh Government, PLPL Regions National Academy for Educational Leadership Local and Diocesan Authorities Estyn Related agencies</p>	<p><b>CSC:</b> Sonja Bernard <a href="mailto:Sonja.Barnard@cscjes.org.uk">Sonja.Barnard@cscjes.org.uk</a> John Welch <a href="mailto:John.C.Welch@cscjes.org.uk">John.C.Welch@cscjes.org.uk</a></p> <p><b>EAS:</b> Kath Bevan <a href="mailto:kathryn.bevan@sewaleseas.org.uk">kathryn.bevan@sewaleseas.org.uk</a> Julie Wood <a href="mailto:julie.wood@sewaleseas.org.uk">julie.wood@sewaleseas.org.uk</a></p> <p><b>ERW:</b> Anna Bolt <a href="mailto:Anna.bolt@erw.cymru">Anna.bolt@erw.cymru</a> Cressy Morgan <a href="mailto:Cressida.Morgan@erw.cymru">Cressida.Morgan@erw.cymru</a></p> <p><b>GWE:</b> Sharon Williams <a href="mailto:SharonWilliams@gwegogledd.cymru">SharonWilliams@gwegogledd.cymru</a> Gethin Thomas <a href="mailto:GethinMonThomas@gwegogledd.cymru">GethinMonThomas@gwegogledd.cymru</a></p>

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UP3			
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D2a)			
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**Appendix 3 – Description of Welsh Government delivery group members’ roles and responsibilities**

There are five different roles that have been identified for Welsh Government staff:

1. Delivery Lead: for the deliverables that are being led by Welsh Government
2. Delivery Lead: for the deliverables that are being led by other organisations
3. Welsh Government Contributor: who will have practical or policy expertise and will be directly involved in delivery
4. Delivery Group Manager: Providing project management and governance support
5. Delivery Group Support: Administrative support for the delivery group

## **1. Delivery Lead - Welsh Government led deliverable**

### Key tasks

- Overall management of the group
- Responsible for strategic position of deliverable within overall context of CoL
- Responsible for structure, programme and outputs
- Governance and compliance lead with responsibility for approvals of outputs
- Reporting progress and managing timelines
- Budget Holder (if applicable)
- Liaison with other Delivery Group Leads

### Rules of engagement

- Reports to the SRO
- Manage group including signing off project plan and updates ready for approval by SRO
- Day-to-day oversight of progress and manage allocation and delivery of tasks
- Manage changes to brief, priorities and timelines and obtains approval by SRO if they are outside scope
- Arrange approval of Ministerial Advice to be submitted including any budgetary requirements
- Recommend final outputs from delivery group for approval by SRO

## **2. Delivery Lead – Non Welsh Government led deliverable**

### Key tasks

- Supporting the Delivery Group Lead with delivery of tasks as required
- Ensure Welsh Government objectives and policies are fully represented
- Preparation of Ministerial Advice and other WG governance requirements
- Updating WG officials on progress and actions of group

### Rules of engagement

- Reports to SRO
- Delivery of tasks but overall responsibility for project rests with Delivery Group Lead
- Day-to-day liaison with Delivery Group Lead and group
- To sense check proposed outputs from a WG perspective
- Sense checking of programme and outputs to ensure compliance with WG governance requirements

### **3. Welsh Government Contributor**

#### Key tasks

- Provide knowledge and expertise from a subject or policy perspective to contribute to specific tasks

#### Rules of engagement

- Directed by project lead in conjunction with the WG lead

### **4. Delivery Group Manager**

#### Key tasks

- Provide Project Management to the group
- Ensure governance and compliance including record keeping
- Liaison between the group and senior WG decision makers
- Reporting progress and managing timelines
- Managing project finance (if applicable)
- Liaison with other Delivery Group Managers
- Supporting communications activity with WG comms colleagues

#### Rules of engagement

- Managed by WG Delivery Group Lead
- Day-to-day liaison with Delivery Group Lead organisation
- Manage the flow of information to and from Delivery Group members
- Manage the online space for the Delivery Group

### **5. Delivery Group Support**

#### Key tasks

- Supporting the Delivery Group Manager
- Arrange Group meetings
- Record decisions and actions
- Supporting project delivery e.g. facilitating translation

#### Rules of engagement

- Managed by WG Delivery Group Manager
- Day-to-day liaison with Delivery Group Manager and Lead