

PARTNERIAETH 6 OPERATIONAL STRATEGIC PLAN

Ysgol Gyfun Cwm Rhymni. Ysgol Gyfun Gwynllyw



PARTNERIAETH 6

Strategic Plan for developing Welsh medium Learning Pathways 14-19

2013-2017



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- Welsh medium or bilingual bid (South Wales and East Wales)
- ANDP funding (Blaenau Gwent, Caerphilly and Torfaen)
- Costs incurred by the schools

The Partnerships targets for **2013-2017** are;

- **Pupils in the partnership to receive results that are comparable with the best in Wales.**
- **The Welsh Medium Education system in South East Wales to be recognised nationally as a pioneering /excellent example of good practice.**

Our objectives for 2013-2017 are;

- Relaunching the Cwm Rhymni and Gwynllyw Partnership
- Developing the Partnership to be a pioneering education centre receiving national recognition for excellence in Welsh medium education.
- Extending the Partnership to include all Welsh medium stakeholders in South East Wales.¹
- Develop and plan Learning Pathways 7-14 for the Partnership.
- Establish a networking system with excellent and pioneering establishments across Wales.
- Develop the Welsh BAQ across the partnership as a core subject.
- To ensure that all students develop linguistic and numeracy skills of the highest possible level
- Continue to improve the quality of teaching Literacy and Numeracy across the Partnership.
- Develop the Partnership Strategy for Literacy and Numeracy.
- Develop appropriate Welsh Medium Learning Pathways 14-19 for pupils with Additional Learning Needs.
- Continue to strengthen our methods of including and safeguarding learners.
- Developing a comprehensive mentoring system that has the learners and their welfare central to its implementation²
- Continue to develop the expertise to maintain an extensive curriculum through the Medium of Welsh.
- Continue to develop teachers in the Partnership professionally.
- Developing the Partnership as the Welsh Medium training Centre in South East Wales.³
- Offer adequate and appropriate Learning Pathways for all Welsh Medium learners.
- Developing the Partnership to be a centre that can provide, through modern technology, distance learning.
- Developing a regime of partnership and effective collaboration between the Partnership, local colleges, Universities and Trainers whilst introducing the curriculum through the medium of Welsh.
- Developing a regime of partnership and effective collaboration between the Partnership and local employers, including local government.

Our aims for 2013-2014 are;

- Restructuring and re-launching the Partnership
- Developing an appropriate curriculum for pupils with additional learning needs.

¹ Developing the ethos of Welsh Medium Learning Pathways 3-19

² Including Learning Coaches, Pastoral mentors, Counsellors, Careers Officers, Youth officers and Youth Development Officers

³ To include training for adults and training in the workplace.

- To ensure that all students develop linguistic and numeracy skills of the highest possible level
- Further develop the range of levels of courses offered (i.e. Certificate, Extended Certificate and First Diploma 14-16)
- Continue to develop effective educational partnerships with other educational institutions.
 - ACT Training Agency
 - Ystrad Mynach College
 - University of Wales, Newport
 - South East Wales cross border Welsh Medium Forum 14-19

- Continue to support the introduction of ilearn Wales and the HWB through the Partnership between Cwm Rhymni and Gwynllyw
- Continue to develop the Welsh Baccalaureate across the partnership.
- Develop an ALTERNATIVE curriculum for pupils who are in danger of not being in Education, Employment or Training.
- Develop specific learning communities within the Partnership.
- Develop a network with excellent and pioneering educational establishments across Wales
- Continue to develop a comprehensive mentoring system that has the learners and their welfare central to its implementation.
- Strengthen the partnership between Cwm Rhymni and Gwynllyw by further developing the cooperation of the Joint Governance Committee.

PRINCIPLES OF THE WELSH MEDIUM 14-19 LEARNING PATHWAY

According to the Welsh Medium Education Strategy it is expected that all learners develop their **Welsh-language skills to their full potential** and encourage sound linguistic progression from one phase of education and training to the next. If we are to develop pupils' linguistic skills then we must ensure that those who teach the pupils are Welsh speakers with the **highest standard of linguistic skills**.

Partneriaeth 6 is an effective system of cooperation between two centres that specialise in teaching through the medium of Welsh. We are also aware that only Partneriaeth 6 within Gwent has the ability and specialism necessary to fulfil the aims of the Welsh Medium Education Strategy.

The vision of Partneriaeth 6 for developing Welsh medium Learning Pathways 14-19 is already well publicised⁴;

- **Developing the Partnership as a Welsh medium training centre for Gwent⁵.**
- **Facilitating excellent Welsh medium education for all on every academic level.**
- **Promoting life long excellent Welsh medium education.**

If we are to achieve the vision for pioneering / innovative Welsh Medium education we must set firm principles as a foundation for all future developments;

- We must only use Welsh speakers whose **linguistic skills are of the highest standard** to teach our students.
- We must continue to endeavour to work in effective partnership with other Welsh medium schools and external educational agencies.
- We must ensure that we comply with the minimum number of courses that are required under the Learning and Skills Measure and aim to offer the maximum number of courses in the future
- We must fully achieve the aims of the national transition policy and in particular plan for the growth in Welsh medium education.

⁴ See The Welsh Medium Strategy for Developing the 14-19 Vocational Partnership 2011-2013

⁵ In partnership Gwynllyw and Cwm Rhymni

Introduction

This document outlines the way that we intend to lead Welsh Medium Education in South East Wales through this pioneering period in Education in Wales. We will review the strategy frequently and publish an annually updated plan.

We must consider the Strategic Plan for developing Welsh medium Learning Pathways 14-19 2013-2017 in the context of relevant national, local and regional strategies.

This plan reflects the aims of Partneriaeth 6 in achieving our long term vision.

We must also consider strategic developments at a national and regional level which are beyond our control but have a significant influence on what we are able to achieve.

There are four national strategies which will have a great influence on what we are able to do achieve in the long term;

- Improving schools
- The development of regional consortia
- The Welsh in Education Strategic Plan (WESP)
- Review of Qualifications for young people aged 14-19 in Wales.

We must welcome these opportunities enthusiastically if we are to ensure that our partnership is to be sustainable in the long term.

Improving Schools

The document “Improving Schools / Raising School Standards” outlines in detail the factors that influence our ability to ensure improvement and the difficulties that we face.

The analysis focuses on three priorities of Literacy, numeracy and breaking the link between deprivation and educational outcomes, it draws attention to the challenges we face regarding performance that is:

- **Writing**, especially amongst boys, in Primary Schools
- Welsh / English and especially **mathematics** in Secondary Schools
- Learners who are entitled to receive **free school meals** in all schools
- South and **South East Wales**
- Ensuring the progress of all learners, those that achieve at a lower level and those that achieve to a higher level
- Reduce the inconsistency in schools and between schools

There are three main priority areas for **improving teaching and learning**

- **Improving the quality of teaching of literacy and numeracy** – the National Literacy and Numeracy Programmes will set high expectations of what teachers and support staff should know, can do and what pupils should learn in the core subjects.
- **Assisting staff to develop professionally** – There will be new opportunities to develop practises and for training to assist staff and support staff to develop throughout their careers.
- **Strengthening our methods of inclusion and safeguarding learners** – we will assist those learners at risk of harm, learners from disadvantaged backgrounds and those that have additional learning needs so that all learners can achieve their potential.

The development of regional consortiums

The Welsh Government is committed to the principle of regional consortium working and expects that this will provide a focus for the development of regional Welsh language strategies. Caerphilly has now decided that they will be joining the South East Wales Regional Consortium (Caerphilly, Blaenau Gwent, Torfaen, Monmouth and Newport).

Since 2006 a pioneering Welsh medium 14-19 Learning Pathways strategic partnership with Caerphilly, Blaenau Gwent and Torfaen collaborating has existed. Partneriaeth 6 is the only established Welsh medium regional partnership in existence in Wales. We are also the only presently established regional partnership in the South East Wales regional consortium.

The Welsh in Education Strategic Plan (WESP)

The Welsh Government expects all local authorities and their regional consortia to work towards a more collaborative approach to implementing the Welsh-medium Education Strategy. To that end, in their submissions in respect of grant funding, local authorities are expected to highlight areas where strategies and grant-funded initiatives link into a broader consortium approach. This will be statutory by 2014.

The WESP outlines specific outcomes which are aimed at promoting the development of Welsh medium education. It is reassuring for us to note that the WESP reflects those aims and objectives that we have prioritised since 2006.

There are three outcomes included in the WESP which specifically affect the Welsh medium 14-19 Learning Pathways strategy.

- More learners aged 14-16 studying for qualifications through the medium of Welsh
- More learners aged 16-19 studying subjects through the medium of Welsh
- More learners of all ages with higher-level Welsh-language skills

Review of Qualifications for young people aged 14-19 in Wales.

This review was published at the start of December 2012 (appendix 2a) and the Minister will publish his response by the end of January 2013. The consultation has been approved by all the political parties in the Assembly and it is therefore expected that the Minister will accept most if not all of the 42 recommendations.

It is suggested;

- That the new Welsh Baccalaureate⁶ becomes the measure of a pupils' success at the end of KS4. Also it creates two new GCSE qualifications in Mathematics and recommends that GCSE Welsh and English are assessed by the same method.
- GCSE Welsh and English will be the measure of attainment in literacy skills and GCSE Numeracy will be the same measure of numeracy skills.
- It will be expected that post 16 students continue to aim to achieve GCSE Numeracy and Welsh / or English if they have not succeeded by the end of Key Stage 4.

⁶ Including GCSE in Welsh or English and mathematics.

Strategic plan 2013 -2017

South East Wales is seen as an obstacle to Wales' efforts to improve national Standards. Pupils who receive free school meals and pupils who don't receive free school meals in South East Wales are less likely to succeed than pupils in the rest of Wales. We therefore surmise that pupils who receive Welsh Medium education in South East Wales are statistically less likely to succeed than pupils who receive Welsh Medium Education in the rest of Wales.

We must ensure that pupils in our Partnership succeed at a higher level than expected and that we surpass national expectations.

We therefore set an aim that within the Partnership we continue the pioneering work and lead educational strategies with the aim of the Partnership pupils receiving results amongst the best in Wales.

In future we intend publishing the partnership results in the same way in which we publish the individual school results as we are confident that the partnership results will reflect the outstanding success of the partnership.

We need to consider a development plan for the next four years that ensures that the partnership continues to develop to be a pioneering example of effective Welsh medium regional collaboration.

Partneriaeth 6 has operated in an effective and pioneering manner since 2006. We are concerned that by now our stakeholders are not aware of the origins of the partnership and its name. The structure and priorities of education in Wales have changed dramatically since 2006. We now need to raise awareness amongst our stakeholders of the outstanding success of the partnership in the past and the bright and pioneering future if we can ensure continuation of the partnership into the long term.

We believe that we need to re-launch the partnership to inspire future success. We must ensure that the partnership truly reflects the collaboration of all Welsh medium education stakeholders in South East Wales.

The stakeholders are;

- Pupils
- Parents
- Staff
- Primary Schools
- Governors
- The Region
- Local Authorities

We will re-launch the partnership during 2013.

We need to define a joint vision for the partnership that reflects the vision of Ysgol Gyfun Cwm Rhymni ac Ysgol Gyfun Gwynllyw;

- Outstanding Welsh medium education
- Every pupil to achieve their potential
- Effective partnership across all Welsh medium education stakeholders
- Lead Educational Strategies (Pioneering)
- All staff to achieve their potential

It is expected that as we re-launch our partnership we will need to share our joint vision with all the Welsh medium educational stakeholders across South East Wales with the expectation that they will join us in developing an outstanding pioneering Welsh medium educational structure across South East Wales.

Our aim is to lead outstanding educational strategies across the partnership and therefore ensure that the Welsh medium educational structure across the South East Wales is recognised nationally as an example of pioneering good practice.

The strategic plan must reflect the manner in which the partnership reacts to the opportunities afforded to educational establishments by the policies and plans of the education department of the assembly.

Strengthening our methods of including and protecting our learners

We believe that setting a target for our pupils to achieve standards equivalent to the highest in Wales is very challenging considering that we in South East Wales are amongst one of the most deprived areas in Wales. However, if we can ensure outstanding Welsh medium education by continuing to strengthen our methods of including and protecting our learners we will succeed.

If we are to succeed we will have to ensure that we know and understand our pupils and the environment that influences their development. We intend doing this through a variety of strategies;

- Developing a 14-19 partnership Pastoral plan
- Develop a partnership plan for Closing the Gap
- Recognising our disadvantaged pupils very early
- Employing Youth Mentor⁷ to target particular groups of pupils
 - Free School Meals
 - NEETS group
 - Pupils who fall below the horizon
- Appoint Raising Standards Officers⁸ to target the academic development of individual pupils

We must recognise that any 14-19 Learning Pathways strategy needs to build on KS3 developments and of course previously KS2.

We need to develop an understanding of how disadvantaged pupils develop. We are aware that they do not succeed as well in KS4 as their more advantaged peers and that they are more likely to be pupils who have difficulty with basic skills in KS3. As we re-launch the

⁷ Emotional and wellbeing support to ensure academic progress

⁸ Teachers who understand educational development

partnership we must consider our responsibility for developing an understanding of the needs of our most disadvantaged pupils early in their school career and particularly in KS2.

Literacy and Numeracy

We will ensure that all pupils will develop literacy and numeracy skills of the highest standard.

Partneriaeth 6 has always targeted the development of higher level literacy and numeracy skills as an integral element in improving the attainment of all those pupils following the 14-19 learning pathways. We recognise that if pupils can achieve higher level skills in literacy and numeracy they are more able to access the curriculum and achieve their potential.

If we can develop an understanding of the higher level thinking skills it will contribute towards improved literacy and numeracy skills. PISA type questions are problem solving activities where higher level thinking skills are developed by applying higher level literacy and numeracy skills.

We aim to continue to target our basic skills pupils in order that we can improve their literacy and numeracy skills. We will develop an understanding amongst all pupils of skills required to respond to PISA type questions.

We will develop a group of pupils who are in danger of becoming disaffected and not continuing in education, employment or training (Appendix 2b). We will develop their literacy and numeracy skills with an integrated curriculum designed to appeal to their individual needs.

By 2014 it is expected that all pupils following a post-16 curriculum will be studying GCSE Welsh, English or Mathematics if they have not previously achieved grades A*-C in these subjects.

At post 16 we will target literacy and numeracy skills on two levels;

- Pupils studying level 2 courses
- Pupils studying level 3 courses

Post-16 level 2 students are generally those students who did not achieve the level two threshold including Mathematics and Welsh or English. They therefore need to further develop their literacy and numeracy skills. This can be done by offering re-sit GCSE lessons, enhanced essential skills tutoring and developing an understanding of how to resolve PISA type questions.

Post 16 level 3 students are generally those students who have achieved the level two threshold including Mathematics and Welsh or English. They therefore may need to further develop their higher level literacy and numeracy skills. This can be done by offering essential skills tutoring and developing an understanding of how to resolve PISA type questions.

The proposed plan for ensuring that GCSE Welsh and English are taught and assessed in the same manner will ensure that Welsh medium establishments should achieve very high literacy standards. Welsh medium schools teach Welsh and English as core subjects and therefore our students will receive twice as much literacy teaching than similar pupils in English medium schools. We must therefore build on this and target numeracy skills in our schools. If we can ensure that our pupils excel in literacy they should succeed even better in developing their numeracy through effective application of literacy.

We must develop literacy and numeracy by applying them effectively across the curriculum. We need to recognise opportunities across the curriculum and across the key stages to

develop and reinforce literacy and numeracy. We will map their use across the schemes of work by recognising the key subjects for developing the skills.

It is more than likely that the Welsh Bacallaureate will become key measure of standard of attainment at KS4. We will in future be compared nationally against similar schools according to attainment in the Welsh Bacallaureate. We must therefore ensure that we are forward thinking in developing the Bacallaureate within the partnership.

We will;

- Develop the Welsh Bacallaureate as a core subject across key stages
- Develop a Welsh Bacallaureate curriculum for post 16 students who are following level 2 vocational courses.
- Introduce a regional Welsh Bacallaureate South East Wales regional qualification for KS2 and KS3.

As a core subject the Welsh Bacallaureate as well as science would be essential in developing and reinforcing both literacy and numeracy pupil skills.

We will develop a 7-14 Learning Pathway by reinforcing our methods of inclusion and protecting pupils and developing the Welsh Bacallaureate across KS2 and KS3.

Developing a partnership strategy for numeracy and literacy

Literacy is a key focus in both schools strategic planning for 2010-14, in the whole school development plan, departmental development plans and performance management targets for individual teachers with a range of effective literacy strategies in place including a Transition project KS2-3.

We will develop a partnership strategy for literacy and numeracy that will reflect the national strategy. This will be done by developing strategies across the curriculum and across the key stages.

- Develop a partnership strategy for literacy and numeracy across the key stages
- Develop a structure for reinforcing the literacy standards of teachers and support staff
- Prioritising the core subjects⁹ by planning and appointing staff
- Introducing a post-16 skills curriculum

Developing teachers professionally

We will utilise our effective Performance Management structure to develop opportunities to enable all our staff to achieve their potential;

- Lead and plan the staff training structures within the region
- Continue to lead pioneering educational strategies
- Make effective use of the educational expertise available within the region
- Ensure opportunities for teachers to peer observe
- Continue to lead Professional Learning Communities¹⁰
- Hold joint In Service Training days within the partnership
- Develop relevant Professional Learning Communities within the partnership
- Develop a network structure with other pioneering educational establishments to share good practice.

⁹ Welsh, English, Mathematics, Science and the Welsh Bacallaureate

¹⁰ The core data family

Partneriaeth 6 has established collaboration with Ysgol Gyfun Rhydywaun, Ysgol Gyfun y Cymer and Ysgol Gyfun Llangynwyd in developing Professional Learning Communities. The five schools have established a PLC structure since 2010 and therefore we intend build on this into the future by concentrating on further developing a cross regional partnership.

We intend to concentrate on developing particular Professional Learning Communities within the partnership by concentrating on development needs within the South East. The PLC's and opportunities to network will be planned around the partnership priorities and our desire to achieve our long term strategic aims.

We will develop networking opportunities with other pioneering establishments across Wales in order to share good practice within pioneering structures. Only through collaborating with other outstanding establishments can ensure excellence in the future.

The aims of the Welsh in Education Strategic Plan (WESP)

Setting the aims of the Welsh in Education Strategic Plan is essential for the success of the partnership as it sets the local, regional and national priorities that it will be statutory for everybody to achieve.

The only way we can increase the percentage of learners aged 14-16 studying for qualifications through the medium of Welsh is by ensuring that we do not lose individuals to external English language agencies due to disaffection and poor discipline. We must therefore target Welsh-medium learners at KS4 who are in danger of becoming NEET.

We ensure that provision for 14-16 year old learners complies with the Learning and Skills Measure (Wales) 2009. We ensure provision is maintained through appropriate funding mechanisms and working in continued partnership. The long term challenge is to ensure sufficient Welsh-medium secondary places through regional working to plan school places.

All five local authorities must recognise that Welsh medium education at 14-16 is a priority and that it receives appropriate funding through RNDP (ANDP), WEG and SEG. However, if Welsh medium provision is to continue to prove successful with adequate take-up of courses the provision must be of the highest quality with Welsh speakers whose linguistic skills are of the highest standard to teach our students. Therefore, it is imperative that there is an on-going commitment to appropriate CPD.

Since 2006 when we introduced our 14-19 Learning Pathways strategic partnership through Caerphilly, Blaenau Gwent and Torfaen the percentage of learners aged 16-19 who study 2 or more subjects through the medium of Welsh has consistently increased. We can only continue to develop an increase the number if we can ensure that our provision is suitable for the needs of the pupils.

We must continue to introduce more high quality courses to ensure that more students choose to study their post 16 courses through the medium of Welsh.

We will;

- Continue to offer Learning Pathways that respond to the needs of our pupils across the range of ability and aptitude.
- Continue to encourage vocational courses that are suitable for realistic¹¹ Learning Pathways for our students.
- Introduce a NEETS¹² curriculum for our KS4 pupils

¹¹ Realistic Learning Pathways are those that lead towards employment or training

¹² A specific curriculum for pupils in danger of not being in education, employment or training.

We need to develop courses for students with special educational needs and those aiming at achieving further level 2 qualifications by providing additional support to improve their essential skills.

We will introduce a post-16 curriculum for our pupils;

- who do not achieve the Level 1 Threshold at the end of KS4 who have the potential to achieve Level 2 qualifications having followed a further two years of post-16 studies.
- who do not achieve entry level qualifications at the end of KS4 who have the potential to continue to make progress having followed a further two years of post-16 studies.

The students will continue to follow a core subject curriculum in addition to vocational training.

Working in Partnership

All external educational partners accept that all educational activities that take place within the partnership must be through the medium of Welsh and that all teachers have **language skills of the highest order**. They also accept that Cwm Rhymni and Gwynllyw specialise in teaching through the medium of Welsh and therefore have the staff with **language skills of the highest order**.

We continue to work closely with Rhymni College¹³ in developing a strategy for targeting pupils who may be under achieving or in danger of becoming disaffected (Appendix 2b).

We have extended the Partnership to include external training agencies. These agencies can offer some educational activities outside our usual scope, improving upon and extending the possibility of a higher level of Partnership work.

The agencies are:

- ACT
- University of Wales Newport
- South East Wales cross border Welsh Medium Forum 14-19

University of Wales, Newport

Partneriaeth 6 is collaborating with the University of Wales, Newport in offering units of courses at level 4 as an introduction to University work. These units will enable students to gain credits towards a degree course if the student chooses to attend University of Wales, Newport.

These courses started in July 2012 with the pupils studying 10 units between June and October 2012.

We will offer the level 4 course in:

- Education
- Primary school teaching

Every element of these courses will be taught through the medium of Welsh.

¹³ Rhymni college is a part of Ystrad Mynach college

OUTLINE OF COSTS

The costs for the partnership's vocational learning pathway can be distributed according to three distinct categories;

- Costs incurred by the schools
- ANDP funding (Blaenau Gwent, Caerphilly and Torfaen)
- Welsh medium or bilingual bid (South Wales and East Wales)

SCHOOLS

Post 16	£493,865
KS4	£302,994

ANDP

Post 16	£0
KS4	£117,595

Blaenau Gwent £25,000

Torfaen £45,000

Caerffili £47,250

Newport

BILINGUAL BID

Post 16	£33,210
KS4	£117,556

Appendix 2a: Review of Qualifications for 14 to 19-year-olds in Wales

The main aims that will influence our long term plans are;

Welsh-medium qualifications

- The Welsh Government should ensure clear pathways for progression through the medium of Welsh. GCSEs and A levels should continue to be available, as they are now, in English and Welsh, at the same cost to providers. By 2015, they should be available in English and Welsh simultaneously.
- Those vocational qualifications considered to be of the highest relevance and value to 14 to 19-year-old learners and the Welsh economy, should also be available in English and Welsh simultaneously and at the same cost to providers.

The Welsh Baccalaureate

- The Welsh Government should encourage the universal adoption of the Welsh Baccalaureate as the basis for programmes of learning, by schools at 14 to 16 and by schools and colleges at 16 to 19.
- For post-16 learners following a vocational pathway, the content of their Welsh Baccalaureate should be informed by the emerging Learning Area Programme approach.
- The Welsh Government should explore the scope for a programme-based approach that engages learners aged 14 to 19 who are working at Entry Level.

Literacy and numeracy

Building on the revisions made to GCSE English Language in 2012, the Welsh Government should review GCSE English Language and GCSE Welsh First Language in order to introduce revised GCSEs in these subjects for teaching from September 2015. The new qualifications should provide greater assurance of literacy:

- by building explicitly on the levels of literacy that are expected to be developed by the end of Key Stage 3 in response to the new Literacy and Numeracy Framework
- in English Language, by placing significantly more emphasis on the quality and accuracy of writing and on core writing skills such as spelling, punctuation and grammar than the specifications that were taught from September 2010
- by being assessed predominantly through externally marked assessments that are consistent across Wales and between the two languages.

The Welsh Government should introduce, for teaching from 2015, two new mathematics GCSEs, one covering numeracy and the other covering aspects of mathematics techniques. The Numeracy GCSE should build explicitly on the levels of numeracy that are expected to be developed by the end of Key Stage 3 in response to the Literacy and Numeracy Framework. Both GCSEs should be:

- full, single-award GCSEs covering the full GCSE grade range
- assessed through externally marked examinations that are consistent across Wales.

General qualifications

The Welsh Government should retain GCSEs as the main Level 1 and Level 2 general qualifications at 14 to 19. It should:

- approve alternative Levels 1 or 2 general qualifications only where essential to meet the needs of a specific group of learners
- develop new GCSEs where necessary for delivery within the Welsh Baccalaureate framework from September 2015
- in developing new GCSEs, place a greater emphasis on the application of knowledge and understanding to real-life contexts, learning from the style of questions employed in PISA tests

- allow tiering within GCSEs only where there is a clear case for doing so due to the nature of the subject
- allow the use of controlled assessment only where there is a clear case for doing so due to the nature of the learning which is to be assessed
- continue to allow unitised GCSEs, and January as well as June assessment opportunities, with a limit of one resit per unit and the higher mark counting
- retain the terminal assessment rule, under which a minimum of 40 per cent of the assessment must be taken at the end of the course
- allow Short Course or Double Award GCSE specifications only where justified on a subject-by-subject basis
- in due course, review the arguments for change to the GCSE grading structure and methodology
- generally discourage early entry (before Year 11) for GCSEs.

Appendix 2b: Collaborative courses for targeting pupils who may be under achieving or in danger of becoming disaffected.

We propose that Coleg Rhymni, Ysgol Gyfun Cwm Rhymni, Ysgol Gyfun Gwynllyw and Ysgol Gyfun Rhydywaun collaborate in developing a series of Welsh medium courses. The aim would be to ensure that a target group of pupils participate in a curriculum designed to promote self esteem, motivation and a desire for future engagement in education, employment or training.

- Coleg Rhymni(Coleg Ystrad Mynach) - Caerphilly
- Ysgol Gyfun Cwm Rhymni - Caerphilly
- Ysgol Gyfun Gwynllyw - Torfaen

Each school will cooperate by creating groups of pupils who will follow the national curriculum and suitable vocational courses over a period of four days per week at the school. They will also receive one day a week of extended experiences outside school. The groups will be created on the basis of poor attendance, behaviour, ability, motivation and general enthusiasm during Key Stage Three (KS3).

Advantages of the strategy

Historically pupils who have been in danger of developing disaffection have attended projects through the medium of English outside school. If we can offer suitable courses for these students we can ensure that they can continue to study through the medium of Welsh.

It is expected that these pupils will be more likely to complete their statutory education by achieving recognised qualifications and a desire to continue in education, employment or training.

We would expect an increasing number of this target group wishing to continue with their Welsh medium post-16 education (particularly any pupils following a child care learning pathway).

If we create a teaching class of those pupils who are most likely to be disaffected we will ensure that they are not able to influence unfavourably the education of their peers. We can expect the other pupils to benefit by receiving a higher quality education and therefore higher attainment.

We should experience increased attainment across the lower band ¹⁴ of pupils and therefore the strategy would directly influence the schools' Level 2 Threshold including mathematics and Welsh or English, Core Subject Indicator and the average capped score.

Other strategies that contribute towards this strategy

This will be a group targeted at avoiding becoming NEETS. There are several strategies in place with the expressed aim of reducing NEETS.

These students will participate in the 'PUPIL' project.

The KS4 Prevent mentoring strategy also targets students who are in danger of becoming NEETS.

We will also have to ensure that suitably experienced and motivated staff are used to implement this strategy.

Cwm Rhymni has appointed a head of the Partnership department who is responsible for all educational activities involving external partners and he will be charged with the role of developing and implementing this project.

¹⁴ The lowest sets in core subjects – basic skills classes.

Curriculum

Every pupil must follow the core curriculum, but they do not have to follow it in the same way. Where appropriate and practical we will integrate the core curriculum into an extended vocational curriculum.

All of these pupils will follow at least two vocational courses (e.g. Construction and Hospitality) in school with one additional course being taught outside school.

- Welsh GCSE
- English GCSE
- Mathematics GCSE/BTEC (?)
- Science BTEC
- 2 Vocational courses BTEC
- 1 Vocational course (OCN/NVQ?)
- The Welsh Baccalaureate
- Developing work-based skills (Preparing for work)
- Developing an understanding of finance

The students should also receive an extended period of work placement

Integrated Vocational Activities Courses

All three schools will collaborate in developing individual groups of pupils who will follow the National Curriculum and a suitable vocational curriculum over a four day period within each school and an integrated day of external experience mainly based at Coleg Rhymni. Each school will form a group of 10 to 15 pupils targeted on the basis of their attendance, behaviour, ability, motivation and general enthusiasm for education during Key Stage Three (KS3).

It is envisaged that all these pupils will attend Coleg Rhymni for one day a week for a period of time. The period of attendance at Coleg Rhymni will vary according to the course followed.

We propose three¹⁵ fields of study;

- Motor Vehicle
- Child Care
- Business and Administration

The Welsh medium Motor Vehicle course would be offered by a Coleg Rhymni teacher. The two other Welsh medium courses could be taught by school based teachers at Rhymni College. At present the qualifications to be studied are open to investigation.

We would expect the pupils following the two school based courses to have prolonged periods of work experience during the year.

All courses will be fully integrated into the school based curriculum with opportunities for school based investigations and activities promoted at all times

E.g. elements of the Motor Vehicle course could be carried out at the school (i.e. investigations, health and safety, developing knowledge and understanding and report writing etc).

¹⁵ Child Care, Business and Administration are a first proposal and not necessarily the subjects to be followed.

Financing the strategy

This strategy will reinforce our aims as outlined in the Welsh in Education Strategic Plan (WESP) and therefore the Welsh Education Grant (WEG). It further enhances the School Effectiveness Framework (SEF) and therefore the present School Effectiveness Grant (SEG). It is expected that it will also respond to the aims of the proposed deprivation grant based on free school meals numbers.

We would no longer be financing English medium courses for our pupils who are in danger of becoming NEETS. We would therefore be able to re-invest those savings into the education of our pupils.

Appendix 2c:

ANDP FUNDING (Blaenau Gwent, Caerphilly, Torfaen)

Brief Description	Period	Phase	Estimated number of students	Number of lessons	Estimated Cost
2013-2014 Year 10 provision					
Business BTEC First Certificate (Level 2)	Sept 13 - March 14	KS4	27	12	£15,643
Childcare BTEC First Certificate (Level 2)	Sept 13 - March 14	KS4	24	12	£8,880
Car Mechanics (38 weeks)	April 13 - March 14	KS4	14	10	£12,640
Construction BTEC First Certificate (Level 2)	Sept 13 - March 15	KS4	17	12	£13,456
Health and Social Care BTEC First Certificate (Level 2)	Sept 13 - March 14	KS4	33	12	£14,279
Hospitality BTEC First Certificate (Level 2)	Sept 13 - March 14	KS4	28	12	£14,894
Information Technology BTEC First Certificate (Level 2)	Sept 13 - March 14	KS4	17	6	£4,440
Travel and Tourism BTEC First Certificate (Level 2)	Sept 13 - March 14	KS4	23	12	£13,997
2013-2014 Year 11 provision					
Childcare BTEC First Certificate (Level 2)	April 13 - March 14	KS4	20	12	£5,343
Hospitality BTEC First Certificate (Level 2)	April 13 - March 14	KS4	20	12	£8,682
Information Technology BTEC First Certificate (Level 2)	April 13 - March 14	KS4	29	12	£5,343

Welsh medium Bid

Brief Description	Period	Phase	Estimated number of students	Number of lessons	Estimated Cost
2013-2014 Year 10 provision					
Business BTEC First Certificate (Level 2)	Sept 13 - March 14	KS4	15	6	£7,822
Childcare BTEC First Certificate (Level 2)	Sept 13 - March 14	KS4	24	12	£8,880
Construction BTEC First Certificate (Level 2)	Sept 13 - March 14	KS4	41	20	£24,156
Information Technology BTEC First Certificate (Level 2)	Sept 13 - March 14	KS4	26	12	£8,880
Media Studies BTEC First Certificate (Level 2)	Sept 13 - March 14	KS4	11	12	£13,456
Public Services BTEC First Certificate (Level 2)	Sept 13 - March 14	KS4	7	6	£4,440
2013-2014 Year 11 provision					
Business BTEC First Certificate (Level 2)	April 13 - March 14	KS4	37	18	£8,013
Childcare BTEC First Certificate (Level 2)	April 13 - March 14	KS4	24	12	£2,749
Construction BTEC First Certificate (Level 2)	April 13 - March 14	KS4	37	18	£12,673
Health and Social care BTEC First Certificate (Level 2)	April 13 - March 14	KS4	42	18	£7,452
Information Technology BTEC First Certificate (Level 2)	April 13 - March 14	KS4	32	12	£7,988
Public Services BTEC First Certificate (Level 2)	April 13 - March 14	KS4	8	6	£2,671
Travel and Tourism BTEC First Certificate (Level 2)	April 13 - March 14	KS4	17	12	£8,375
2013-2014 Year 12 provision					
Health and Social Care BTEC First Diploma (Level 2)	Sept 13 - March 14	Post 16	14	12	£8,449
Science BTEC First Diploma (Level 2)	Sept 13 - March 14	Post 16	16	12	£7,863
Skills Curriculum	Sept 13 - March 14	Post 16	40	24	£16,898

Partnership Funding (Ysgol Gyfun Cwm Rhymni and Ysgol Gyfun Gwynllyw)

Brief Description	Period	Phase	Estimated number of students	Number of lessons	Estimated Cost
2013-2014 Year 10 provision					
Business BTEC First Certificate (Level 2)	Sept 13 - March 14	KS4	16	6	£7,821
Classroom Assistant	Sept 13 - March 14	KS4	20	20	£27,133
Construction BTEC First Certificate (Level 2)	Sept 13 - March 15	KS4	17	8	£8,970
Economics (GCSE)	Sept 13 - March 14	KS4	17	8	£3,725
Health and Social Care BTEC First Certificate (Level 2)	Sept 13 - March 14	KS4	14	6	£7,139
Humanities (GCSE)	Sept 13 - March 14	KS4	17	8	£6,391
Information Technology BTEC First Certificate (Level 2)	Sept 13 - March 14	KS4	15	6	£4,440
NVQ Modern Foreign Languages	Sept 13 - March 14	KS4	73	14	£16,247
Psychology (GCSE)	Sept 13 - March 14	KS4	72	16	£14,900
science BTEC First Certificate (Level 2)	Sept 13 - March 14	KS4	140	42	£47,212
science BTEC First Diploma (Level 2)	Sept 13 - March 14	KS4	40	12	£13,489
The Welsh Bac	Sept 13 - March 14	KS4	200	30	£35,697
2013-2014 Year 11 provision					
Classroom Assistant	April 12 - March 14	KS4	20	60	£13,528
Car Mechanics (30 weeks)	April 12 - March 14	KS4	30	10	£10,890
Car Mechanics (38 weeks)	April 13 - March 14	KS4	5	10	£12,640
Construction BTEC First Certificate (Level 2)	April 13 - March 14	KS4	5	6	£8,970
Humanities (GCSE)	April 13 - March 14	KS4	24	8	£3,840
Information Technology BTEC First Certificate (Level 2)	April 13 - March 14	KS4	20	6	£5,343
NVQ Modern Foreign Languages	April 13 - March 14	KS4	107	10	£6,765
Psychology (GCSE)	April 13 - March 14	KS4	32	8	£4,480
science BTEC First Certificate (Level 2)	April 13 - March 14	KS4	140	42	£27,521
science BTEC First Diploma (Level 2)	April 13 - March 14	KS4	40	12	£7,863
The Welsh Bac	April 13 - March 14	KS4	200	30	£21,122
Brief Description	Period	Phase	Estimated number of students	Number of lessons	Estimated Cost
2013-2014 Year 12 provision					
Applied Science BTEC National Award (Level 3)	Sept 13 - March 14	Post 16	15	24	£26,978

Business BTEC First Diploma (Level 2)	Sept 13 - March 14	Post 16	42	30	£23,092
Business BTEC National Award (Level 3)	Sept 13 - March 14	Post 16	20	16	£20,857
Classroom Assistant NVQ Level 2	Sept 13 - March 14	Post 16	18	20	£25,602
Economics AS	Sept 13 - March 14	Post 16	17	16	£14,900
Engineering National Award (Level 3)	Sept 13 - March 14	Post 16	12	8	£11,363
Health and Social Care BTEC First Diploma (Level 2)	Sept 13 - March 14	Post 16	14	10	£7,041
Health and Social Care BTEC National Award (Level 3)	Sept 13 - March 14	Post 16	10	16	£19,038
Hospitality BTEC First Diploma (Level 2)	Sept 13 - March 14	Post 16	15	10	£7,235
Hospitality BTEC National Award (Level 3)	Sept 13 - March 14	Post 16	21	16	£11,576
Information Technology BTEC First Diploma (Level 2)	Sept 13 - March 14	Post 16	10	10	£4,452
Law AS	Sept 13 - March 14	Post 16	30	16	£16,193
Politics and Government AS	Sept 13 - March 14	Post 16	10	16	£19,858
Psychology AS	Sept 13 - March 14	Post 16	45	24	£22,349
Public Services BTEC First Diploma (Level 2)	Sept 13 - March 14	Post 16	26	20	£13,356
Public Services National Award (Level 3)	Sept 13 - March 14	Post 16	10	8	£9,107
Science BTEC First Diploma (Level 2)	Sept 13 - March 14	Post 16	14	10	£6,553
The Welsh Bac	Sept 13 - March 14	Post 16	150	42	£49,976
Travel and Tourism National Award (Level 3)	Sept 13 - March 14	Post 16	10	16	£18,663

Brief Description	Period	Phase	Estimated number of students	Number of lessons	Estimated Cost
2013-2014 Year 13 provision					
Public Services National Award (Level 3)	Sept 13 - March 14	Post 16	24	8	£5,480
Applied Science BTEC National Award (Level 3)	Sept 13 - March 14	Post 16	45	24	£15,726
Business BTEC National Award (Level 3)	Sept 13 - March 14	Post 16	37	16	£12,316
Classroom Assistant NVQ Level 3	Sept 13 - March 14	Post 16	16	20	£14,925
Economics A2	Sept 13 - March 14	Post 16	24	16	£8,961
Engineering National Award (Level 3)	Sept 13 - March 14	Post 16	15	8	£6,624
Health and Social Care BTEC National Award (Level 3)	Sept 13 - March 14	Post 16	30	16	£11,265
Hospitality BTEC National Award (Level 3)	Sept 13 - March 14	Post 16	21	16	£11,576
Law A2	Sept 13 - March 14	Post 16	36	16	£9,571
Performing Arts(Dance) National Award (Level 3)	Sept 13 - March 14	Post 16	24	8	£5,480
Politics and Government	Sept 13 - March 14	Post 16	24	16	£11,976
Psychology	Sept 13 - March 14	Post 16	68	24	£13,441
Public Services National Award (Level 3)	Sept 13 - March 14	Post 16	24	8	£5,480
The Welsh Bac	Sept 13 - March 14	Post 16	170	42	£29,571
Travel and Tourism National Award (Level 3)	Sept 13 - March 14	Post 16	22	16	£10,879
University of Newport Level 4 Courses	April 13 - March 14	Post 16			£4,500