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CYNGOR SIR
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ISLE OF ANGLESEY
COUNTY COUNCIL

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Prif Weithredwr – Chief Executive
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| RHYBUDD O GYFARFOD | NOTICE OF MEETING |
| PWYLLGOR SGRIWTINI PARTNERIAETH AC ADFYWIO | PARTNERSHIP AND REGENERATION SCRUTINY COMMITTEE |
| DYDD MAWRTH, 9 CHWEFROR, 2021 am 9.30 o'r gloch yb | TUESDAY, 9 FEBRUARY, 2021 at 9.30 am |
| CYFARFOD RHITHIOL (AR HYN O BRYD NID OES MODD I'R CYHOEDD FYNYCHU'R CYFARFOD) | VIRTUAL MEETING (AT PRESENT MEMBERS OF THE PUBLIC ARE UNABLE TO ATTEND) |
| Swyddog Pwyllgor | Mrs. Mairwen Hughes 01248 752516 Committee Officer |

AELODAU / MEMBERS

Cynghorwyr / Councillors:-

Y Grwp Annibynnol/ The Annibynnol Group

Gwilym O. Jones (**Cadeirydd/Chair**), Dafydd Roberts

Plaid Cymru / The Party of Wales

T Ll Hughes MBE, Vaughan Hughes, Alun Roberts, Margaret M. Roberts, Nicola Roberts

Annibynnwyr Môn/Anglesey Independents

Kenneth P Hughes, R Ll Jones

Plaid Lafur Cymru/Wales Labour Party

Glyn Haynes (**Is-Gadeirydd/Vice-Chair**)

Aelodau Ychwanegol/Additional Members (gyda hawl pleidleisio ar faterion addysg/with voting rights in respect of educational matters)

Ms. Anest Gray Frazer (Yr Eglwys yng Nghymru/The Church in Wales), Mr Dyfed Wyn Jones (Rhiant Llywodraethwr – Sector Ysgolion Cynradd/Parent Governor – Primary Schools Sector), Mrs Llio Johnson-(Rhiant Llywodraethwyr – Sector Ysgolion Uwchradd ac ADY/Parent Governor – Secondary Schools Sector and ALN) and Mr. Keith Roberts (Yr Eglwys Babyddol Rufeinig/The Roman Catholic Church)

Aelod Cyfetholedig/Co-opted Member (Dim Hawl Pleidleisio/No Voting Rights)

Mr. Dafydd Gruffydd (Rheolwr Gyfarwyddwr/Managing Director - Menter Môn)

A G E N D A

1 APOLOGIES

2 DECLARATION OF INTEREST

To receive any declaration of interest by any Member or Officer in respect of any item of business.

3 MINUTES (Pages 1 - 18)

To submit, for confirmation, the minutes of the following meetings:-

- Minutes of the meeting held on 22 October, 2020.
- Minutes of the meeting held on 10 November, 2020.

4 PROGRESS REPORT GWE - FORWARD WORK PROGRAMME AND SUPPORT TO SCHOOLS DURING COVID 19 PANDEMIC (Pages 19 - 230)

- Progress Report GwE 2020/21: support to schools during the Covid 19 pandemic;
- An Estyn terms of reference report regarding the work of the Authority to support learning communities within schools since March 2020.

5 SUPPLEMENTARY PLANNING GUIDANCE - FACILITIES AND ACCOMMODATION (CONSULTATION REPORT) (Pages 231 - 314)

To submit a report by the Team Leader, Gwynedd and Anglesey Joint Planning Policy Unit Service in relation to the above.

6 FORWARD WORK PROGRAMME FOR 2020/21 (Pages 315 - 322)

To submit a report by the Scrutiny Officer.

PARTNERSHIP AND REGENERATION SCRUTINY COMMITTEE

Minutes of the meeting held on 22 October 2020

- PRESENT:** Councillor Gwilym O Jones (Chair)
Councillor Glyn Haynes (Vice-Chair)
- Councillors Trefor LI Hughes, Kenneth P Hughes, Vaughan Hughes, Robert LI Jones, Alun Roberts, Dafydd Roberts. Margaret M Roberts
- Mrs Anest Frazer - The Church in Wales
Mr Keith Roberts -The Roman Catholic Church
- Councillor Llinos Medi Huws - Leader of the Council - Portfolio Holder (Social Services)
Councillor R Meirion Jones - Portfolio Holder (Education, Libraries, Culture and Youth)
Councillor Robert G Parry, OBE, FRAGS - Portfolio Holder (Highways, Property and Waste)
- IN ATTENDANCE:** Chief Executive
Deputy Chief Executive
Director of Function (Resources)/Section 151 Officer
Director of Education, Skills and Young People
Head of Highways, Waste and Property
Chief Waste Management Officer (MPE)
Head of Housing Services
Head of Democratic Services
Scrutiny Manager
Scrutiny Officer
Committee Officer (SC)
- APOLOGIES:** Councillor Nicola Roberts
Mr Dyfed Wyn Jones (Parent Governor - Primary Schools Sector)
Councillor Alun Mummery - Portfolio Holder (Housing and Supporting Communities)

The Chair welcomed all those present to the Committee's first Zoom meeting. He thanked the Scrutiny Manager and Scrutiny Officer for their support and training on Zoom recently.

1. APOLOGIES

As noted above.

2. DECLARATION OF INTEREST

None received.

3. MINUTES

The draft minutes of the previous meeting of the Partnership and Regeneration Scrutiny Committee held on 21 September 2020 were confirmed as correct.

4. COMMUNITY SAFETY PARTNERSHIP: ANNUAL REPORT 2019/20

Submitted by the Head of Housing Services - a report by the Community Safety Senior Operational Officer for Anglesey and Gwynedd on the Community Safety Partnership's activities during 2019/20.

The Council Leader reported that the Partnership is a statutory partnership between Anglesey and Gwynedd. She reminded the Committee of the financial cutbacks the Partnership has encountered. She stated that the community safety structures are now set regionally, and efforts are being made to ensure that no duplication occurs. Workshops were held with housing officers to address this issue, and move forward within the Partnership.

The Head of Housing Services reported that a statutory partnership has existed between Anglesey and Gwynedd for 22 years. The Partnership's commitment and engagement is evident through full attendances at meetings. He stated that although the Partnership has lost several grants and local co-ordinator posts, the work continues to move forward.

The Partnership is working towards the following priorities:-

- Reducing victim based crimes;
- Reducing anti-social behaviour;
- Supporting vulnerable people to prevent them becoming victims of crime;
- Raising confidence to report incidents of domestic abuse;
- Raising confidence to report sexual abuse;
- Addressing substance misuse in the area;
- Reducing re-offending.

It was noted that the Home Office compares and measures crimes by demographic regions, and results are presented to the Partnership every quarter. During lockdown, figures were presented to the Partnership every 2-3 weeks in order to ensure the availability of current information.

It was further noted that crimes reported to the Police across North Wales were down 29%, and 24.6% in Anglesey and Gwynedd between March and May this year. Increases in crimes were reported during June and July, and by September, the number of offences committed were similar to previous years. Increases in crimes were recorded in stalking and harassment, and hate crime, the latter resulting in verbal abuse.

The Head of Housing Services reported that the Partnership is looking into preparing an awareness campaign for social media platforms. He stated that the main challenges we face today are changes in criminality in our communities. Crime is now far reaching and complex, and technology is enabling a level of exploitative crime. Increases in domestic abuse have been reported, as well as two homicides over the past year.

It was highlighted that the needs of homeless citizens were given priority during the lockdown period, resulting in an increase in the number of meetings held between the Housing Department and Social Services Department.

Discussion focused on the following:-

- A question was raised on how the statutory Partnership is supporting and contributing to the effectiveness of the Partnership? The Head of Housing Services responded that the Partnership's commitment is robust, and excellent joint working is taking place within the Partnership. This is evident in financial applications that the Council has submitted recently, as well as in responses received to anti-social matters.
- Concerns were raised as to whether progress has been made in combating County Lines? The Head of Housing Services responded that the Partnership is utilising structures that are in place, and sharing intelligence to prevent crimes. It was noted that weekly meetings are being held between the Partnership and the Police.
- Reference was made to the increasing problem of knife crimes. The Head of Housing Services reported that the Council is keen to work in partnership with the Police and utilise the powers of the Police and Crime Act 2006. It was noted that currently, there are no statistics available on knife crimes, but the general number of crimes are stable.
- Clarity was sought regarding the increase in crimes committed by phone and online fraud. The Head of Housing Services responded that the Partnership is using technology to draw attention to such crimes, and the ease of committing these crimes from afar. It was noted that the Council's Trading Standards have identified and raised awareness of cyber crime, which has been shared with the Partnership.
- A question was raised whether there has been a need to change the Partnership's priorities over recent months? The Head of Housing Services responded that when the priorities were set, no one knew the impact Covid-19 would have, and the Partnership has had to adapt its way of working. The Partnership has prioritised and dealt with situations as they arose during lockdown, and convened workshops to discuss important issues. The Deputy Chief Executive responded that the Partnership has used data from the Police and information from behind closed doors eg; violence in the home. He stated that through the Partnership, resources from both authorities and the Police have been brought together to respond to the challenges that exist, because the need has increased. The focus has changed due to the nature of the crimes, and has been adapted due to Covid-19.
- Concerns were raised in relation to an increase in anti-social behaviour committed by younger, primary school age children since lockdown. It was

noted that people have become reluctant to report such crimes to the Police, due to the fear of reprisals. The Director of Education, Skills and Young People responded by stating that it is important to move forward and raise awareness in schools. It was noted that officers work with and target specific children, and teachers promote good behaviour.

- A question was raised as to whether tensions during lockdown with visitors to the area have been monitored and acted upon? The Head of Housing Services responded that in the early stages of lockdown, meetings were held between the Council and Police to deal with tensions, where a number of anti-social matters were raised and local Councils responded. He stated that the way forward is to recognise tensions early, and act upon each situation before it becomes an issue. By experiencing lockdown, there are now procedures in place to deal with problems as they arise, and arrangements are in place to hold regular meetings.
- Clarity was sought on the current situation regarding food banks. The Head of Housing Services responded that during lockdown there were four food banks in operation across the island, namely Holyhead, Llangefni, Amlwch and Menai Bridge. He stated that the food bank in Menai Bridge has now closed, and the remaining three food banks service the whole Island. It was noted that at present the situation is very stable, with sufficient food supplies and funds in reserve, should we encounter a second wave of Covid-19.
- A question was raised on the financial implications of Covid-19 on the Partnership. The Head of Housing Services responded that he did not have the financial details at hand, but would look into the situation.

RESOLVED:-

- **To note the contents of the report and attachments.**
- **To support the priorities and future direction of the work.**
- **The Head of Housing Services to look into the Partnership's current financial situation and report back to the Committee in due course.**

5. SCHOOLS' PROGRESS REVIEW PANEL

Submitted - a report by the Director of Education, Skills and Young People on progress made to date in relation to the Schools' Progress Review Panel's work.

The Chair reported that this year has been a very challenging time for schools, as they have had to change the way they operate, and adapt to becoming Care Centres for vulnerable children. It was emphasised that no schools had closed during lockdown, and successful outcomes were achieved between the Learning Service, Headteachers of Anglesey schools, and the Primary and Secondary Schools' Headteachers Forum.

The Chair reported that the Panel's work of monitoring standards in individual schools and convening meetings was put on hold during lockdown. It was noted that the Panel's meetings reconvened on 24 September 2020

The Chair reported that it is evident that joint working between the Learning Service, GwE and schools has been successful. He referred to an excellent presentation by Ysgol Gynradd y Fali on Teams, which was well received. Ysgol Gynradd y Fali made use of Teams technology to convene face to face sessions during the national lockdown, in an effort to identify any possible concerns or safeguarding issues, and as a means of keeping in regular contact with the pupils, and support their wellbeing during the challenging period. Positive feedback was received from both parents and pupils, and the sessions provided an opportunity to socialise. It was further noted that since lockdown, there has been a general deterioration in language and numeracy skills, which could have an impact on the children in future.

The Director of Education, Skills and Young People referred to this successful collaboration work as 'Tîm Môn', where all relevant parties pull together and share good practice in order to provide the very best standard of education for pupils.

In response to one of the Panel's key questions on areas to scrutinise, a member of the Committee questioned how the formula to fund secondary schools is decided? The Chief Executive responded that key aspects decide the formula for each school eg for a child in Key Stage 3, the school gets approximately £3,500 per child, and the formula increases in Key Stage 4. Funding for the 6th Form is provided by Welsh Government. It was noted that additional funding is available for children who have additional needs.

The Director of Function (Resources)/Section 151 Officer reported that each school receives a copy of the formula annually. He stated that the formula has to be fair to each school, although some Headteachers might argue that elements of the formula are unfair to their individual schools, if funding does not meet their expectations. It was noted that it is not the formula that is the issue, but the amount of money that is available. On Anglesey, the formula shares the funds available between the five secondary schools.

Members raised the following points during discussion:-

- The support provided to schools by the Panel during Covid-19 has been praised by Headteachers.
- Most teachers carry out excellent work. Concerns were raised that some proficient teachers are less confident in applying remote learning than others, and may need assistance.
- It was highlighted that presently there are technical and ICT issues in schools, which need to be resolved.
- A member of the Panel referred to the integral role that children and pupils play within Tîm Môn, due to their support in assisting schools during these uncertain times through conforming to the new regulations
- A question was raised as to whether the Council could take advantage of resources from outside organisations for learning. It was noted that the Learning Service works closely with GwE, Estyn etc, who provide training and guidance.

The Director of Education, Skills and Young People reported that each school has its strengths and room for improvement. He stated that the Learning Service has worked with leading schools in ICT to develop Model Môn across the Island. He further stated that they have prepared guidance and examples of good practice to assist other schools in raising standards in using technology. With regards to remote learning, there are digital champions in each catchment area. It was noted that the schools had initially changed the way they operated during lockdown, and concentrated on welfare and developing staff and pupils' skills in using digital platforms and technology in general. With regard to disadvantaged children, the Service has provided Chromebooks and devices to enable them to participate in remote learning, and is working together with the Children's Services and the Finance Department to achieve its objectives.

The Scrutiny Committee is satisfied with the Panel's Scrutiny work to date. The Panel has successfully concentrated on key areas of the Learning Service's response to Covid-19 and identified lessons learned in relation to the following:-

- The Learning Service and GwE have provided comprehensive training to schools;
- Remote learning arrangements have been implemented;
- Progress has been made in technology and the use of virtual lessons, and laptops have been shared with pupils;
- The Panel will be scrutinising GwE's Annual Report, as in previous years;
- It has become evident that some pupils have experienced a deterioration in their literacy and numeracy skills;
- The strengths of some teachers with regard to remote learning and technology has been highlighted.
- It was noted that the Panel's meetings are set to continue on a monthly basis.

The Panel is certain that robust measures are in place for responding to any future lockdown, which would involve school closures. Even though effective work has taken place, lessons have been learned through experience, which can be applied, as necessary.

RESOLVED:-

- **To note progress made in terms of the delivery of the Schools' Progress Review Panel's work programme which includes robust challenge of individual school performance.**
- **To note the work streams in place through the new arrangements and introduced as a result of the Covid-19 pandemic.**
- **That the Committee is satisfied with the robustness of the Panel's monitoring to date.**

6. GREEN GARDEN WASTE COLLECTION – CHARGING METHODOLOGY AND IMPLEMENTATION PLAN

Submitted - a report by the Head of Highways, Waste and Property on the

introduction of a chargeable Green Garden Waste collection service from 1 April 2021.

The Portfolio Holder for Highways, Waste and Property requested that the Committee considers the options presented and comments on the proposal to charge £35 per annum for the first green garden waste wheeled bin collection service, and £30 thereafter for each additional wheeled bin. He stated that the proposal is in-keeping with the Welsh Government's Waste Collection Blueprint, which recommends that Welsh local authorities should apply a charge for collecting green bin garden waste. It was noted that every County in North Wales is charging for the collection service. The Council has decided that there will be no charge for the service for cemeteries, places of worship or village/community halls. Payment for the service can be made by phone or online. The fee will be a contribution towards the cost of providing the service, and each bin will receive a sticker/address label displaying the current year on it.

The Head of Highways, Waste and Property reported that the Executive on 27 January 2020 agreed on the principle of charging for the green bin collection service. It was noted that not every household will want to sign up to the service, and this has been factored into the plan. With regard to staffing arrangements, two new temporary members of staff will be employed to administer the payments.

Members of the Committee raised the following matters:-

- Have any other North Wales authorities encountered any negative impact from charging to remove green garden waste, and, has fly tipping and people putting green waste in black bins increased due to the changes? The Chief Waste Management Officer responded that there is no evidence that fly tipping has increased, and people put black bins in green bins at present. He stated that the situation is difficult to monitor, without checking the contents of each individual bin.
- A request was made for phone payments to have a separate line for the Service, so that payments can be made directly. The Director of Function (Resources)/Section 151 Officer responded that the public will be encouraged to pay online, as the technology is in place, and the system is currently in operation.
- Could the green bin collection payment system be based on Council Tax banding? The Director of Function (Resources)/Section 151 Officer responded that the cost the Council would incur would be the same if a bin was full or half-full. If payments were based on Council Tax bandings, the online system would need to check the banding for each property, and this technology is not available in the Council.
- Would it be possible to pay monthly through direct debit for the service in order to be less of a financial burden on families? The Director of Function (Resources)/Section 151 Officer responded by noting that this would cause complexities as the public could start paying for the service and then decide not to continue with the payments, when they would have already received the sticker on the bin. This would require Council staff to collect the sticker

which would not be cost effective, and would increase the administrative work required.

- A suggestion was put forward that the Council could get additional income from composting green waste. The Director of Function (Resources)/Section 151 Officer responded by noting that there are specific conditions within the European grant which do not allow the Council to sell the compost generated from the green waste to generate an income. The Chief Waste Management Officer noted that there is a cost incurred in disposing of green waste.
- A question was raised as to what happens to the sticker on the bin if you move house? It was noted that a new sticker and green bin would be issued, and the service would continue from the new address.

RESOLVED:-

- **To recommend that the Executive accepts a charge of £35 per annum for the first Green Garden Waste wheeled bin collection service and £30 per annum for additional wheeled bins.**
- **That the additional expenditure budget required is funded from the income generated by implementing the charge.**

7. THE COMMITTEE'S FORWARD WORK PROGRAMME FOR 2020/21

Submitted - a report by the Scrutiny Manager.

RESOLVED to note the Committee's Forward Work Programme (September 2020 – April 2021).

The meeting concluded at 4.05 pm

**COUNCILLOR GWILYM JONES
CHAIR**

PARTNERSHIP AND REGENERATION SCRUTINY COMMITTEE

Minutes of the virtual meeting held on 10 November 2020

- PRESENT:** Councillor Gwilym O Jones (Chair)
Councillor Glyn Haynes (Vice-Chair)
- Councillors T LI Hughes MBE, K P Hughes, Vaughan Hughes, R LI Jones, Alun Roberts, Dafydd Roberts and Margaret Murley Roberts.
- IN ATTENDANCE:** Chief Executive,
Deputy Chief Executive,
Director of Function (Council Business)/Monitoring Officer (for item 4),
Director of Function (Resources) and Section 151 Officer (for item 4),
Interim Director of Social Services,
Interim Head of Adults Services,
Interim Director of Regulation and Economic (for item 4),
Service Manager – Learning Disability and Mental Health (BW) (for Item 3),
Head of Housing Services,
Principal Development Officer (TJ) (for item 4),
Finance Manager (CE),
Scrutiny Manager,
Scrutiny Officer (SR),
Committee Officer (MEH).
- APOLOGIES:** Councillor Nicola Roberts
- ALSO PRESENT:** Councillor Llinos M Huws – Leader and Portfolio Holder for Social Services (for items 3, 4, 5 and 6);
Councillor Carwyn Jones – Portfolio Holder (Major Projects and Economic Development)
Councillor Dafydd R Thomas – Portfolio Holder (Corporate Services).
- Ms Alwen Williams and Mr Hedd Vaughan Evans – North Wales Economic Ambition Board (for item 4),
Ms Bethan Jones Edwards – Head of Regional Collaboration (Denbighshire County Council) (for item 5),
Ms Nonn Hughes – Programme Manager, Gwynedd and Anglesey Public Services Board (for item 6),
Mr Emyr Williams – Chair of the Gwynedd and Anglesey Public Services Board (for item 6).
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1 APOLOGIES

As noted above.

2 DECLARATION OF INTEREST

None received.

3 YNYS MON COUNTY COUNCIL AND BETSI CADWALADR UNIVERSITY HEALTH BOARD SHARED SERVICE DELIVERY (POOLED BUDGET) PILOT - LEARNING DISABILITIES

Submitted – a report by the Interim Head of Adults' Services.

The Leader with responsibility for Social Services reported that the pilot scheme – learning disabilities sets out the priority for both the County Council and Betsi Cadwaladr University Health Board for the initial 12 months period to set up a project in an experimental model of pooled budgets. The pilot scheme is aimed to ensure that best use of funds, across the local authority and the health board will be used to make timely decisions in the day to day care and support for Learning Disabilities clients. The pilot scheme will have the added benefit of supporting the delivery of the North Wales Social Services and Wellbeing Improvement Collaborative Integration Agreement under Part 9 of the Social Services and Wellbeing (Wales) Act 2014.

The Interim Head of Adults' Services reported that it is an ongoing challenge to balance the needs of citizens within the financial allocation, but the pilot scheme, supported by a Section 33 agreement, highlights clear integrated planning. She noted that there are 36 jointly funded care packages for individuals who live within supported living which are incorporated into Phase 1 of the pilot scheme. She noted that this links to the supported living tendering process. It has been agreed that the full amount for the pooled budget will be transferred by April 2021 and that the management and administration of the budget will be carried out by the Authority as the host organisation. An independent evaluation of the pilot will be carried out by IPC in order to ascertain the success or otherwise of the project. The current total spend for the Health Board and the Local Authority is currently:-

- Health Board - £1,346,723.81
- Local Authority - £1,819,478.06

She further reiterated that this is a Phase 1 pilot for 12 months and an external evaluation of the pilot scheme will decide how to move forward after the 12 months period and the Regional Partnership Board will evaluate the progress of the scheme with quarterly report submitted to the Board.

The Committee considered the report and made the following points:-

- Questions raised as to how the signing of the Section 33 Agreement will manage any possible risks to the Council of introducing a pooled budget. The Interim Head of Adults' Services responded that the funding from both the local

authority and health board will not be increased and the Section 33 Agreement stipulates that neither organisation can withdraw financial commitment during the Phase 1 period of the agreement;

- Questions raised whether a similar scheme has taken place within any other local authority in Wales or England and whether lessons can be learnt from such schemes. The Service Manager – Learning Disability and Mental Health responded that a visit was arranged to Manchester to listen to their partnership board when consideration was undertaken in respect of initial discussion as regards to pooled budgets. She noted that the pooled budget initiative partnership in the Manchester areas was extensive with 10 local authorities, health board, CCG which commissions the health authority in England incorporated into the pooled budget scheme and it was evident that it was necessary to evaluate the progress of the scheme in phases;
- Questions raised as to what added value will derive from taking part in the pilot pooled budget scheme. The Interim Head of Adults' Services responded that the pooled budget scheme will give assurance that the resources are in place and can be managed as to how the funding will be spent. She noted that it will allow Officer's to gauge and gain overview of the value for money aspect of the scheme and whether the services afforded are adequate for the clients;
- Reference were made whether there will be an effect on the services to the 36 individuals who receive the support through the supported living scheme and whether their families are aware of the pilot scheme. The Service Manager – Learning Disability and Mental Health responded that the 36 individuals will not see any change to the services provided but it is hoped that decisions as regards to required services can be afforded speedily to the service users. She further noted that the families of the individuals are aware of the scheme.

It was RESOLVED to recommend to the Executive the approval of the piloting of a pooled fund between the Isle of Anglesey County Council and Betsi Cadwaladr University Health Board in a staged approach for the existing supported living budget for adults with learning disabilities residents in Anglesey who are currently jointly funded.

ACTION : As noted above.

4 GOVERNANCE ARRANGEMENT 2 - NORTH WALES ECONOMIC AMBITION BOARD

The Chair welcomed Ms Alwen Williams and Mr Hedd Vaughan Evans – North Wales Economic Ambition Board (EAB) to the meeting.

Submitted – a report by the Leader and the Chief Executive.

The Leader said that the EAB is committed to achieving the Final Deal Agreement with both the UK and Welsh Governments before the end of December 2020. She noted that it is considered that the EAB has now reached a milestone and there is a clear plan to the projects contained within the Growth Deal.

The Chief Executive reported that in 2016 the EAB adopted a Growth Vision for the Economy of North Wales. Based on the Growth Vision Strategy, a Growth Deal was

prepared and agreed by all the partners working with both the UK and Welsh Government and the private sector in October 2018. In November 2019 the EAB and the UK and Welsh Governments agreed the Heads of Terms, with a Final Deal Agreement to be completed in 2020. She expressed that it is important that the Council is part of the EAB and that a strong governance structure and working in partnership has been imperative in reaching the milestone of being ready to sign the Final Deal Agreement.

The Deputy Chief Executive reported that the Growth Bid does include a number of strategic economic development interventions and working in partnership the region can attract this investment; without the Ambition Board and the Growth Bid the resources would not have reach North Wales. The Growth Bid afford a level of activity and investments by the public sector to support the economy which has not been seen since the austerity period. The Business Plan attached report complies fully with the expectations and requirements of both the UK and Welsh Governments and which includes input from the private and public sectors. The Deputy Chief Executive further said Growth Bid will support the high value sectors to flourish and address structural, long-term barriers to economic growth. However, the Board is fully aware that in the short-term a range of actions will be needed to facilitate recovery and alignment between those short term measures and the Growth Deal is key. It is anticipated that the Growth Bid will attract 4,000 new employment opportunities and will generate between £2 billion and £2.4 billion GVA per year and will attract possible investments of over £1billion.

The Deputy Chief Executive further said that the anticipated direct benefit for Anglesey is as follows:-

- Direct investment in capital projects on Anglesey including Holyhead Gateway, Morlais and MSParc development;
- Supply chain and job opportunities for local companies from large capital project such as Morlais, Holyhead Gateway and other regional investments;
- Improved digital connectivity for businesses, residents and visitors and a 5G tested at MSParc;
- Access to new facilities, equipment, support and specialist research for food and drink businesses;
- Access to cutting-edge research and support on sustainable farming techniques for Anglesey's farming businesses through the Grwp Llandrillo Menai site in Glynllifon;
- Opportunities for renewable energy initiatives within the Smart Access to Energy projects, investment in a Low Carbon Centre of Excellence at MSParc;
- Demonstrator projects involving production of hydrogen from low carbon energy sources;
- Potential opportunities for strategic sites to be developed as part of the long-term Land and Property programme;
- Improved skills through biotechnology, low carbon centre of excellence, tourism and the rural economy.

The Director of Function (Resources) and Section 151 Officer reported that the Growth Bid will have an effect on the budget of the Council. Staffing costs to support the projects within the Growth Deal will be required for a period of 15 years.

The 6 North Wales local authorities and the partner organisations i.e. 2 Universities and 2 Colleges have agreed the funding with each local authority initially contributing £50k in addition to the £40k that was contributed to the EAB; therefore each local authority contributing £90k. These contributions will be reviewed annually to take account of any increase in pay and pensions costs. He noted that it is expected that the funding of the projects will take place in the first 6 to 7 years of the project but the funding will not be afforded to North Wales by the UK and Welsh Governments within a pattern of spending by the EAB but will be afforded through payments over the 15 year period. Therefore, the EAB will need to borrow money to facilitate the negative cash flow for the Growth Deal and the finance from the governments will need to be used to refund the borrowing strategy. It is accepted that interest will need to be paid on any borrowing and the overall interest costs which fall on the 6 authorities will be split on the basis of population, with Anglesey contributing around 10% to the annual cost. This will equate to £47k - £67k per year for this Authority but it was noted that these are estimated costs and there are potential risks as it will be dependent on the spending forecast of the Growth Deal and as to how much borrowing will need to take place when projects develop. The interest rate modelled was 2.2% but the actual interest rate may change depending on the type of borrowing undertaken, the timing of the borrowing and the economic conditions prevalent at the time. The Director of Function (Resources) and Section 151 Officer further said that business rates will need to be paid on rateable properties that will result from some of the projects and the Welsh Government have agreed in principle that 50% of the additional business rates generated will be transferred back to the EAB as a contribution towards the additional borrowing costs. He further said that the Growth Deal will identify the resources each project will receive and there will be a need to monitor these project to make sure that they do not overspend as there is no additional resources available.

The Director of Function (Council Business)/Monitoring Officer reported that a Governance Agreement 2 (GA2) is required and a copy of the draft GA2 was attached to Appendix 4 together with a summary at Appendix 3 of the report. The GA2 is designed to regulate the partnership between the 6 North Wales Local Councils and the 4 Colleges for the duration of the Growth Deal. She noted that the report will be submitted to the full Council to be held on 8th December, 2020 with the recommendations as set out in the report.

She referred to the Scrutiny questions at 4 and 5 within the report as to how the partnership will be regulated after the Growth Deal has been signed. Scrutiny and monitoring processes will be undertaken by the EAB with a membership consisting of each Leader of the 6 North Wales Councils, each of whom have a vote. The 4 Colleges will also be members of the EAB but will not have a vote as the EAB is a statutory joint committee. A Leader from each of the 6 Councils will be appointed Chair on an annual basis but will not have a casting vote. If any item on the EAB's agenda does not receive agreement, the item will be subject to a cooling-off period and will then return to the EAB for further consideration. If no agreements can then be reached by the EAB the proposal will fall. Owing to the statutory joint committee model agreed by the parties the agendas, reports and minutes will be published and available on the Council's website. She further referred to the Host Authority model which has been chosen by the parties with Gwynedd Council appointed as

the host authority. The Section 151 Officer and Monitoring Officer of Gwynedd Council will advise the EAB and its staff. HR, Audit and ICT services will also be provided by Gwynedd Council. The EAB will operate under the Standing Orders and Procurement Rules of Gwynedd Council. Any significant changes to the Overarching Business Plan, as well as any significant changes to the GA2, budgetary matters and any partners seeking to leave the EAB are all reserved matters which will need to be considered and approved by the full Council. The elected members on EAB will be subject to their Members' Code of Conduct as will Officers working for the EAB. The representatives of the Colleges will be subject to a Conflict Policy as they have no Code of Conduct. Decision records will be produced and published and a quarterly report will be submitted to each partner which will report on progress of individual projects including their financial performance. She referred to how Scrutiny of the EAB would work as set out in the third schedule to the report.

The Committee considered the report and made the following points:-

- Reference was made as to the possible risks of overspend within projects. Questions were raised as to how the economic projects within the Growth Deal will be managed if there is overspend in a particular project. The Leader responded that it has been raised as a risk at the EAB and mitigation measures have been put in place. She expressed that some of the projects within the Growth Deal are immature at present and still developing ideas but if other projects are more mature they would be prioritised. There are also other sources of funding for energy projects as well as the Growth Deal. She noted that there will be monitoring of the budgets by the host authority. Ms Alwen Williams (EAB) said that the role of the Officers within the EAB will be to manage the projects within the Growth Deal to the best possible standards. She noted that there is a possibility within some of the projects to create revenue investments that can be reinvested within the region;
- Questions raised as to how the EAB is going to adjust to the covid-19 pandemic and during the recovery period and Brexit. The Leader expressed that the Growth Bid is the main focus of the EAB but they have been able to collect evidence on the effect of the pandemic on the region as well as taking Brexit related factors into consideration. She expressed that it has been important that the Officers of the EAB have been able to carry on with their day to day work on the Growth Bid;
- A member referred to the strategic nature of the EAB and expressed the view that he would have expected that a Trade Union representative needed to be part of the EAB. The Leader responded that the matter needs to be considered by the EAB.

It was RESOLVED to recommend to the Executive and Council to approve the draft resolutions as worded in the report.

ACTION : As noted above.

5 ANNUAL REPORT : REGIONAL PARTNERSHIP BOARD (PART 9 : HEALTH AND SOCIAL SERVICES)

The Chair welcomed Ms Bethan Jones Edwards – Head of Regional Collaboration (Denbighshire County Council) to the meeting.

Submitted – a report by the Interim Director of Social Services.

The Leader with responsibilities for Social Services said that the Social Services and Well-being (Wales) Act 2014 requires that each Regional Partnership Board produces and publishes an Annual Report on its work and is submitted also the Welsh Government. The Act requires that local authorities make arrangements to promote co-operation with their relevant partners and others, in relation to adults with needs for care and support, carers and children. It places a duty on relevant partners to co-operate with, and provide information to, the local authorities for the purposes of their social services functions.

The Committee considered the report and made the following points:-

- Questions raised as to what extent is the pooled budget arrangement adequately robust for the provision of Care Homes across the region, and is it effectively managed. The Head of Regional Collaboration responded that Part 9 of the Social Services and Well-Being (Wales) Act 2014 stipulated that pooled budget is required as regards to Care Homes. It was noted that transactional arrangement have been put in place across the region for pooled budgets and has been signed by the partnership organisations. The Leader highlighted that there is a substantial risk as being part of the regional pooled budget in respect of this matter but measures have been put in place, in accordance with the expectations of Welsh Government as regards to pooled budgets and it safeguards the Authority and the region as a whole;
- Questions raised to what extent does the work of the partnership contribute successfully towards achieving the principles of the Social Services and Well-being (Wales) Act 2014 on the Island. The Interim Director of Social Services referred to 4 projects on Anglesey that has seen substantial process i.e. Resilience Families (due to the pandemic funding has been afforded to local communities to provide activities to children and families); CRT projects (Adults' Services) – a phased scheme within the local communities has been established to co-ordinate the services to support individuals and especially when people are discharged from hospital; Learning Disabilities (mapping work has been undertaken on the Island in respect of day care facilities for learning disabilities); Mental Health (discussions are currently been undertaken with partner organisations regarding the I Can funding and how it can be rolled out to support mental health issues within the Island);
- Questions raised as to how the membership of the Board changed since the introduction of the updated Part 9 Statutory Guidance in January 2019, and what additional value has this created regionally and locally. The Head of Regional Collaboration responded that the guidelines came to effect in January 2019 following Welsh Government consultation on the draft guidelines, additional membership of the Board has included representatives from Registered Social Landlords, Housing Services and Education Services representatives from local authorities. She noted that discussions are taking place to include two representatives from the Carer's Service on the Board locally. The Leader expressed that it is challenging that the membership of

such Boards is extensive and there is a need for the membership to be reviewed.

It was RESOLVED :-

- **To confirm that the Committee has taken into account the work that is required to be undertaken by the Regional Partnership Board;**
- **That the Committee notes the work and progress in 2019/20 on the work areas that are being taken forward regionally through the North Wales Regional Partnership Board.**

ACTION : As noted above.

6 PUBLIC SERVICES BOARD - SCRUTINY OF GOVERNANCE ARRANGEMENTS

The Chair welcomed Mr Emyr Williams, Chair of the Gwynedd and Anglesey Public Services Board and Ms Nonn Hughes, Programme Manager to the meeting.

Submitted – a report by the Programme Manager, Gwynedd and Anglesey Public Services Board.

The Leader said that the Authority is committed to the principles within the Well-being of Future Generations (Wales) Act 2015. The Council provides a range of services which will fulfil its individual well-being objectives, as well as contributing to supporting the well-being objectives of the Public Services Board.

The Programme Manager, Gwynedd and Anglesey Public Services Board reported on the governance arrangements of the Public Service Board. It was noted that the Public Services Board has four statutory members as stated in the Terms of Reference namely - The Local Authorities, Health Resources Wales and the Fire Service together with guest participants who contribute to the Board's duties. The Board has established Sub-Groups to support the delivery of its work. An update on the work of the Sub-Groups was included within the report. The four Sub-Groups are accountable to the Public Services Board in relation to any work commissioned. The Sub-Groups update the Board on progress quarterly, and during the meetings of the Board the update reports are challenged and discussed in detail. She further said that due to the covid-19 pandemic, the regional Coordination Group has agreed on areas that needs focus in the recovery of our communities from the pandemic. A workshop was held in September to discuss the role of the Public Services Board in the recovery of the pandemic, with particular focus on community resilience. Following the workshop it was agreed that the Public Services Board's priorities moving forward will be to continue with the core work of the Public Services Board as the current objectives and priorities of the Well-being Plan remain current. There will be an opportunity to revise the work streams of existing sub-groups by taking into account the findings of the workshop. Over the coming months all the sub-groups will give due consideration to adapting their work programmes and milestones. It was also agreed to undertaken further research in some areas, to ascertain the latest position such a financial poverty and unemployment.

The Chair of the Gwynedd and Anglesey Public Services Board said that the Public Services Board have been established in accordance with the Well-being Act but no financial resources has been afforded and it has been difficult to deliver. It was also emphasised that the Public Services Board is firm that they want to avoid duplication, as the purpose of the Public Services Board is to add value to existing schemes.

The Committee considered the report and made the following points:-

- Questions raised as to what extent are the reporting and monitoring processes on the work of the sub-groups sufficiently structured and robust, an ensure accountability of the sub-groups and hold them to account in terms of the implementation of the work programmes. The Programme Manager responded that the sub-groups update the Board on progress quarterly, and during the meetings of the Board the update reports are challenged and discussed in detail. The leaders of the Public Services Board sub-groups are members of the Public Services Board, and it is their responsibility to submit an action plan and details about delivery;
- Questions raised as to what extent are the arrangements to amend the work programmes' of the Public Services Board as a result of Covid-19 sufficiently robust in order to respond to current and possible future challenges. The Chair of the Public Services Board said that the Minister for Housing and Local Government has set out procedures and specifically in respect of community resilience. The Board's decision was be convene a workshop and numerous suggestions were received by partner organisations. He noted that lessons can be learnt from the pandemic as to the resilience of local communities and how to address issues without duplication of services afforded by statutory bodies.

It was RESOLVED to note the Gwynedd and Anglesey Public Services Board governance arrangements.

ACTION : As noted above.

7 FORWARD WORK PROGRAMME FOR 2020/21

Submitted – the report of the Scrutiny Officer.

It was RESOLVED to note the Work Programme from September 2020 to April 2021.

The meeting concluded at 4.30 pm

**COUNCILLOR GWILYM O JONES
CHAIR**

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| ISLE OF ANGLESEY COUNTY COUNCIL Scrutiny Report Template | |
|---|--|
| Committee: | Partnership and Regeneration Scrutiny Panel |
| Date: | 09 February, 2021 |
| Subject: | GwE's performance over the period of crisis and Estyn's terms of reference report regarding the Authority's work in supporting its learning communities in schools since March 2020. |
| Purpose of Report: | Summarizing the developments since March 2020 |
| Scrutiny Chair: | Cllr. Gwilym Owen Jones |
| Portfolio Holder(s): | Cllr. R Meirion Jones |
| Head of Service: | Rhys Howard Hughes, Director of Education, Skills and Young People |
| Report Author: Tel: Email: | Rhys Howard Hughes, Director of Education, Skills and Young People 01248 752916 Rhyshughes2@ynysmon.gov.uk |
| Local Members: | N/A |

| 1 - Recommendation/s |
|---|
| <p>To approve the contents of the report regarding:</p> <ol style="list-style-type: none"> 1) The performance of GwE over the period of crisis. 2) Estyn's terms of reference report regarding the Authority's work in supporting its learning communities in schools since March 2020. |

| 2 – Link to Council Plan / Other Corporate Priorities |
|---|
| <p>Direct link to Council Plan / transformation priorities.</p> <p>Aim: working towards an Anglesey that is healthy and prosperous where families can thrive.</p> <p>Objective 1: Ensure that the people of Anglesey can thrive and realise their long term potential. We will continue to raise standards in education and ensure that our young people have the correct skills for employment and training.</p> |

3 – Guiding Principles for Scrutiny Members

To assist Members when scrutinising the topic:-

3.1 Impact the matter has on individuals and communities [**focus on customer/citizen**]

3.2 A look at the efficiency & effectiveness of any proposed change – both financially and in terms of quality [**focus on value**]

3.3 A look at any risks [**focus on risk**]

3.4 Scrutiny taking a performance monitoring or quality assurance role [**focus on performance & quality**]

3.5 Looking at plans and proposals from a perspective of:

- Long term
- Prevention
- Integration
- Collaboration
- Involvement

[**focus on wellbeing**]

4 - Key Scrutiny Questions

1. How have the Learning Service and GwE adapted their ways of working as a result of the pandemic to respond to the requirements of Anglesey's children and young people, and to provide them with the best possible education?
2. What support have the Learning Service and GwE provided to the individual schools during the pandemic in terms of distance learning and blended learning?
3. Is there inconsistency in the provision across the schools? And if there is, what are you doing about this?
4. How do you continue to monitor and evaluate the quality of learning provision on the Island?
5. To what extent do the Learning Service and GwE succeed to support the welfare of teachers and staff and their professional development in order to develop new and necessary skills to respond to the pandemic?
6. What support has been given to the Welsh language during this period, especially where Welsh isn't the language of the household?
7. What lessons were learnt during the period that will steer the work programme during the years to come, and what good practice will continue following the pandemic?

Estyn's Report:

1. What good practice by the Learning Service and individual schools has been acknowledged by Estyn?
2. What support has been given to the wellbeing of pupils (especially the most vulnerable pupils) during this period?
3. What areas for development require attention during the coming months?

5 – Background / Context

As a result of the Covid-19 crisis, the national regime for reporting on outcomes has changed. There is a regional agreement in North Wales regarding the reporting regime in the 6 Local Authorities. Point 1 below reflects this regime.

1. A report to the Local Authorities' scrutiny committees on how the regional consortium, in partnership with the Local Authorities, have developed and adapted in order to support schools during the COVID pandemic – with a specific report regarding developments in Anglesey.

2. Estyn's Report:

Early during autumn term, Welsh Government asked Estyn to conduct a review of local authorities' work to support their learning communities in schools and pupil referral units (PRUs) during the period of crisis.

This letter outlines the outcome of this work in Anglesey Local Authority.

6 – Equality Impact Assessment [including impacts on the Welsh Language]

N/A

7 – Financial Implications

N/A

8 – Appendices:

Report to the Local Authority Scrutiny Committees October 2020 including a specific Appendix for the Anglesey Scrutiny Committee.

Appendix 1 – A summary of the work done

Appendix 2 – Professional Learning

Appendix 3 – Covid-19 – Risk Assessment Dashboard

Appendix 4 – Accelerated Learning

Appendix 5 – Professional Offer – 2020-21

Estyn's Report – The local authority's work in supporting its schools

9 - Background papers (please contact the author of the Report for any further information):



REPORT TO LOCAL AUTHORITY SCRUTINY COMMITTEES Autumn 2020

Report by: GwE Core Leads

Subject: GwE work programme and support to schools during the COVID Pandemic

Purpose of the report

To present a report to Local Authority scrutiny committees on how the regional consortium, in partnership with the Local Authorities, has evolved and adapted to support schools during the COVID pandemic.

Background, context and outline

Staff in the Local Authorities and GwE have adapted their work in order to continue to provide effective services and support for all their school communities during the COVID pandemic. During this very difficult period, GwE have kept true to their vision and values as an organisation that is continually learning. The OECD's transversal themes of Trust, Thinking together, Time and Technology have remained at the heart of the work with schools and partners.

The service in its entirety has re focused several times during this period to meet the needs of the range of stakeholders. The ability to be flexible and agile and to work effectively together in different teams, often cross sector, has had significant impact on organisational behaviour and external perception. At the heart of the refocusing has been the need to ensure that the well-being of school leaders, their staff and learners is paramount to the decision-making and ensuring that the right level of support, operational or professional, can be directed accurately by the service. Regular contact with school leaders has been well received and has contributed to Head teachers feeling that they could turn to a professional colleague to share challenging issues and to find solutions to address day-to-day issues. These included operational discussions on opening school safely as well as professional discussions regarding distance and blended learning.

Weekly staff meetings have contributed to a consistency of approach in ensuring common messages to school teachers and leaders. There has been a strong emphasis on modelling appropriate and supportive behaviour throughout the period. This has included very regular contact with headteachers to ensure that they get the appropriate support to operate effectively and also as a sounding board to support their own well-being. Further support for senior leaders well-being has been provided through a series of workshops and webinars which will support their resilience during

this difficult period. GwE staff are also conducting face to face pastoral visits to schools during the autumn term on behalf of the Local Authorities.

GwE sees itself as a partnership organisation, especially with the Local Authorities and even more so during the lockdown period and in moving forward. GwE have worked effectively with Welsh Government on policy and continuity of learning. It has also worked consistently with the other regions and with Estyn in preparing guidance and resources for distance and blended learning and to provide advice on formative and continuous assessment. It has also strengthened the working relationship between those parties with positive professional exchanges, ensuring that the stakeholders are getting quality advice and resources.

One of the main strengths of work across North Wales has been the consistent messaging from the six local authorities through their political education portfolio holders and directors working with GwE to have one common message for the schools in North Wales. This consistency of messaging has been not only welcomed by schools but also by teacher unions and non-teaching unions who welcomed the clarity of messaging and support for their staff. One such example is the operational group of local authority and regional staff working on and developing risk assessments policy, advice and guidelines, and creating a regional dashboard which is a strong foundation for all schools to be able to reopen with risks being identified and locally managed and supported.

The six local authorities and GwE have taken a collegiate and collective regional approach to supporting schools throughout the COVID pandemic. This was clearly demonstrated in the consistent regional approach in developing a supportive framework to ensure that all regional schools had the right policies in place together with a comprehensive risk assessment in order to create a safe environment to welcome the children back into schools.

The framework included resources to support planning for:

- 1) Health and safety requirements
- 2) Site and facilities arrangements
- 3) Transport
- 4) Staffing arrangements
- 5) Blended teaching and learning
- 6) Inclusion and pupil support
- 7) Key management tasks.

Teamwork, joint working and collaboration has also been at the heart of the work with schools. All schools in the region are part of a cluster or a forum where they can come together to discuss operational issues as well as sharing best practice regarding distance and blended learning. This joint work facilitated by GwE staff has been very successful and sets a very strong infrastructure in place for future work and working relationship across the region.

One noteworthy aspect of the work has also been the bespoke nature of support for teachers and schools. GwE have worked on the strengths of individuals within the team and redeployed them where they have provided the maximum impact in their roles in supporting individual local authorities, schools, clusters, subject and phase networks. This bespoke provision of support based on strong principles of collaboration, exchanging and sharing and developing the best practice is a key learning principle that we will continue to develop in the next stages of evolving the service.

Schools who were causing concern prior to lockdown have had access to clear and targeted support to help them through this difficult period. This has been at several levels including network support, support to senior leadership and middle management in those schools and support with provision of

distance and blended learning. Schools that have found the lockdown and post lockdown period difficult due to staff having to self-isolate have been supported in various ways. This has included modelling of exemplar materials, webinars, shared materials and resources. Also, GwE staff directly leading, directly teaching in schools or providing distance learning to learners.

A lot of time and energy have been put in place to contact international experts and to research international practice to learn and establish the principles of effective distance and blended learning. Discussions with international colleagues including the OECD have also deepened thinking within the organisation. GwE have provided practical support for leaders to enable them to consider their whole school strategic planning of provision for distance and blended learning, refine and evaluate their evolving provision and consider planning for various scenarios where pupils may be in school and / or at home over the coming academic year. This has supported schools to have a better strategic overview of their provision.

GwE is also supporting schools in evaluating the quality of their blended learning and distance learning provision, sharing local examples and case studies of effective provision to reduce variation where it exists. Live streaming is developing well and enhancing the blended learning experience. Schools now realise that COVID will be with them for an extended period and are planning more strategically and effectively.

Self-evaluation and improvement processes have become an intrinsic part of the work of schools. As schools and settings are becoming more confident with the delivery of learning at a distance, so they will be better able to adapt their self-evaluation processes and tools to monitor, evaluate, review and revise if appropriate, the provision.

School leaders acknowledge that one of the greatest challenges to the delivery of blended and distance learning has been and continues to be ensuring that staff and pupils have the necessary skills' set and resources available to them. There has been a rapid pace of upskilling for some staff to move to digital platforms. Schools have undertaken a range of planned professional learning offered by regional consortia around the use of digital technology to support learning. This has also proved to be an opportunity as a greater number of practitioners are now able to confidently use an increasing range of technology to support learning.

Many schools acknowledge that parental engagement has been a key factor in securing effective distance/blended learning. GwE and the Local Authorities have provided a range of guidance to support school in improving parental engagement, including the sharing of good practice.

Many schools also acknowledge that there are ongoing operational challenges that change on a day-to-day basis, where a range of scenarios have to be planned for including cohorts of learners self-isolating or individual / small groups of learners and staff self-isolating. There are many examples of how schools are managing these complex situations well, having clear whole school strategies. GwE and the Local Authorities continue to support schools, using clusters and networks of schools to support each other and share resources and strategies.

GwE have also adopted a regional approach to accelerating learning, working on a tri-level approach which includes universal support led by the consortium, targeted support jointly led by the consortia and the local authority, with the acute being the responsibility of the local authority. This work has been developed on an evidence base approach working closely with Bangor University and regional staff to ensure a range of high-quality resources to support physical and emotional wellbeing, literacy and numeracy, these being made available to all learners across, all age range in all schools. The impact of this work will be captured through a regional dashboard which will include all grants made available to schools by Welsh Government during this financial year.

During the autumn term, GwE have provided opportunities for schools to form alliances or to work within developed clusters to address gaps in provision and alternative ways of delivery to meet any future lockdown scenarios. This work will:

- Identify, develop and share blended learning resources within the cluster/alliance and with other regional clusters/alliances;
- Ensure all identified and developed resources are submitted through their Supporting Improvement Adviser to be included on the GwE Support Centre;
- Support schools within the cluster with their provision to meet any future 'lockdown scenarios';
- Prioritise additional support for the secondary sector in preparation for the awarding of examination grades in 2021.

Schools in the GwE region will have a significant collection of resources for each age group.

The GwE Professional Offer for this academic year has been rationalised and concentrates on 5 main areas: Wellbeing, The Reform Journey, Developing the Workforce, Accelerating the Learning and Digital Learning. In addition, GwE will continue to facilitate cluster working to support the development of Curriculum for Wales, ALN Transformation and the Welsh Language.

During the COVID period GwE has continually reflected on the effectiveness of the work. Both internal and external resources have been used to ensure that we have a balanced perspective on the quality of the work. This has included working with the Education Development Trust and Steve Munby to develop the organisation and plan our future infrastructure.

Main outcomes and impact of the work

- Effective collegiate and collective regional approach between the six local authorities and GwE.
- Joint working has ensured strong governance and regional consistency in support, messaging and guidance given to schools.
- Strengthened collaboration between peers at a cluster/forum level has ensured effective co-constructed strategic thinking and direction.
- Clear regional and local approach in place for effective repurposing of both the service and its schools.
- Schools are well informed and confident that effective support is available should any needs arise.
- School leaders' wellbeing supported through regular and clear communication.
- Clear guidance given on how to prioritise and structure both Distance and Blended Learning.
- Schools provided with coherent guidance and resources to effectively support vulnerable learners with their wellbeing, engagement and learning.
- Best practice being shared across schools and clusters, i.e. engaging with reluctant learners and families, digital platforms and communication systems, blended learning models, etc.

Other outcomes and impact

- Effective communication provided via single point of contact (SIA) for school leaders and ease of access to support.
- Schools have been able to remain open to key workers in the event of staff shortages.
- Schools are well informed and confident that support is available should any needs arise. School leaders' wellbeing is supported through regular communication.
- Shared understanding of the importance of the welfare of pupils, parents and staff
- Clear guidance given on how to prioritise and structure both Distance and Blended Learning.
- Schools having access to a wealth of quality resources for reference as they plan for and deliver distance and blended learning.
- Comprehensive distance and blended learning models available for schools to adopt, adapt or refer to. This has in turn ensured strengthened leadership and improved balance of work that can be completed at home.
- Co-ordinated approach to supporting schools which has led to greater consistency and quality of distance and blended learning across the region.
- Best practice being shared across schools i.e. engaging with reluctant learners and families, digital platforms and communication systems etc.
- Strengthened use of ICT to enable effective communication between schools, within schools and with school stakeholders.
- School staff being upskilled through the use of a digital platform for professional development.
- Information shared with the LA is up to date and timely support is given to any School.
- In conjunction with the LA, ensured that the process of appointing school leadership candidates is appropriate and fair.
- Consistent messages disseminated to schools by GwE / LA officers.
- Strengthened collaboration between peers at a cluster level through digital means ensuring co-constructed strategic thinking.
- Strengthened collaboration between local authority officers and GwE.
- Clear regional and local approach in place for adapting schools for different purposes.
- Effective cascading of key messages to school staff to ensure consistency and clarity.
- Increased collaboration between regions and other stakeholders.
- Increased understanding of key messages and work streams.
- Stronger awareness amongst school leaders of effective strategies to ensure continuation of school business.
- Quality Professional Learning developed in readiness for future needs.
- Newly Qualified Teachers having clarity regarding completing their induction year.
- Strong partnership work with Bangor University to ensure initial teacher training students have clarity on the appointment system for next year.
- Strong partnership working with Caban to ensure increased research opportunities and recognition of excellence by School staff.

Next Steps

1. Support schools to implement the recommendations of the Design and Delivery Board for the awarding of qualifications in summer 2021.
2. Continue to work closely in partnership with Local Authorities to support the wellbeing of Head teachers and school staff.
3. Deliver an effective professional learning offer to support schools to address immediate needs and to implement the Welsh Government reform journey

4. Continue to support clusters/alliances to plan for the continuity of learning so that they can effectively meet any future lockdown scenarios.
5. Strengthen the culture, behaviour, systems and processes so that leaders and teachers are incentivised to adopt a collegiate approach to school improvement.
6. Develop a regional qualitative framework for holistically capturing and evaluating progress in a school.

Supporting Documents

- Appendix 1 – Summary of work undertaken
- Appendix 2 – Professional Learning Report
- Appendix 3 – Risk Assessment Dashboard
- Appendix 4 - Accelerating Learning Programme (ALP) Resources
- Appendix 5 - GwE Professional Offer 2020-21

Appendix to Anglesey Scrutiny Committee

This has been a very challenging period for all Anglesey schools and for us as a service. However, there have been many exciting and interesting developments in schools across Anglesey as everybody modifies their approaches to ensure that the County's pupils receive the best possible provision in these turbulent times.

A strong partnership exists between the Learning Service and GwE and everybody's role in the programme work has been clear all along. This period has enabled us to strengthen our relationship as we support one another in our work e.g. by introducing and supporting Risk Assessment procedures and producing guidance for using Live Streaming in classes. Similarly, the link and communication is equally strong between schools and GwE. Throughout the pandemic, collaboration between the Learning Service, GwE, and schools has been effective, open, transparent and constructive. In the spirit of collaborating to face the challenges imposed on us by the pandemic, GwE's Supporting Improvement Advisers have also been supporting in school care hubs and in charge of two schools in the short term in the head teacher's absence. The Anglesey Team working principle is fundamental to the clear approach and lines of communication between everybody. As a result, specific support has been tailored to the needs of every school and subsequent actions are very robust.

Supporting well-being has been a main priority in our work over the period in question. GwE Advisers have been in regular contact with individual head teachers (via virtual meetings or telephone conversation) to offer support as required. The frequency of contact has varied according to recognition of heads' needs, their specific circumstances and wishes. Once the restrictions were eased, and in keeping with relevant risk assessments, face-to-face pastoral visits were held with those head teachers who wanted us to do so, almost all of whom appreciated the support and valued the visits.

Attempting to ensure that the Welsh language does not lose ground has been at the forefront of our minds during this time, and both GwE and the Learning Service have endeavoured to support schools' attempts to ensure that this does not become the case. Specific resources have been shared in cooperation with the Language Units, which are available to all schools, and a number of other resources have been shared via GwE's Support Centre - e.g. a ready-made School Development Plan Priority to develop the Welsh language, resources to promote Welsh oracy, language-modelling resource, guidance to support parents etc.

There are numerous examples of schools supporting non-Welsh speaking parents in order to ensure that pupils continue to be exposed to the language over the period. These examples include sharing good practice through purposeful videos, e.g. School staff reading stories every night to children and sharing videos to support Welsh oral development via Google Classroom.

Primary:

Collaboration structures amongst nearly all of the Island's schools have been successfully developed over the period. In cooperation with GwE, groups of primary head teachers and school management teams in several catchment areas in Anglesey have been collaborating on writing and driving an 'urgent' priority and long-term priorities in areas such as Well-being, Welsh oracy and Curriculum for Wales preparations. Not only does this ensure the sharing of good practice amongst schools, it also ensures that the education system continues to develop capacity for self-improvement.

The manner in which Anglesey schools have risen to the challenge of delivering a 'Remote Learning' or 'Blended Learning' provision to ensure continuation of learning, regardless of the situation they were confronted with due to the pandemic, has been commendable. Many of the schools have made effective use of the models and resources made available to them by GwE to support teaching/learning approaches, and a group of them have also worked on producing and trialling a number of these tasks.

Under GwE's guidance, teachers from more than one catchment area have formed pedagogy groups and have met regularly over the lockdown to share successful practice and continue to promote a positive mindset amongst learners, staff and families. This has supported schools' remote/blended learning approach as regards ensuring continuity and consistency of learning.

Primary schools in one catchment area in the Northern part of the county have been trialling 'Live Streaming' techniques over the lockdown. Supported by the Learning Service and GwE, they went on to produce a guidance protocol for all schools. This was regarded as successful practice to be shared across the Region and they have since created a Webinar to provide guidance to all schools in North Wales.

This is not the only example from Anglesey where very good practices have been identified to be shared across the Region. Two small schools from the heart of the Island have been chosen to share their practices, and put together a webinar to display how they have been able to minimise workload/support each other as staff and share good practice for the benefit of pupils through their established collaboration approaches. This collaboration and sharing of good practice are ongoing as the County's schools move through the next stage of the 'new normal'. In the primary sector, via collaboration with GwE and the Learning Service, schools have embarked on the collation and sharing of good practices. As regards the work promoted by GwE, schools are encouraged to share practice across their clusters in the first instance, and on a wider platform thereafter - via GwE's Support Centre - for regional delivery. This will again serve as an opportunity to cascade successful practice and capture the best practice on a local, county and regional level.

Primary schools have been making effective use of the 'Accelerated Learning' resources in order to develop their basic skills after a period of not being able to access regular formal education. There are numerous examples of schools making effective use of the Accelerated Learning resources created by GwE, the impact of which is beginning to emerge - e.g. Results from one school in the centre of Anglesey have improved significantly overall in reading skills over a short period of time.

We have actively ensured that any school 'causing concern' receives effective support at a time when it is not practically possible to visit to conduct monitoring and measure progress. There are numerous examples of this support having involved regular virtual pastoral visits, joint-evaluation of pre-recorded lesson presentations, feedback and co-construction of a protocol on what is expected in terms of book content.

GwE has conducted a number of training and support sessions for schools across the Region on topics such as pedagogy, well-being, ICT amongst others - and almost all Anglesey schools have made effective use of these. For instance, almost two hundred Primary and Special teachers attended a drop-in surgery with Anglesey's Supporting Improvement Adviser to provide guidance on Blended Learning, Accelerated Learning resources and the latest technologies. In addition to the training sessions, Advisers have regularly been attending virtual heads' meetings to provide guidance on several issues such as use of grants, risk assessment, learning continuation plans, and performance management amongst others.

Moreover, the Learning Service and GwE have conducted a session on Schools as Learning Organisations for Head teachers. Incorporating the SLO mind-set will help schools to face the current challenges and plan to respond successfully to the requirements of the reform journey in future.

All of Anglesey's schools have been successfully developing their staff to use technology to continue with learning. Guided and supported by the Learning Service and GwE, we have been conducting bespoke virtual training sessions in order to upskill and develop ICT skills, and to promote Digital Champions in every catchment area to collate and share good practice and to support individuals as and when necessary. Schools are now better prepared to take on future technological changes, and have made strides in their Professional Learning over the period.

Secondary:

Since the announcement in the Summer about the re-opening of schools, and the urgent need to ensure that learning could continue in the form of 'blended learning' - there has been an intense focus across every secondary school on upskilling staff for them to have the appropriate skills to get pupils to engage in effective digital learning. This has been done formally via training days, informal and voluntary training often by teachers outside of school hours, and by teachers in their day-to-day work. School based training days have also helped schools and teachers to prepare for the challenges. We have supported this training at GwE by sharing ideas about blended learning in heads' and teaching and learning forums, and supporting digital training by demonstrating Hwb resources such as Screencastify and Fligrid, in addition to individual discussions with leaders and teachers. Learning models and various resources are available on GwE's resource centre too, which schools use. These sessions have been well supported and attended by schools.

Alongside this, there has been a focus on the nature of teaching and learning. Discussion and implementation of blended learning methods have resulted in teachers often having to rethink and rework their teaching and learning approaches (how to question effectively, how to report etc.). It is fair to note digital learning has been new to us all, resulting in a giant leap in professional learning. There has been a staggering improvement in the digital skills of staff across the five schools, and an impressive amount of work has been undertaken in a relatively short space of time. According to one head teacher: "*Teaching and learning have changed dramatically during the Covid period and what is now considered as being 'good' is very different to what is used to be*".

Schools are flexible in their delivery of blended learning. Some schools choose to stream some lessons live to groups of pupils; others have used a more 'blended' approach - some live lessons, some non-simultaneous learning via pre-recorded videos or PowerPoint presentations and tasks through the virtual classroom. Overall, the majority of 'live' lessons have been delivered to years 12 and 13. All schools have commented very positively on the effort, commitment and readiness of staff to adapt to new teaching methods.

Schools have adapted to the needs of learners and teachers over the term about how they engage with learning for pupils isolating, or during the fire-breaker week. Senior management teams in the five schools ensure that pupil feedback informs planning for Blended Learning. In one school, findings from pupil questionnaires showed that they enjoyed a variety of tasks including voice-over by the teacher and access to a 'live chat' in order to check understanding. Overall, comments from learners and parents have been encouraging in the five schools.

A very robust learner engagement strategy has underpinned the teaching. Attendance in lessons has been monitored thoroughly through SIMS or Class Charts and parents have been contacted in the case of pupils' non-attendance. In some instances, these phone calls have been made by the SMT, to emphasise the importance of engagement. Engagement improved during the fire-breaker, in comparison with the previous lockdown. One school noted that a good number of pupils in the higher sets were engaged however ensuring engagement with some pupils in the lower sets proved to be more challenging.

Some schools have reported issues with their 'broadband', which limits the number of live lessons that can run simultaneously. The Learning Service and GwE have collaborated to attempt to ensure that all learners have access to a Wi-Fi enabled device at home.

Special

Since the beginning of the first lockdown in March 2020, the Special Education Service in Anglesey have responded successfully to the diverse needs of the children and young people in their care.

Based on careful and comprehensive risk assessments, they have set the "wellbeing" of learners, their families, staff and the wider school community as a main priority and have successfully acted to support them. The extra commitment shown during weekends and school holidays has been a feature of this support and is "best practice" within the ALN sector. The strong relationship and support from the Learning Service in line with the support from the Governing Body, has been a factor when establishing this effective practice.

Curriculum revisions and other revisions have continued at a sensible pace during the period, and current improvement plans reflect a set of honest and achievable aspirations in the context of the current pandemic.

Throughout this difficult period, the schools and learners have continued to achieve and succeed. Professional Learning has been an ongoing priority e.g. an "ELKLAN" accreditation was achieved for a whole school communication environment during the period. Learners continue to achieve through effective ongoing learning, with appropriate support at home and detailed attention to every child's development.

The next steps:

The majority of schools intend to focus on digital skills development, linked to the new curriculum. Preparations for the new curriculum and proposed ALN revisions are a priority for every school. Schools are also planning how best to use GwE's Professional Offer to support these areas. GwE will be delivering a combination of generic and bespoke support for schools to develop blended learning further.

Primary and secondary schools will have the opportunity to share jointly developed resources to help ensure that statutory requirements are met. In the primary sector, schools are still collaborating within their catchment area clusters to create and share teaching and learning resources. This will serve to provide local support in the first place, and will then contribute to a regional resource bank to support schools across North Wales with their educational provisions for pupils. In the secondary sector, schools have formed a Professional Learning Alliance guided by the CAMU group with the intention of sharing resources in the first place and then regional distribution via the GwE Support Centre. Collaboration will then take place on areas such as the Curriculum for Wales and any requirements (not yet defined) for formal assessment processes that could become a requirement in KS4 and KS5. These clusters/alliances are funded via the consortium.

Schools will need to review and adapt their monitoring and quality assurance arrangements as the work progresses and take into account adaptations to risk assessments in order to undertake the work effectively.

We have been working closely with advisers from other Consortia across Wales to ensure that effective Leadership Development Programmes are available virtually to the workforce. They are available to practitioners at every stage of their career - from newly qualified teachers to experienced head teachers starting next term to support leaders at every level. We intend to continue to look at what leaders really need during these unprecedented times to allow them to lead their schools successfully.

Summary of work undertaken

Phase 1: Pre-lockdown

- Communication strategy agreed with Directors of six local authorities.
- Regular phone contact with each school through SIA to support head teachers to keep schools open and assuage concerns.
- Deploy GwE staff in schools and PRUs where identified to support them to stay open.
- Deploy GwE staff in the authorities to support them with essential services.
- GwE teams upload initial resources to a designated Google classroom to support schools with initial planning for distance learning.

Phase 2: Supporting schools at the beginning of lockdown

- Keeping regular contact with schools in order to ensure health and wellbeing of both staff and pupils.
- Continuing to support individual schools or Hubs when there was a shortage of staff to attend.
- Upskilling of GwE staff for digital learning.
- Developing guidance, support and learning resources for schools to begin to support distance learning in schools.
- Supporting schools with Digital Learning and producing useful 'How To' videos so that teachers can develop and vary their distance learning methodology.

Phase 3: Distance Learning (DL)

- Developed distance learning guidance for schools in collaboration with other regions.
- Initially, google classrooms populated with appropriate materials and ideas for all Key Stages to refer to.
- Support to enable leaders and teachers to act in line with best practice in creating and using online learning resources.
- Effective DL Models were developed in GwE and were shared nationally and adopted by all regions.
- Schools, leaders and teachers were encouraged to share resources across the system and to encourage schools to use Hwb to share their approaches, plans and learning resources.
- Ensured all learners have an equitable access to learning and learning resources.
- All SIAs to have appropriate Professional Learning as to what makes effective DL.

Phase 4: Supporting schools to re-open

- Joint work with 6 Local Authorities.
- Establish clear lines of communication with key stakeholders.
- Weekly meetings with Directors and Education portfolio holders.
- Created a Policy Framework and Dashboard.
- Modelled risk assessment for each sector.
- Regional and local roles identified in supporting vulnerable learners.
- Upskilled GwE staff to support school leadership in these areas.

Phase 5: Blended Learning

- Upskilling of GwE team with international research on blended learning.
- Naturally blending Curriculum for Wales into current practice.
- Multi-disciplinary units to consolidate and develop skills.
- CAGs / Qualifications / Exams.

Phase 6: Accelerating Learning / Recruit, Recover and Raise Standards (RRRS)

- Regional approach to Accelerating Learning / RRRS – included Physical wellbeing; Emotional wellbeing and Literacy and numeracy.
- Evidence based approach based on research.
- Triangle of need – GwE leading the universal, GwE and Local Authorities targeted and Local Authorities leading the acute.

Phase 7: Deepening collaboration and developing robust networks

- Work within developed collaborations or opportunities to form alliances to address gaps in provision and alternative ways of delivery to meet any future lockdown scenarios.
- Clusters and alliances to identify the appropriate level of support which will be required for the different scenarios.
- Facilitate schools supporting each other in this time of crisis. Each cluster or alliance supporting each other by sharing plans and resources so that schools can respond to different operational scenarios that they might find themselves in.
- These resources will be collated regionally, ensuring a significant bank of quality resources for all age groups across the school system in North Wales.
- The aim of the work is to reduce workload and reduce pressure on schools.
- Provided rationalised Professional Offer to support clusters and individual schools.



Professional Learning



REPORT ON PROFESSIONAL LEARNING OFFER IN RESPONSE TO COVID-19

Background and context

The response to COVID-19 has dramatically changed our lives. In this challenging context, the education system and schooling has been significantly disrupted but remains of central importance.

On 23rd March, schools were re-purposed to support children of key workers and some vulnerable learners whilst also supporting all learners to stay safe and keep learning at home.

At this time, schools and settings were advised to make all efforts to:

- keep all children safe and well;
- offer access to childcare for critical workers;
- ensure learners who are at most risk are being supported;
- support the well-being of the education workforce;
- allow learners to access learning through digital or other accessible methods in a practical and uncomplicated way;
- support all partners' shared understanding of how effective, organised distance learning can provide a breadth of learning experiences;
- support parents/carers access to guidance to understand their role in supporting their children within distance learning;
- support the well-being and basic skills of learners through effective contact and communications.

Background and context (cont'd)

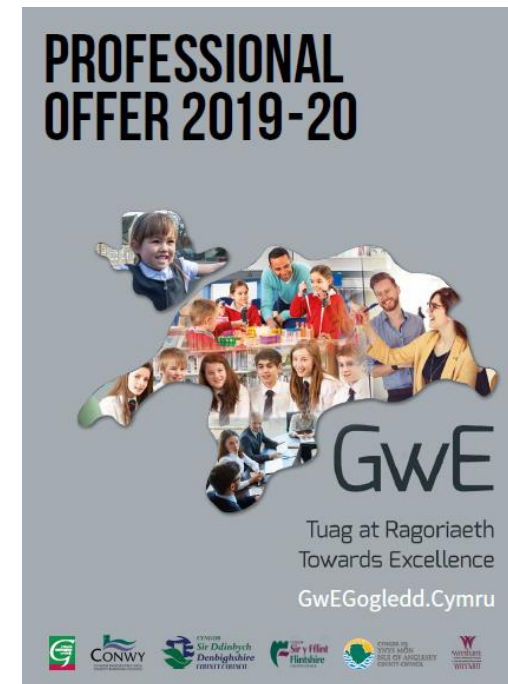
On June 3 the Welsh Government (WG) announced that there would be a phased opening of schools from 29th June, 2020 to give all pupils the opportunity to “check in, catch up and prepare.” Welsh Government published their Learning Guidance [<https://gov.wales/keep-education-safe-guidance-learning-over-summer-term>] to provide advice on learning and teaching taking place in schools and settings for the remainder of the summer term and to support practitioners as they prepare for the autumn term.

On July 9th, the Education Minister confirmed that all pupils will be able to return to school in September, and that schools will return to full capacity by September 14th, subject to continuing, steady decline in the presence of COVID-19 in the community. Welsh Government have published further learning guidance [<https://gov.wales/guidance-learning-schools-and-settings-autumn-term-covid-19>] for the autumn term that gives schools and supporting partners a common set of priorities for learning, regardless of the level of operations in response to COVID-19.

Introduction

Under normal circumstances, GwE's professional learning offer is both comprehensive and wide-ranging providing effective professional learning opportunities for all school staff, from teaching assistants wanting to achieve a Higher Level Teaching Assistant qualification, an Aspiring Leader Development Programme, a Middle Leadership Development Programme, to prospective head teachers through the NPQH. It also includes Professional Learning opportunities in numerous other aspects of school life, for example: literacy and numeracy in the primary, core subjects in the secondary, curriculum planning and wellbeing.

The service has evolved to be in a position to offer training based on the principles of schools as 'learning organisations'. There is a focus on professional learning, based on providing support using various approaches including specific off-site and remote professional learning, mentoring, and effective school-to-school collaboration and peer engagement. All promote self-improvement and pedagogy with the aim of rolling out good practice.



Introduction (cont'd)

GwE's professional offer has been planned to ensure effective support for aspiring and experienced leaders at all levels, for the development of classroom practitioners and for whole school areas/aspects such as pedagogy, assessment and wellbeing.

We actively encourage schools to collaborate and engage in clusters and are able to respond to the specific requirements and needs of our partner LAs.

The professional offer is identified following careful consultation with all stakeholders and user groups and is further underpinned by the sound knowledge held by Supporting Improvement Advisers. We are confident that the comprehensive package on offer to school robustly meets national, regional and local requirements.

The principles of Curriculum for Wales are embedded in all our training offers and the four curriculum purposes are fundamental when planning relevant, up-to-date and engaging training. Furthermore, the Professional Standards for Teaching and Leadership form the basis of professional learning and support teachers and leaders with pedagogy, collaboration, leadership, innovation and professional learning.

As part of GwE's professional learning offer, we have maintained an integrated approach to the Reform Journey and supported collaborative working across clusters looking at the 3-16 continuum. Working closely with leaders, we have identified resources and areas of professional learning to include the 12 Pedagogical Principles within the broader context of teaching and learning, assessment, regional AOLE networks and curriculum design and planning at school level.



Supporting Professional Learning (PL) to address the educational needs of the learners in response to COVID-19

Staff in the local authorities and GwE have adapted and repurposed their work in order to continue to provide effective services and support for their school communities. The 'normal' professional offer has been modified to ensure that schools and settings receive relevant and purposeful support. This has enabled them to successfully deal and adapt to the challenging circumstances that they find themselves in. The regional approach of supporting collaboration through cluster working has continued throughout this period.

During the COVID-19 pandemic the health and wellbeing of all learners and teaching staff has been prioritised by GwE and the LAs. Working within the National Approach to Professional Learning, principles of engagement have been established. The Professional Learning offer prioritised supporting schools to improve the digital skills of their staff and enabling them to develop effective Distance and Blended Learning approaches and more effective learner engagement. The development and sharing of distance and blended learning exemplar models were very warmly received by schools and ensured that we had higher levels of consistency in the quality of provision and delivery across the region.

The new Professional Standards for Teaching and Leadership form the basis of the PL and support teaching staff and leaders with pedagogy, collaboration, leadership, innovation and their professional learning.

Supporting Professional Learning (PL) to address the educational needs of the learners in response to COVID-19 (cont'd)

The six local authorities and GwE have also taken a collegiate and collective regional approach in developing a supportive framework to ensure that all regional schools had the right policies in place together with a comprehensive risk assessment in order to create a safe environment to welcome the children back into schools.

The framework included resources to support planning for:

1. Health and safety requirements
2. Site and facilities arrangements
3. Transport
4. Staffing arrangements
5. Blended teaching and learning
6. Inclusion and pupil support
7. Key management tasks.

Supporting Professional Learning (PL) to address the educational needs of the learners in response to COVID-19 (cont'd)

The Local Authorities and GwE have worked collaboratively to ensure extensive professional learning to support the repurposing of schools.

This work included:

- Sharing of successful practice across the region with regard to distance learning and learner engagement.
- Facilitating cluster working and peer to peer support across the region.
- Supporting those schools that were finding engaging with specific learners challenging.
- Supporting teachers in the transition from consolidating previous learning to teaching of new aspects.
- Learning from national and international models on how to develop blended learning.
- Publishing a blended learning guidance that was co-constructed with Estyn and the other regional consortia.
- Developing exemplar blended learning models in collaboration with Estyn and the other regional consortia.
- Providing professional learning to schools on effective blended learning models and pedagogy.
- Continuing to support the health and wellbeing of teachers (who may be teaching several age groups) when they need to teach some learners in schools and continue to support others at home.
- Continuing to support schools in ensuring the health and wellbeing of learners who are returning to a very different classroom during the phased return.
- Providing further Professional Learning to teachers and classroom assistants on how to best model this 'mixed economy' of provision.
- Supporting wide range of opportunities to develop digital skills to enhance teaching and learning experiences

Purpose of the report

This report outlines the professional learning offer to schools during the COVID-19 pandemic.

It provides summaries and links to the resources developed and shared with schools as well as a brief outline of the professional learning opportunities that have been offered.

Click on options below:

[Professional Learning Resources](#)

[Professional Learning Opportunities](#)

Professional Learning Resources

Content

Digital Learning

Teaching & Learning

Wellbeing

Leadership

Teaching Assistants

Y Gymraeg

Early PL Pathways

Digital Learning

- Webinars
- How to Videos
- Distance Learning Resources

Teaching and Learning

- Curriculum for Wales
- Feedback
- Distance Learning
- Blended Learning
- Networks
- Accelerated Learning

Wellbeing

- Universal wellbeing
- Targeted/Differentiated Wellbeing Approaches
- Staff Wellbeing
- Engaging with Learners

Content (cont'd)

Leadership

- Preparation to re-open schools
- School Development Plan

Teaching Assistants

- Introduction
- Classroom content
- Joining the Classroom

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Y Gymraeg

- Cynradd
- Uwchradd
- Newyddlenni
- Cynllun Gwefeillio

Early Professional Learning Pathway

- Initial Teacher Education
- Newly Qualified Teachers



Digital

Digital

Webinars
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How to Videos

Distance learning
resources





Digital

Digital

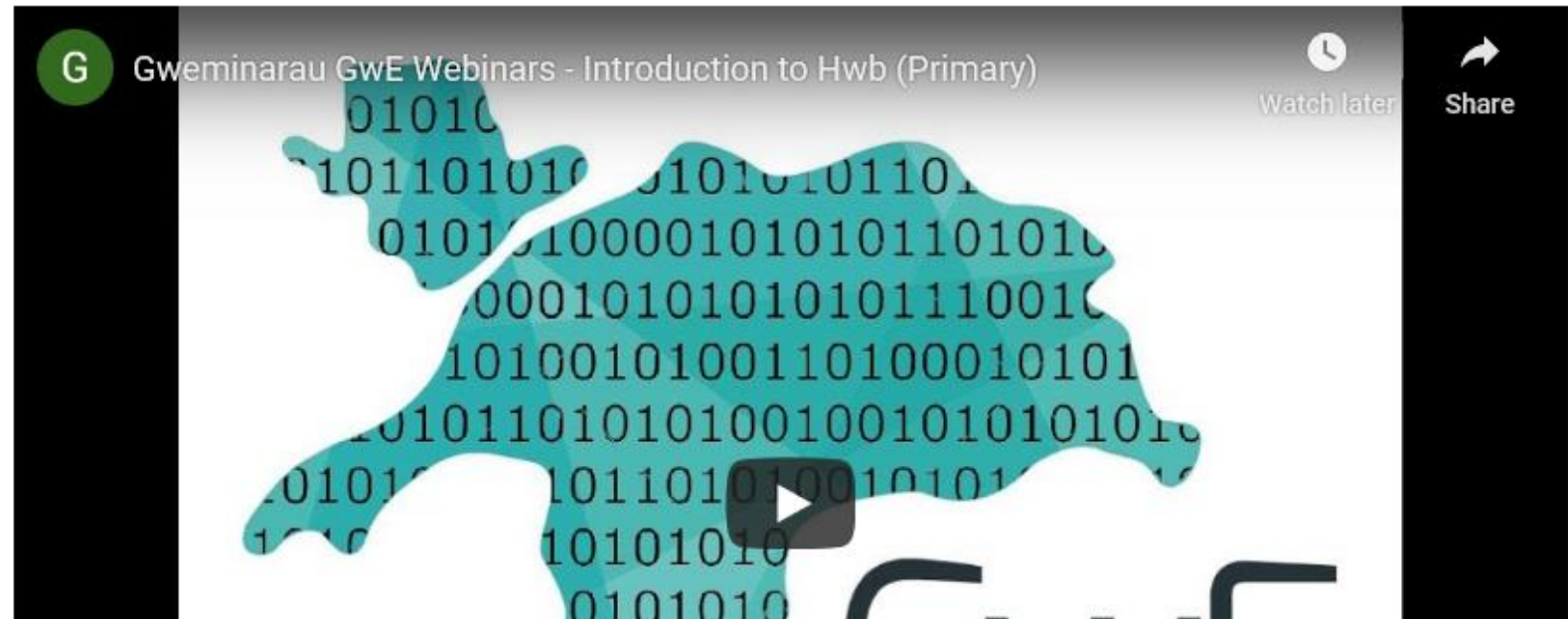
Webinars

How to Videos

Distance learning
resources

INTRODUCTION TO HWB FOR PRIMARY SCHOOLS

This webinar gives an overview of all the tools available on Hwb that are suitable for use in primary schools.



<https://sites.google.com/hwbcymru.net/digital/webinars>



Digital

Digital
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Webinars

How to Videos

Distance learning
resources



Hwb®

Menu Log in Sign up

Home > Distance learning > Distance learning made through Hwb > Senior leaders

How to video guides

Part of: [Senior leaders](#)

How can I.....
Scenarios

G suite for
education

Microsoft



NATIONAL HOW TO GUIDES FOR SENIOR LEADERS

A distance learning site was created in conjunction with the other regions which included helpful video clips for senior leaders to





Digital

Digital
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Webinars

How to Videos

Distance learning
resources



DISTANCE LEARNING WEBSITE

A distance learning site was created at the start of the lockdown period which collated all the support available to practitioners to

<https://sites.google.com/hwbcymru.net/digital/distance-learning-resources>

Teaching and Learning



Teaching and Learning

Teaching and Learning

Curriculum for Wales

Feedback

Accelerated Skills

Distance Learning

Blended Learning

Subject Networks

PISA

Research

Post 16



CURRICULUM FOR WELSH



FEEDBACK



ACCELERATED SKILLS

Teaching and Learning (Curriculum for Wales)

Home

Teaching and Learning

Teaching and Learning

Curriculum for Wales

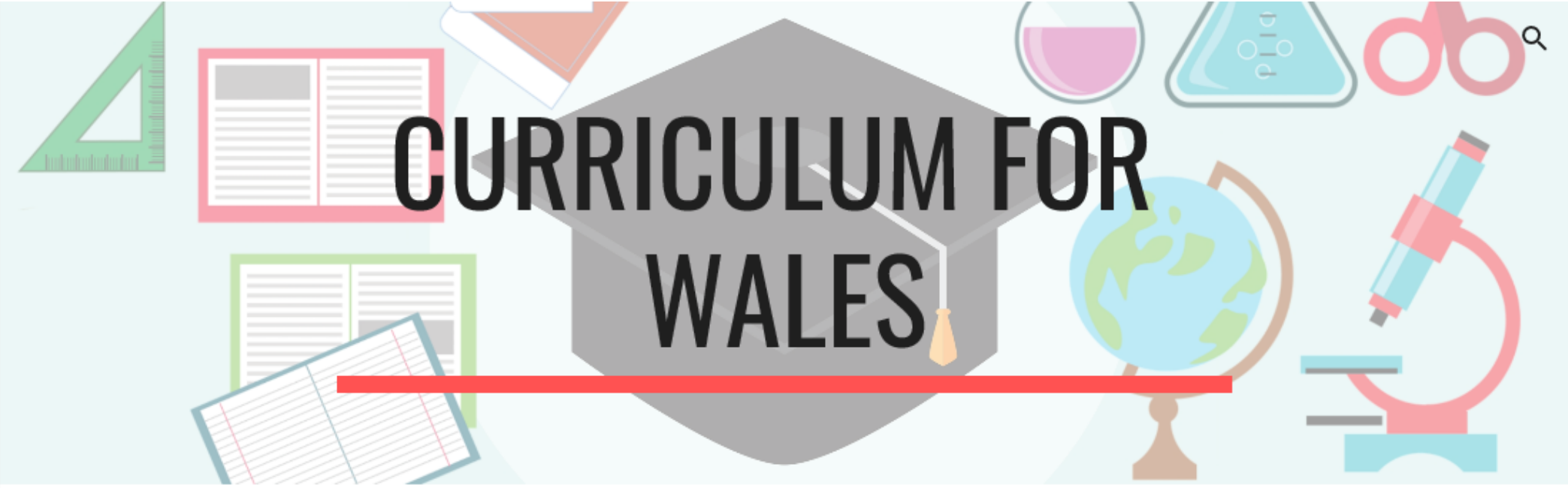
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Feedback

- Accelerated Skills
- Distance Learning
- Blended Learning
- Subject Networks

PISA

Research



A section of the website containing logos and text. On the left is the 'ADDYSG CYMRU EDUCATION WALES' logo with a green checkmark and the tagline 'cenhadiaeth ein omedd | our national mission'. To its right is the Welsh Government logo, featuring a red dragon and the text 'Llywodraeth Cymru Welsh Government'. Below these logos is the word 'Curriculum' in a large, bold, teal font.

CURRICULUM FOR WALES GUIDANCE

National guidance produced for Curriculum

<https://sites.google.com/hwbcymru.net/teaching-and-learning/curriculum-for-wales>

Teaching and Learning (Feedback)

Teaching and Learning

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The document below offers general considerations for feedback during the periods when learners are in school or working at home

Returning to School Feedback Considerations

When returning to school, the time spent in school and class is going to be very different for everyone. Ensuring the safety, well-being and health of all will remain a priority and learners will need opportunities and time to:

- engage, socialize and collaborate with peers who have not seen them for some time
- re-establishing relationships with teachers and teaching assistants,
- get used to new classroom routines
- reconnect with their learning, regain motivation and confidence
- progress in their learning



Teaching and Learning

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DISTANCE LEARNING



PRIMARY DISTANCE LEARNING



SECONDARY DISTANCE LEARNING

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FOUNDATION PHASE

Nursery and Reception:

[Model 1 Nursery and Reception](#)

[Model 2 Nursery and Reception - with voiceover](#)

[Model 3 Nursery and Reception](#)

[Model 4 Nursery and Reception](#)

Years 1 and 2

[Model 1 Years 1 and 2](#)

[Model 2 Years 1 and 2](#)

[Model 3 Years 1 and 2](#)

- Teaching and Learning
- Curriculum for Wales
- Feedback
- Accelerated Skills
- Distance Learning
 - Primary Distance Learning**
 - Secondary Distance Learning
- Blended Learning
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KEY STAGE 2

Years 3 and 4

- [Model 1 Learning at Home](#)
- [Model 1 Dream Island](#)
- [Model 2 Themes](#)
- [Model 2 Choice Model](#)
- [Model 3 Generic Model](#)
- [Model 4 Weekly Model](#)
- [Model 4 Ysgol GwE Model](#)

Years 5 and 6

- [Years 5 and 6 Models](#)



Teaching and Learning

- Teaching and Learning
- Curriculum for Wales
- Feedback
- Accelerated Skills
- Distance Learning
 - Primary Distance Learning
 - Secondary Distance Learning
- GwE Guidance**
- KS3
- KS4
- KS5
- Blended Learning



GWE GUIDANCE

GwE guidance that sets the context and the rationale for the distance learning models. This is the suggested starting point for practitioners when familiarising themselves with the models.

Guidance for Distance Learning

'At the heart of any Distance Learning plan is the need to protect pupils, families and teachers' health and wellbeing, whilst supporting a continuation of learning.'

Teaching and Learning (DL)

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Accelerated Skills

Distance Learning

Primary Distance Learning

Secondary Distance Learning

GwE Guidance

KS3

KS4

KS5



KS4 MODEL 1



KS4 MODEL 2



KS4 MODEL 3

Teaching and Learning

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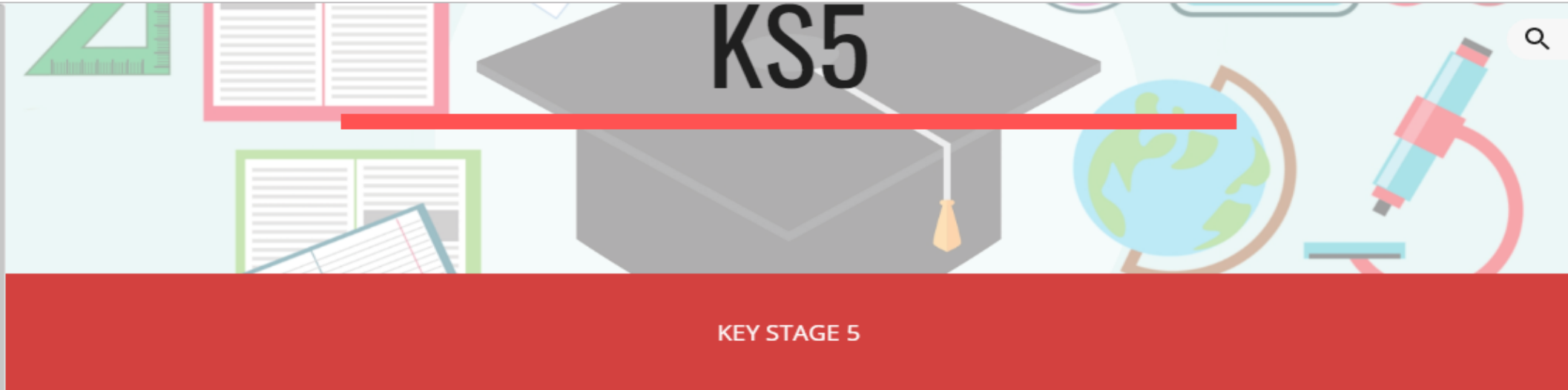
Primary Distance Learning

Secondary Distance Learning

GW Guidance

KS3

KS4



KEY STAGE 5

TRANSITION BOOKLETS YEAR 11 TO AS

Tutorial 1
Preparing for Year 12

Tutorial 1
Preparing for Year 12

Mae'r adran hon ar ganol cael ei datblygu. Byddwn yn parhau i uwchlwytho cynnwys dros yr wythnosau nesaf

[Cartref-Home](#)[Cymraeg](#) ▾[English](#) ▾

CEFNOGAETH DYSGU CYFUNOL

BLENDED LEARNING SUPPORT

DEWISIWCH EICH IAITH - CHOOSE YOUR LANGUAGE

[Cymraeg](#)[English](#)

<https://sites.google.com/hwbcymru.net/dysgucyfunol-blendedlearning/cartref-home>

This section is being developed. We will be populating this section between now and September.



FOUNDATION PHASE BLENDED LEARNING

BLENDED LEARNING MODEL FOR FOUNDATION PHASE

SCROLL DOWN TO THE BOTTOM OF THE PAGE FOR ACTIVITIES THAT EXEMPLIFY THE MODEL





EXAMPLES OF ACTIVITIES

All activities to be planned and delivered in line with current operational guidance and school's risk assessment.

These are activities for focus and enhanced provision. Focus tasks are designed for short repeated bursts of teaching 10 – 15 minutes for Nursery and Reception and 15 - 20 minutes for Years 1 and 2. Continuous provision will need to be available.

<https://sites.google.com/hwbcymru.net/blended-learning-fp/examples-of-activities>

This site is currently being developed. We will be adding more content between now and September.



BLENDED LEARNING - KS2

BLENDED LEARNING MODELS - KS2

This is a video that introduces the concept of blended learning and gives an overview of the models that can be followed to develop blended approaches to teaching and learning.

G Blended Learning Definitions

Watch later Share

<https://sites.google.com/hwbcymru.net/blendedlearnings2>

EXAMPLE MODELS



ON YOUR MARKS



SPECIAL DAY



BLM / WILDLIFE

Teaching and Learning

Teaching and Learning

Curriculum for Wales

Feedback

Accelerated Skills

Distance Learning

Blended Learning

Secondary

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BLENDED LEARNING GUIDANCE

Blended Learning Guidance

This guidance is a concise, coherent and practical guide to blended learning for teachers and leaders. It provides clear definitions, helps to identify the opportunities and challenges through strategic questions for consideration and supports teachers in developing provision and practice. It includes

- Key tasks and considerations for senior and middle leaders in planning for blended learning

- Models of blended learning highlighting the strengths of each
- Detailed guidance for subject leaders and teachers on planning blended learning based on best practice and including direct links to the latest research
- Subject exemplars for English Language, English Literature, Welsh, Mathematics, Science and History
- Review of the digital tools available to support blended learning

Teaching and Learning (BL)

Teaching and Learning

Teaching and Learning

Curriculum for Wales

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Distance Learning

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Learning Together

Materials to support Blended Learning at Key Stage 3

Guide for Schools:

- The materials have a multi-disciplinary content with a focus on consolidating, applying and developing literacy, numeracy and digital skills
- Students will also be developing their knowledge and understanding of cultural and societal issues that may be currently prevalent
- They also focus on developing wider skills such as interpretation, evaluation, creativity and coming to a conclusion
- They draw on an opportunity for parents/carers/teachers to use their own skills and experience to help develop the child's ability to learn
- They are set in engaging, real life situations.
- The materials exemplify a multi-disciplinary approach to planning which supports the thinking behind the new Curriculum for Wales.

Considerations for Implementation:

Layout of Units:

The units have been prepared in the form of a learning map so that pupils can navigate around the tasks in order to build their skills and understanding around the topic. Each learning map contains all the learning opportunities for the child and includes supporting documents that can be accessed by clicking on the links. This allows for one document to be sent to the child rather than a number of documents. However, if the school wishes, the tasks may be numbered or be broken into smaller chunks and presented to the child one at a time if

Page 1 / 1

LEARNING TOGETHER - GUIDANCE FOR SCHOOLS

Supporting the Learning Process

In order to help your child develop their ability to learn we need to promote curiosity, creative and critical thinking. Here are some strategies for you to try as you support your child's learning.

Developing Curiosity

In order to do this you must try to avoid giving them clues about the answer. It is actually better if you join your child on their learning journey using 'could be' language such as 'the solution could be...'. Some people have suggested that it might work like this: 'or it could be like this...'

Developing Questioning

When discussing learning with your child encourage them to ask their own questions. You may need to model this at first by asking questions such as 'why do you think...?', 'how come...?', 'what might that mean for...?'. Also encourage them to ask their inquiries to explore possibilities by asking 'what if...?' and to not take things for granted by asking 'his, but...'

Developing Listening

Learning needs to be a social event where we have a conversation about our ideas and listen to other people's ideas in order to identify what is working forward and improve our ideas. In order to do this ask your child to explain their ideas, the reasoning behind them, their methods using questions such as 'what do you mean by...?', 'how would that work?' and 'why would you do it that way?'. Encourage your child to listen to the ideas of others (including yours) in order to improve on their own. This is very important! We and enjoyably

Supporting the Learning Process

In order to help your child develop their ability to learn we need to promote curiosity, creative and critical thinking. Here are some strategies for you to try as you support your child's learning.

Developing Persistence

Help your child to become 'unstuck' by asking questions such as:
- What do you know already that might help you?
- What do you need to know/find out?
- How could you learn about...?
- Could someone else help you?

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LEARNING TOGETHER - SUPPORTING LEARNING FITNESS

Teaching and Learning (MFL Network)

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Subject Networks

**MFL /
International
Languages**

Webinars and
links to
professional
learning

Online
resources and
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MFL / INTERNATIONAL LANGUAGES

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Online resources and platforms

WEBINARS AND LINKS TO PROFESSIONAL LEARNING

HOW TO SHARPEN YOUR MICROSOFT TOOLS AND RELATED APPS FOR TEACHING AND LEARNING (PART 1) JANE BASNETT- WEBINAR

Using meetings and one note

[Click here to view the webinar](#) or click on the video.

 How to sharpen your Micro...

HOW TO SHARPEN YOUR MICROSOFT TOOLS AND RELATED APPS FRO TEACHING AND LEARNING (PART 2) JANE BASNETT- WEBINAR

Recording on PPT, Forms, Flipgrid, puzzlemaker

[Click here to view the webinar](#)

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ONLINE RESOURCES AND PLATFORMS

GWE GOOGLE CLASSROOM- MFL

Over the school-closure period, I have selected various useful webinars and resources to support teachers and schools to develop strategies to best deal with distance learning and more recently blended learning. All resources and links have been shared and can also be found on the GWE Google classroom.

If you have trouble accessing the site, please send an email to SEW@friars.gwynedd.sch.uk.

[Click here to access the classroom for MFL KS 2.](#)

[Click here to access the classroom for MFL KS3 AND 4](#)

[Click here to access the classroom for MFL KS 5](#)

Teaching and Learning (Accelerated Learning)

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EXAMPLES OF LEARNING SEQUENCES



EVIDENCE REVIEWS



TEACHING AND LEARNING STRATEGIES

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Grammar: Model for teaching the writing skills of grammar in KS2

| | | | |
|---------------------------------|--|-------------|-------|
| SKILLS: ORACY/WRITING | Grammar, punctuation and experimenting with new vocabulary. A/D/Accelerated model TEACHER2021 | Year | 4/5/6 |
|---------------------------------|--|-------------|-------|

This Accelerating Skills model is designed to sit within your current overall Blended Learning model and be used to accelerate specific isolated skills that the pupils may need to help them access the rest of their learning, at this point in time. It is designed to be initially taught by the teacher in school (see Home or School headings), as a directed slot of learning and then consolidated with follow up developmental activities at home, to complete the cycle of learning. The sections are flexible, however, and could be delivered in school or at home, with only moderate amendments needed and could be accessed fully by those learners who are at home every day. The level of skill can be differentiated and adapted by the teacher and the context/text can be changed for any relevant alternative.

| Approach | What is it? | Why include it? | Examples (online / offline) |
|----------|---------------------------------------|---|---|
| Activate | Presenting pupils to think about what | An important aspect of metacognition is | HOME: teacher to share a passage of writing using Google Docs. The passage should have many spelling, grammar, punctuation errors, along with ineffective vocabulary such as 'nice', 'stuff', 'thingy', etc. Either collaboratively, sharing the same passage |

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Examples of Learning sequences

Literacy

Numeracy

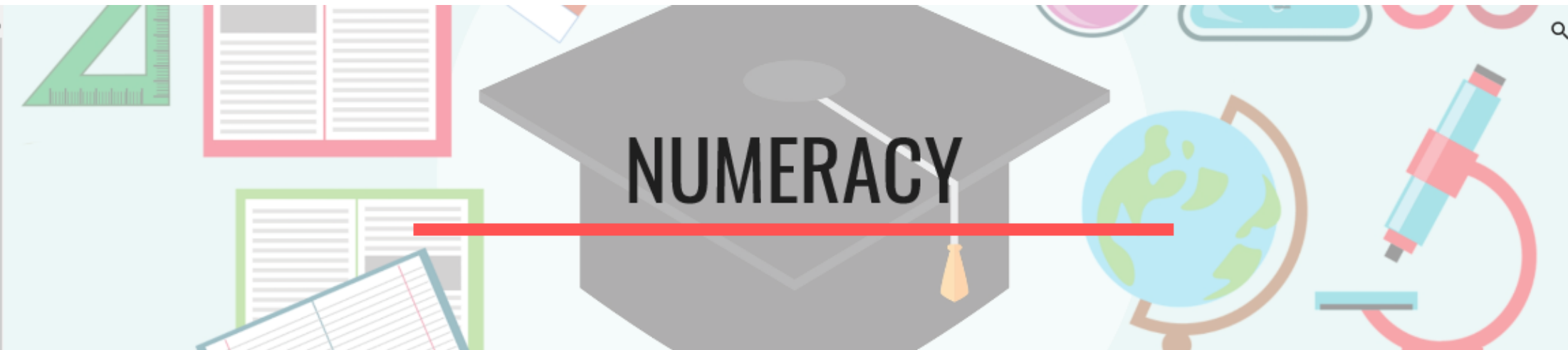
Evidence reviews

Teaching and learning strategies

Distance Learning

Blended Learning

Subject Networks



Model for teaching time skills in KS2

| | | | |
|----------------------------|--|-------------|---|
| SKILLS: NUMERACY | <ul style="list-style-type: none">Read hours and minutes on a 12 hour digital clock using am/pm conventions.Tell the time to the nearest 5 minutes on an analogue clock and calculate how long it is to the next hour | Year | 3 |
|----------------------------|--|-------------|---|


AJDAccelerated model TEACHER2020

This Accelerating Skills model is designed to sit within your current overall Blended Learning model and be used to boost specific isolated skills that the pupils may need to help them access the rest of their learning, at this point in time. It is designed to be initially taught by the teacher in school (see Home or School headings), as a directed slot of learning and then consolidated with follow up developmental activities at home, to complete the cycle of learning. The sections are flexible, however, and could be delivered in school or at home, with only moderate amendments needed and could be accessed fully by those learners who are at home every day. The level of skill can be differentiated and adapted by the teacher and the context/text can be changed for any relevant alternative.

| Approach | What is it? | Why include it? | Examples (online / offline) |
|----------|-------------|-----------------|-----------------------------|
| | | | |

Teaching and Learning (Accelerated Learning)

Home



BEHAVIOUR AND WELLBEING PROGRAMMES

Well-being & behaviour programmes evidence reviews

An overview of a range of well-being and behaviour programmes. The database also includes a review of the available research evidence in support of each programme.

| | A | B | C | D | E | F | G |
|---|-----------------|-----------|-------------------------------|------------------------------------|------------------------------|--|--------|
| 1 | Resource | Age Range | The programme supplements the | The programme has an evidence base | Areas of well-being targeted | Are there supported activities that can be | Delive |

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Examples of learning sequences

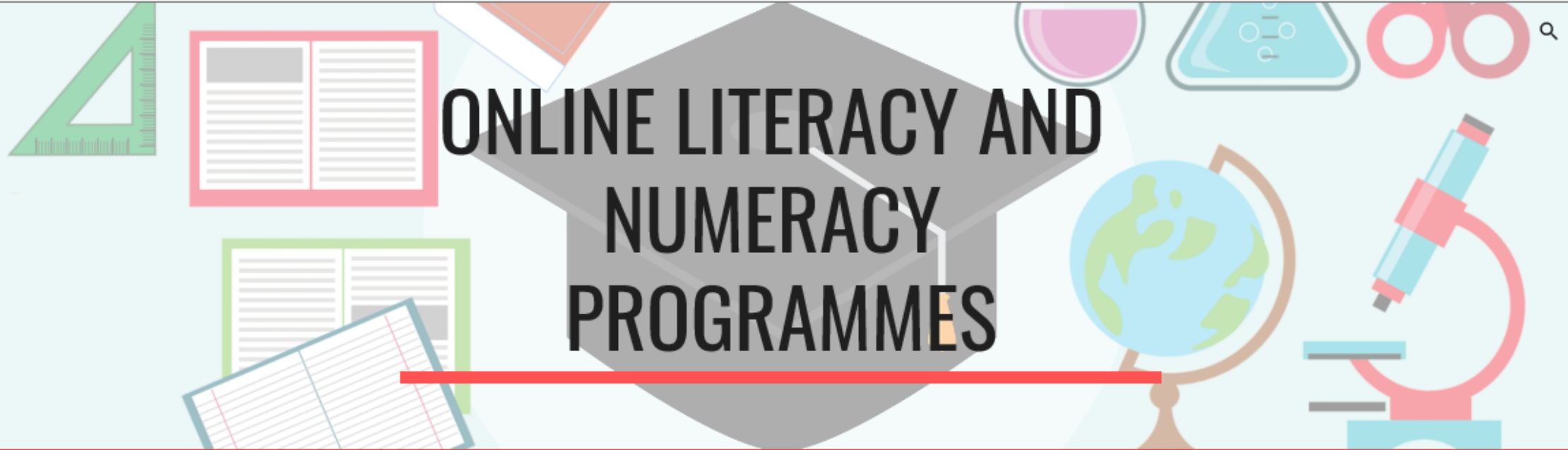
Evidence reviews

Behaviour and wellbeing programmes

Numeracy programmes

Literacy programmes

Online literacy and numeracy programmes



Online literacy & numeracy programmes evidence reviews

An overview of a range of online literacy and numeracy programmes. The database also includes a review of the available research evidence in support of each programme.

| | A | B | C | D | E | |
|--|---|---|---|---|---|--|
| | | | | | | |

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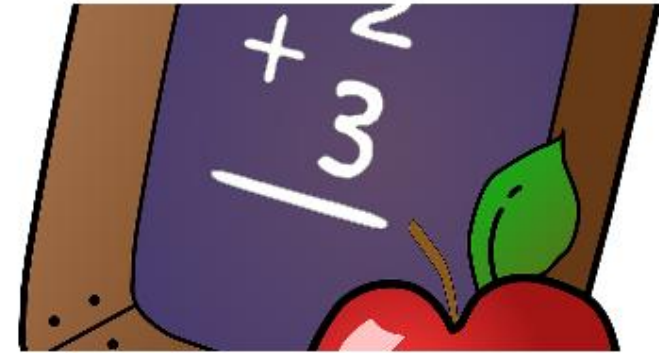
Numeracy

Distance Learning

Blended Learning



LITERACY



NUMERACY



LLES

Wellbeing

Universal wellbeing

Targeted /
Differentiated
Wellbeing Approaches
approaches

Staff Wellbeing

Engaging with Learners



UNIVERSAL WELLBEING

① This section includes a range of guidance, resources and professional learning opportunities in regards to supporting the physical, social, mental and emotional wellbeing of all learners.

<https://sites.google.com/hwbcymru.net/lles/wellbeing>





LLES

Wellbeing

Universal wellbeing

Targeted /
Differentiated
Wellbeing Approaches
approaches

Staff Wellbeing

Engaging with Learners



GOOGLE CLASSROOM

KS2, KS3 and KS4 Google Classroom

Google Classroom were created to support schools with their Distance Learning each classroom contained a Wellbeing section with resources on physical, social, mental and emotional learning and support. To access the classroom you will need the class code that has been shared with your school.

KS2

Lles | Wellbeing



ACEs on line training. Hvyfforddiant ar-lein A...

Posted 21 Jul





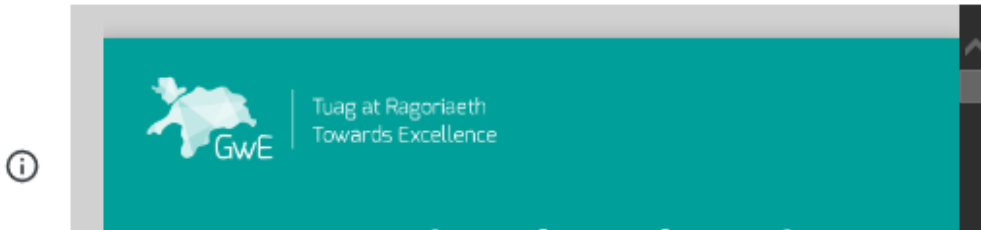
LLES

Wellbeing
Page
Universal wellbeing

Targeted /
Differentiated
Wellbeing Approaches
approaches

Staff Wellbeing

Engaging with Learners



Professional learning on strategies that support learners who are looked after / formally looked after.



LLES

Wellbeing

Page

Universal wellbeing

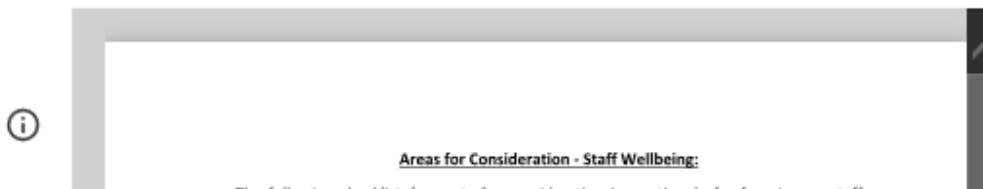
Targeted /
Differentiated
Wellbeing Approaches
approaches

Staff Wellbeing

Engaging with Learners



AREAS FOR CONSIDERATION



Checklist / framework for schools to use in regard to supporting staff wellbeing. There is also a section on further information and guidance with practical





LLES

- Wellbeing
- Pages 2
- Universal wellbeing
- Targeted / Differentiated Wellbeing Approaches approaches
- Staff Wellbeing

Engaging with Learners



ENGAGING WITH LEARNERS

REGIONAL LEARNER ENGAGEMENT REPORT



Ymwahanach y Ffôn Cefnwrdd
Swydd: Ysgolion Rhannbarthol, Sgoledd Cymru
Sgoledd Cymru, Ffôn Cefnwrdd
Ymwahanach y Ffôn Cefnwrdd





Leadership

Risk Assessment

School Development
Plan



<https://sites.google.com/hwbcymru.net/leadership/leadership>

PARATOADAU I AIL-AGOR YSGOLION

Trosolwg Dashfwrdd **Egwyddorion Trosfwaol**

Diogelwch **Safle a Chyfleusterau** **Trafnidiaeth**

Staffio **Dysgu ac Addysgu** **Cefnogi Dysgwyr**

Cyfathrebu **Tasgau Rheolaethol Allweddol Eraill** **Dogfennaeth a Chanllawiau LIC**

Aseidiadau Risg

Trosolwg **Ysgol Gynradd** **Ysgol Uwchradd** **Ysgol Arbennig** **UCD**

Sgorio **Canllawiau**

PREPARATION TO RE-OPEN SCHOOLS

Dashboard Overview **Overarching Principles**

Safety **Site & Facilities** **Transport**

Staffing **Teaching & Learning** **Learner Support**

Communication **Other Key Management Tasks** **WG Guidance Documents**

Risk Assessments

Overview **Primary Schools** **Secondary Schools** **Special Schools** **PRU**

Scoring **Guidance**

Fel ar y 15-06-2020



As at 15-06-2020



Preparation to re-open schools

| COVID-19 - PREPARATION TO RE-OPEN SCHOOLS - SECONDARY SCHOOL RISK ASSESSMENT | | | | | | | | | | | | |
|--|------------------------|--|------------|----------|-------|--|------------|----------|-------|--|----------------|--|
| Grouping | Area of Concern | Existing Measures | Likelihood | Severity | Score | Additional Controls | Likelihood | Severity | Score | Additional Comments | responsibility | Are you satisfied identified risks have been |
| | | | | | | | | | | | | |
| Logistics | Accommodation | <ul style="list-style-type: none"> School capacity calculation | 4 | 3 | 12 | <ul style="list-style-type: none"> Capacity calculations suggest that a standard 56 m² could accommodate 8 learners under 2 metre social distancing. For a typical school with a variety of accommodation this would suggest a potential capacity of 35% of normal usage. The modal average classroom, with furniture and additional staff, is 6 learners. Schools may wish to apply other constraining factors or look to phase capacity from a range of 20% to 33% dependent on their individual constraints. Schools may wish to start at the | | | | <ul style="list-style-type: none"> LAs have capacity data and it may be possible to run a variety of models as the advice on social distancing matures with the prevailing scientific advice. The same safeguarding principles should be applied to staffroom. | | |
| Logistics | Accommodation Function | <ul style="list-style-type: none"> Health and safety requirements related to school classroom and infrastructure Very school specific, ranging from minimal requirements with the majority living within 3 miles with safe travel to school to schools that require the majority of their learners to be | 4 | 4 | 16 | <ul style="list-style-type: none"> Schools will need to conduct an audit of controls related to cleaning, hand washing, toilets, catering and social space usage. | | | | <ul style="list-style-type: none"> Schools need to ensure that all the necessary health and safety checks have been undertaken after period of closedown such as Legionnaires' disease, sprinkler and fire alarm testing, dust extraction, etc. Please note this is not an exhaustive list and schools will need to liaise with their Health and | | |
| Logistics | Transport | <ul style="list-style-type: none"> Very school specific, ranging from minimal requirements with the majority living within 3 miles with safe travel to school to schools that require the majority of their learners to be | 3 | 4 | 12 | <ul style="list-style-type: none"> Liaise with LA over transport related to revised school day and volume required. Continue to reduce numbers in transport. | | | | <ul style="list-style-type: none"> All gates other than front gate will be closed. SLT on gate to let buses and taxis in and out once safe. This has to be relevant to each site - should be flexible for each school. Children on buses will need to be on a rota as well. Drop off zones created - nearby car parks, etc. It may be required that learners do not use public transport at peak times and as a result | | |



SCHOOL DEVELOPMENT PLAN

PROGRESS TOWARDS SDP PRIORITIES 2019-20

Reviewing the progress of the 2019-20 school development plan remains statutory. Most schools have reviewed their priorities up to March 2020. This document offers sentences and possible content to report on progress since then. It can usually be reviewed at the school's G6 site or an annex to the SDP 2019-20 document.

[Click here to open the document in a new window](#) - there will be an option here for you to download.

<https://sites.google.com/hwbcymru.net/school-development-plan/school-development-plan>





Welcome to the page for the professional development of teaching assistants. The aim of the page is to introduce you to the Google Classroom that has been created in Hwb, for the promotion of professional development for teaching assistants. For those of you who have not seen or joined the Google Classroom, here is a taster below.



GwE Cymorthyddion + | Teaching Assistants +

Class code



<https://sites.google.com/hwbcymru.net/teaching-assistants/introduction>

CLASSROOM CONTENT

There are a variety of professional development resources included within the topics and the sub-sections in the Google Classroom. These resources include links to online training, reading materials, video clips, webinars, instructions for using digital tools and much more. Examples are shown below.

The screenshot shows a Google Classroom post with the following content:

- Title:** Creu cyfrif ar gyfer mynediad i'ch PDP | Creating an account for access to your PLP
- Author:** C Jones • 12 May
- Text:**

Y pasbort dysgu proffesiynol (PDP) yw'r llwyfan ar-lein a ddytuniwyd ar gyfer pob ymarferydd i fyfyrlo ar eu hymarfer, nodi dysgu proffesiynol a chofnodi cynnydd. Dylai ymarferwyr ei ddefnyddio i gasgu tystiolaeth fel rhan o'r cyich rheoli perfformiad. Mae'r PDP yn 'symudol' a bydd yn dilyn yr ymarferydd drwy gydol ei yrfa.

Gwylwch y fideos isod er mwyn dysgu sut i greu cyfrif gyda'r Cyngor Gwethlu Addysg a chael mynediad at eich Pasbort Dysgu Proffesiynol.

The professional learning passport (PLP) is the online platform designed for all practitioners to reflect on their practice, identify professional learning and record progress. Practitioners should use it to gather evidence as part of the performance management cycle. The PLP is 'portable' and will follow the practitioner throughout their career.

Watch the videos below to learn how to create an account with the Education Workforce Council and gain access to your Professional Learning Passport.

Teaching Assistants

Teaching Assistants

Introduction

Classroom content

Joining the classroom

Page 89

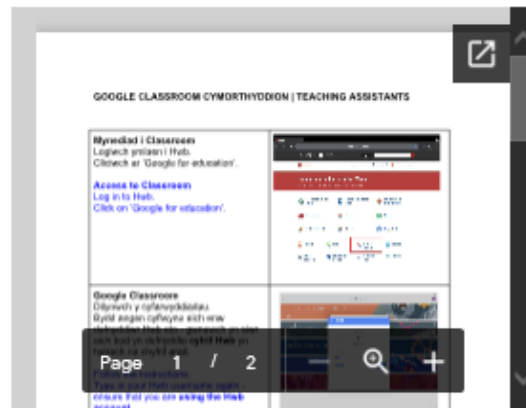
How to join the Classroom

The code for joining the Google Classroom for teaching assistants has been shared with all head teachers within the region. Ask your head teacher for the code, or contact WendyWilliams@gwegogledd.cymru or CarysEirijones@gwegogledd.cymru to receive the code through email, stating your name, school and local authority.

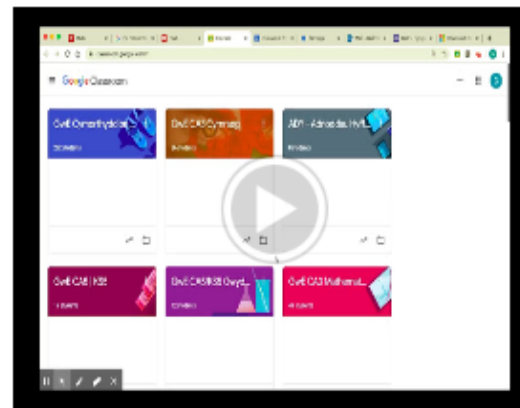
You will need to use your Hwb account to register for access to the Classroom.

Guidelines on how to join the Classroom

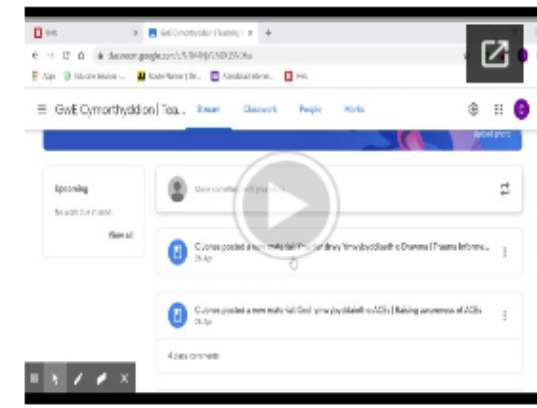
There are written guidelines on how to join the Classroom, and two videos with voiceovers are available through following the links below. The first voiceover explains how to gain access to your Hwb account, and the second one explains how to gain access to the Google Classroom. (The code included in the voiceover is no longer valid).



Written instructions to access Hwb and join the Classroom



Voiceover on how to access your Hwb account



Voiceover on how to join the Classroom

<https://sites.google.com/hwbcymru.net/teaching-assistants/joining-the-classroom>



Y GYMRAEG

Y Gymraeg

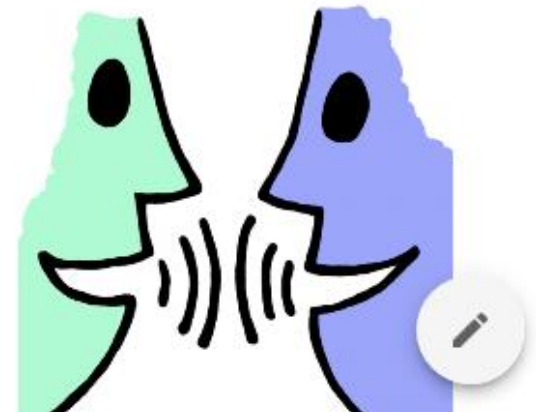
Pages

▼ Cynradd

▼ Uwchradd

Newyddlenni

Cynllun Gwefeillio





Y GYMRAEG

Y Gymraeg

▼ Cynradd

▼ **Cyfnod Sylfaen**

age 91

Adnoddau

Modelau Dysgu
o Bell

Modelau Dysgu
Cyfunol

Model
Dwyieithog i
Rieni Di-
Gymraeg

▼ Cyfnod Allweddol
2

▼ Uwchradd

Newyddlenni



ADNODDAU



MODELAU DYSGU
O BELL



MODELAU DYSGU
CYFUNOL



MODEL
DWYIEITHOG I
RIENI DI-
GYMRAEG



Y GYMRAEG

Y Gymraeg

▼ Cynradd

▼ Cyfnod Sylfaen

▼ **Cyfnod Allweddol 2**

Llythrennedd

Siarad a Gwrando

Ysgrifennu

Darllen

Cymraeg Ail-iaith

Cyffredinol

▼ Uwchradd

CYFNOD ALLWEDDOL 2



LLYTHRENNEDD



SIARAD A GWRANDO



YSGRIFENNU



Y GYMRAEG

Y Gymraeg

▼ Cynradd

▼ Uwchradd

Adnoddau Dysgu o
Bell / Dysgu
Cyfunol
Cenedlaethol

▼ **CA3**

Adnoddau CA3

Model Dysgu
Cyfunol "Ein
Byd" Bl. 9

Model Dysgu
Cyfunol "Ein
Byd" Bl. 5-9

Model Dysgu
Cyfunol "Ein

CA3



ADNODDAU CA3



MODEL DYSGU
CYFUNOL "EIN
BYD" BL. 9



MODEL DYSGU
CYFUNOL "EIN
BYD" BL. 5-9



MODEL DYSGU
CYFUNOL "EIN
BYD" AIL-IAITH
BL. 7-8



Y GYMRAEG

Y Gymraeg

▼ Cynradd

▼ Uwchradd

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Adnoddau Dysgu o
Bell / Dysgu
Cyfunol
Cenedlaethol

▼ CA3

▼ **CA4**

Adnoddau CA4

Model Dysgu
Cyfunol
Cymraeg CA4

Model Dysgu
Cyfunol "Ein
Byd" Bl. 10

CA4



ADNODDAU CA4



MODEL DYSGU
CYFUNOL
CYMRAEG CA4



MODEL DYSGU
CYFUNOL "EIN
BYD" BL. 10



MODEL DYSGU
CYFUNOL "EIN
BYD" AIL-IAITH
BL. 10



Y GYMRAEG

Y Gymraeg

▼ Cynradd

▼ Uwchradd

Newyddlenni

Cynllun Gwfeillio

NEWYDDLENNI

Yn ystod y cyfnod clo fe greoedd Tîm Cymraeg fel pwnc Uwchradd GwE gyfres o Newyddlenni sy'n coladu gwahanol adnoddau defnyddiol yn Y Gymraeg i athrawon Cymraeg ac athrawon cyfrwng Cymraeg. Mae thema penodol i bob newyddlen.



NEWYDDLLEN MIS EBRILL

Canolbwynt y Newyddlen gyntaf yma ym mis Ebrill oedd Adnoddau Dysgu o Bell.

<https://sites.google.com/hwbcymru.net/ygymraeg/newyddlenni>



Y GYMRAEG

Y Gymraeg

▼ Cynradd

▼ Uwchradd

Newyddlenni

Cynllun Gwefeillio

CYNLLUN GWEFEILLIO

GWEfeillio

CYNLLUN I GEFNOGI'R DEFNYDD O SIARAD,
SGWRSIO A DEFNYDDIO'R GYMRAEG AR
BLATFFORM NEWYDD.



' Dyma gynllun sy'n cynnig cyfleon i'n dysgwyr siarad Cymraeg ac mae'r syniad o o rwydweithio yn ddigidol yn wirioneddol gyffrous gan osod swyddi a safon datblygiadu pellach i'r safonau uwch hys. os with



ITE/NQT

Early Professional
Development
Pathways

2017

▼ ITE





ITE/NQT

Early Professional
Development
Pathways

ITE

Learning to teach

Thinking of
teaching?

Professional learning
and schools
information



LEARNING TO TEACH

For further information on learning to teach in North Wales please see gwegogledd.cymru/ITE

As a newly qualified teacher, we have programmes for you including further training and an extensive support network of other NQTs are more experienced teachers. Visit gwegogledd.cymru/NQT

Professional Learning Opportunities

Digital Learning

Teaching & Learning

Wellbeing

Leadership

Teaching Assistants

Y Gymraeg

Early PL Pathways

| Brief Overview | Initial impact | Time and attendees |
|--|---|---|
| <p>Live and recorded webinars for leaders and teachers that included:</p> <ul style="list-style-type: none">• Introduction to Hwb• Presentations on how to use Flipgrid, Office 365, Google for Education, Screencastify, Adobe Spark• Sharing of further professional learning resources should the audience require additional information | <ul style="list-style-type: none">• Raised awareness of tools and services offered through Hwb• Increased understanding amongst schools of the advantages of using Hwb• Increased use of Hwb to support distance learning | <p>5 sessions 14 hours 470 attended live sessions 720 watched recorded sessions</p> |

| Brief Overview | Initial impact | Time and attendees |
|--|--|---|
| <p>Digital learning workshops delivered to GwE staff to enable them to support all schools and clusters across the region with their distance and blended learning strategies.</p> | <ul style="list-style-type: none">• Support available and delivered to all 413 schools and 53 clusters across the region• Increased confidence and use of digital learning across all schools• Increased professional learning opportunities and resources available to schools to support distance and blended learning | <p>60 sessions 132 hours 65 GwE staff</p> |

| Brief Overview | Initial impact | Time and attendees |
|--|--|--|
| <p>Professional learning opportunities provided to all leaders and teachers in all schools across the region by:</p> <ul style="list-style-type: none">• Creating distance learning website to share information and tools to support schools• Creating Google Classrooms to share resources and good practice with teaching staff• Creating Google Classroom to offer professional learning for teaching assistants• Creating blended learning website to present blended learning modules and approaches to schools | <ul style="list-style-type: none">• Resources and information available and delivered to all 413 schools and 53 clusters across the region• Information collated in one place for ease of access• Raised awareness of different methodologies and approaches to distance and blended learning• Increased professional learning opportunities and resources available to schools to support distance and blended learning• Sharing of good practice across the region | <p>25 hours</p> <p>Resources and guidance available to all 413 schools and 53 clusters across the region</p> |

| Brief Overview | Initial impact | Time and attendees |
|---|--|---|
| <p>Up-skilling Foundation Phase Practitioners and SLT, providing bespoke training and support on FP provision for individual schools and clusters of schools.</p> <ul style="list-style-type: none">• Guidance and support for the re-opening of schools, focused upon foundation phase provision for individual schools, clusters and SIAs.• Outdoor Learning cluster training sessions and using the outdoors effectively when pupils return to school and ongoing provision.• Bespoke guidance, support and training to schools in Estyn category and schools at risk with their planning and delivery of distance learning.• Maths and Numeracy training to support FP staff to plan purposeful learning experiences through distance and blended learning.• Shared FP Blended Learning model and exemplar activities with SIAs and clusters of schools across the region to support transition and localised school closures. | <ul style="list-style-type: none">• Up-skilling FP practitioners and SLT on good FP pedagogy.• Increased knowledge and understanding of the need to provide a beneficial and high quality environment for pupils to return to school.• An increased understanding of the need to plan purposeful activities and provide step by step instructions/materials, to support parents and pupils with distance learning. | <p>33 sessions 50 hours 172 attendees</p> |

Brief Overview

Guidance for GwE staff on KS2 blended learning guidance and exemplar models - content and school support

- A team of 6 Supporting Improvement Advisers collaborated to write blended learning exemplar plans supported by 5 other SIAs with Literacy, Numeracy and Digital specialties. Three different exemplar plans, were written with a guidance to parents accompanying each one. All 3 examples are in line with the pedagogical principles and 4 purposes of Curriculum for Wales and the guidance on curriculum planning
- A PowerPoint presentation accompanies the examples, providing guidance to the different blended learning models, considerations for effective implementation and digital guidance for teachers
- Information about the examples shared with every primary SIA through presentations in core and local meetings across the region. Guidance was also shared to prepare SIAs for sharing information with all regional primary schools as part of the Blended Learning workshops held in the final weeks of the summer term

Page 104

Initial impact

The SIAs had clear guidance to help them share information with schools across the region to give clear and consistent messages to schools.

As a result:

- The region's primary schools are well informed about the exemplar materials and their content.
- Schools have a clear guidance on the different blended learning models. They also have practical guidance and ideas to help teachers plan for September and beyond
- Leaders and teachers have welcomed the materials noting that they will be very useful.
- Seeing and discussing the materials has reduced uncertainty among teachers, deepening their understanding of how blended learning could look in practice and has reduced teacher planning workload.

Time and attendees

- Material preparation 400 hours
- Meetings 5 hours
- 32 primary school SIAs

| Brief Overview | Initial impact | Time and attendees |
|---|--|--|
| <p>PL for primary Distance Learning models and provision</p> <ul style="list-style-type: none"> • Further upskilling GwE staff and producing exemplar DL models - sharing of distance learning models developed by GwE primary team for FP N/R, FL1/2, Y3/4, Y5/6 • PL meetings with LAs (through BAS meetings) to ensure clarity and feedback on DL approaches. • Professional learning for head teachers – all SIAs held individual PL sessions by phone with all head teachers, follow up emails were sent containing all documentation and models, so that models were not sent out cold and misinterpreted – week of 20/04/20 • SIAs professional developed head teachers on an individual basis on how to use teams and how to work the models SIAs – follow up professional learning and sharing of best practice cluster meetings, bespoke professional learning to clusters | <ul style="list-style-type: none"> • Team members more effectively equipped to support schools. • Consistency in messaging, guidance and support to schools. • High quality professional learning opportunities delivered to schools [including bespoke guidance when and where required]. • Greater degree of consistency in adopted approaches across schools and within LAs • Upskilling of head teachers and teachers in skills and resources available and tools for distance learning • Improved collaboration across clusters • Improved distance learning provision for children • Improved standards of children’s engagement, wellbeing and skills | <ul style="list-style-type: none"> • 330+ individual head teacher professional learning conversations <ul style="list-style-type: none"> 54 cluster meetings x2 (revisit) 1 primary team meeting 1 FTM – 30 mins 3 local area meetings x3 (revisit) 6 x heads stakeholder meetings 6 x BAS meetings • 240 hours |

| Brief Overview | Initial impact | Time and attendees |
|--|---|--|
| <p>Blended Learning Workshops for KS2</p> <p>The session was designed to develop an initial understanding of the basics of Blended Learning in order to prepare schools to provide effective provision for pupils.</p> <p>Individuals / schools were expected to:</p> <ul style="list-style-type: none">• <small>Page 106</small> Contribute to conversations and discussions following background reading about Blended Learning before the workshop• Watch a video about the basics of Blended Learning, discuss possible definitions and models• Identify what opportunities there are for schools in adapting their provision for September 2020 (specifically under the themes of Wellbeing, Pedagogy, CfW , Blended Learning and Feedback).• Consider how they might respond to any challenges of adapting for September 2020.• Consider what further support they will need for the successful delivery of Blended Learning and consider how cluster collaboration can assist in moving forward. | <ul style="list-style-type: none">• Improved understanding of the basics of Blended Learning. Motivate Head teachers and Teaching and Learning Leads to develop Blended Learning models in their schools• Teaching and Learning Leads upskilled and equipped to develop Blended Learning in their schools and be able to better support their teaching staff.• All cluster schools able to work with the SIA to identify what further support is required for effective delivery through Blended Learning so that these can be targeted in follow-up meetings.• Improvement in Head teachers and T&L Leads' digital skills through participation in an online workshop. Heads and Leads able to successfully discuss and engage with practical tasks in a digital manner.• Developing skills to digital collaboration amongst cluster schools - e.g., create a joint document to respond to current opportunities and challenges. | <p>54 sessions</p> <p>54 hours</p> <p>330 schools (with up to 2 reps per school attending)</p> |

| Brief Overview | Initial impact | Time and attendees |
|--|--|---|
| <p>PL delivered to secondary team to effectively support schools with Distance Learning</p> <ul style="list-style-type: none"> In the initial lockdown period, a significant amount of time was invested in communicating with schools regarding their understanding of distance learning, leading to research into current national and international practice, in order to support schools effectively. This time included researching DL from the perspective of school leaders, teachers, pupils and parents. Much time was spent then in creating a rationale for DL that recognised best practice, was realistic, yet aspirational for all learners. The rationale led to discussion and creation of a number of structural and organisational approaches to DL for schools, ranging from fairly rigid plans that recognised a curricular need to consolidate learning and explore new ideas, to more fluid plans that encouraged thematic learning and flexibility and choice for parents and learners. | <ul style="list-style-type: none"> Up-skilling of secondary team members, through either direct involvement or subsequent sharing, of the fundamental principles of DL and its application in various school settings Team members more effectively equipped to support schools, having a wide understanding of DL and knowledge of various approaches that could work within a school's individual context. As a result, Head teachers and SLT members were more effectively equipped to support teachers within their own schools, in providing suitable leaning for pupils, and supporting parents. Consistency in messaging, guidance and support to schools. High quality models shared with all schools across region, through confident delivery by GWE staff, due to the investment of time in research and creating a rationale. Schools developing their own Distance Learning strategy based on GwE Guidance. Greater understanding by all schools of planning either a subject-based or a multi-disciplinary approach in KS3 and deploying staff to work collaboratively to plan and deliver. Empowered Headteachers and SMT to lead, develop and support staff in their schools. High quality professional learning opportunities delivered to schools [including bespoke guidance when and where required]. | <ul style="list-style-type: none"> All staff in full GWE meeting when ideas shared and rationale explained 6+ staff in Core team, and 13+ staff in secondary team meetings to share ideas and update staff in order for them to work productively in schools, informed with the necessary detail. 6 GWE secondary staff worked on the DL research, rationale and modelling. 350 hours |

Teaching and Learning

| Brief Overview | Initial impact | Time and attendees |
|--|--|--|
| <p>Professional learning delivered through secondary forums and networks and supplemented by webinars to raise awareness of the principles of effective Distance Learning and the considerations that could impact any planning.</p> | <ul style="list-style-type: none">• All regional secondary schools compliant with Welsh Government guidance and most schools adopted the GwE models and adapted practice to be in line with the guidance and models.• Greater understanding by all schools of the fundamentals of effective Distance Learning.• Greater understanding by all schools of planning a multi-disciplinary approach in KS3 and deploying staff to work collaboratively to plan and deliver.• Greater degree of consistency in adopted approaches across schools and within LAs.• Good practice shared through the '10 Ways' document and the wider June teaching and learning guidance. | <ul style="list-style-type: none">• 12 sessions + SIA regular meetings and contact with Head teachers and SMT- 325 hours• 200 (Head teachers, SLT, Core Subject forums and teachers who attended webinars)• Additional bespoke support also delivered to individual schools as needed. |

Brief Overview

Professional learning on Blended Learning for Head teachers and SLT Learning Leads

- To develop an understanding of blended learning in order to prepare schools for providing effective provision for pupils To give an overview of the blended learning guidance developed by the GwE team
- Focus on the key tasks for school leaders to undertake before the end of the summer term
- Raise awareness of considerations that could impact any planning for the autumn term
- Focus on specific blended learning models including subject exemplars and KS3 multi-disciplinary models (Learning Together)
- Support HTs and learning leads in using technology to deliver blended learning and maximise pupil engagement
- Enable schools to share ideas and good practice
- Use SIA links to provide bespoke support to schools

Initial impact

- High quality professional learning opportunities provided to schools including bespoke guidance as and when required
- HTs and SLT leads more effectively equipped to support their staff teams in planning and delivering blended learning
- Greater awareness and understanding of blended learning, the various models and how to plan for them
- Consistency in support, messaging and guidance to schools achieved
- Schools across the region responded well to the quality and usefulness of the GwE guidance and developed their strategies based on it
- Guidance informed schools' decisions on professional learning requirements for the autumn term. Teaching and learning leads empowered to deliver inset on blended learning in their own schools.
- Teaching and learning groups provided opportunities for collaboration and the sharing of good practice
- Blended learning forms part of schools contingency planning for the autumn term

Time and attendees

- 12 HT meetings and 18 teaching and learning group meetings
- 54 HTs and 62 teaching and learning leads
- 65 hours

Brief Overview

Professional learning on Blended Learning delivered through secondary forums, teaching and learning groups and middle leader core subject networks.

- Sharing GwE blended learning guidance including a summary of international research around effective models and the latest guidance on effective teaching and learning
- Guidance on effective planning for blended learning
- Use of digital tools to support blended learning
- Sharing of subject specific exemplar materials for English, Welsh, Literature, science, maths and history to provide practical examples of the above

Initial impact

- Senior and middle leaders in schools better able to plan for the opportunities and challenges of blended learning. Guidance very positively received.
- Teachers supported at a practical level to plan and deliver blended learning. This has been used by schools and adapted to context.
- Schools able to build on the experience of distance learning in areas such as the use of digital tools
- Blended learning guidance used by schools to model effective teaching and learning
- Consistency in messaging, guidance and support for schools across the region achieved

Time and attendees

- 46 sessions
- 350 hours
- 236 (54 HTs, 62 teaching and learning leads, 120 core subject middle leaders)

Brief Overview

Blended Learning secondary working group

- A central theme of the sessions was the researching and writing of the guidance to schools for the 'check in, catch up and prepare' period which started on 29 June. This was shared with schools on 16 June as the secondary teaching and learning section of the Dashboard
- The 29 June guidance included key principles to guide learning in this period, supporting health and wellbeing, blending in-school and distance learning, the implications for curriculum, timetable and classroom practice and guidance on learning fitness
- The 29 June guidance also signposted other materials developed and included on the Dashboard. These materials were on feedback and assessment, models of blended learning, 10 ways to develop distance learning, health and wellbeing, transition and the recovery curriculum
- A second central theme of the sessions was the researching and writing of the GwE blended learning guidance to support schools with their planning and preparations for September. This was shared with schools on 30 June. An updated version was shared on 6 July
- The blended learning guidance included definitions of the key terms, common principles, key summer term tasks, whole school planning for blended learning, models of blended learning, subject planning, exemplar materials for six subjects and a review of the digital tools available to support the delivery of blended learning.
- The guidance was shared and explained in detail to HTs, teaching and learning leads and core subject leaders across the region by GwE core and core subject leads
- Support materials shared with schools also included webinars in English and Welsh to further explain the guidance
- Led by MH, GwE collaborated with the other regional consortia and Estyn to devise a national blended learning guidance document

Initial impact

- Dashboard approach provided schools with a one stop shop for the full range of guidance on reopening.
- Schools were given ready access to the latest research and support materials in the key health and wellbeing and learning fitness aspects of provision and were better able to support pupils as they returned
- The guidance supported schools in planning their curriculum and in ensuring effective classroom practice in the context of social distancing
- Collaboration between and within schools was improved by providing a common framework and definitions as the basis of planning. Good practice was developed and shared at the various forums.
- The key considerations approach supported effective whole school and departmental planning for blended learning and provided access to the latest research
- The practical, exemplar subject materials in English, Welsh, literature, science, maths and history were used to plan autumn term provision. The format was accessible and could be used by all subject teams
- The guidance was recognised to include best teaching and learning practice and is being used on an ongoing basis to inform professional learning in schools

Time and attendees

- 18 sessions
- 36 hours plus preparation time
- 6 SIAs

| Brief Overview | Initial impact | Time and attendees |
|---|--|---|
| <p>Upskilling GwE SIAs to support with KS3 <i>Learning Together Materials</i></p> <ul style="list-style-type: none">• PL of team creating materials - research undertaken into effective distance and then blended learning models• Presentation to Secondary SIA's on the journey taken and the principles behind the creation of the first '<i>Learning Together</i>' unit• 2 x updates for Core Leads on the developments of the '<i>Learning Together</i>' materials | <ul style="list-style-type: none">• Provide SIA's with information about the '<i>Learning Together</i>' materials in order to support schools effectively and consistently• Provide Core Leads with up to date information on the materials in order to be relayed to all Head Teachers across the region | <ul style="list-style-type: none">• 3 sessions• 25 attendees |

| Brief Overview | Initial impact | Time and attendees |
|---|--|--|
| <p>KS3 Learning Together Materials</p> <ul style="list-style-type: none">• PL of team creating materials - research undertaken into effective distance and then blended learning models)• Initial Power Point presentation prepared for Core Leads to present '<i>Learning Together</i>' materials to Head Teachers across all counties• Further discussions and more in-depth presentations to Head Teachers on how '<i>Learning Together</i>' materials support distance/blended learning at KS3• Detailed presentation on the '<i>Learning Together</i>' materials to Teaching & Learning Leads• Meetings with subject leads to discuss possible use for materials• Follow on meetings and discussions with individual schools to discuss implementation of the '<i>Learning Together</i>' materials | <ul style="list-style-type: none">• Consistent guidance and support to schools across all counties• Raise awareness and understanding of schools to the exemplar integrated learning units to support blended learning at KS3• High quality professional learning opportunities delivered to individual schools• Meetings of Teaching and Learning Leads provided opportunity for collaboration and sharing of good practice• Empowered Teaching and Learning leads to lead and support staff in their schools• A few schools make use of an exemplar unit as a basis for providing learning experiences during pre 29th June phase• Some schools make use of exemplar units as a basis for learning experiences during post 29th June phase | <ul style="list-style-type: none">• 22 sessions plus individual school support• 500 hours creating materials• 105 hours delivery• 108 attendees |

| Brief Overview | Initial impact | Time and attendees |
|--|---|--|
| <p data-bbox="183 297 914 391">English subject network for Heads of English and English Teachers</p> <ul data-bbox="183 458 914 1305" style="list-style-type: none">• Principles of effective distance learning methods shared and discussed• Practical training on the use of various digital tools to improve engagement and quality of learning• Principles of effective blended learning model shared and each aspect explored in detail• Research around retrieval practice and connecting learning shared• Curriculum planning and the importance of mapping knowledge as well as skills in English• Exemplar curriculum planning documentation shared and strengths discussed | <ul data-bbox="935 297 1686 1043" style="list-style-type: none">• Improvement in skills and expertise of teachers when using digital tools available on Hwb• Improved provision for learners• Increased understanding of the features of effective blended learning and practical strategies• Greater understanding of the importance of curriculum planning and the impact this has on classroom teachers• Greater understanding of the need to plan knowledge to be taught, as well as skills, in order to improve performance in English | <ul data-bbox="1707 297 2125 444" style="list-style-type: none">• 18 session (3 per LA)• 28 hours• 110 attendees |

| Brief Overview | Initial impact | Time and attendees |
|---|--|--|
| <p>Global Futures network and support through Google Classroom</p> <ul style="list-style-type: none">• Research useful and effective digital tools or websites to facilitate remote language learning.• Compile and share resources easy to use for remote learning (digital or not).• Watch and share the most useful webinars on digital tools and pedagogical advice for remote learning.• All secondary and pilot primary schools were contacted via email to inform about any developments and to offer support if needed. | <ul style="list-style-type: none">• Primary teachers felt supported and were, as a result, able to set appropriate and quality work.• Secondary teachers who needed support could rely on the network and access upskilling training as and when they felt it necessary.• Good practice modelled and shared. | <ul style="list-style-type: none">• 70 hours• Available to all Modern Foreign Language Heads of Department and teachers |

| Brief Overview | Initial impact | Time and attendees |
|---|---|---|
| <p>Post 16 networks Network forums have focussed on:</p> <ul style="list-style-type: none">• Supporting schools in putting in place effective strategies for transition into Year 12 in a distance learning environment• Supporting schools in preparing Year 13 for transition to university• Sharing materials and effective booklets to support Year 11 transition• Sharing ideas around effective distance learning work with Year 12• Disseminating and looking at implications of national ‘How to approach’ results’ days. Sharing ideas and approaches <p>A session for schools in the VESPA project – led by the VESPA team. Reviewing progress so far and planning interventions for next year – 10 schools attended)</p> <p>Discrete session for national post-16 leadership delegates – ‘catch up’ session - held on a cross-consortia basis. Topic – impact of pandemic on practice in schools post-16.</p> | <ul style="list-style-type: none">• Feedback on transition material has been very good. Schools have used them with Year 11 students and also used them to augment existing provision in some cases (response across Wales has been good)• Colleagues have commented on how helpful they have found heads of 6 network meetings –particularly at this time• VESPA review – all schools have found the programme useful and plan to implement it further next year | <ul style="list-style-type: none">• 8 sessions• 10 hours• 40+ attendees |

| Brief Overview | Initial impact | Time and attendees |
|--|--|--|
| <p>Curriculum for Wales</p> <ul style="list-style-type: none">• Provided access to CFW national resources as requested and approached by schools.• Shared overview of regional workshops previously delivered prior to lockdown through G6 resource base to include summary of CFW principles, information on the structure of the new curriculum, Professional Learning and support available from GwE. | <ul style="list-style-type: none">• Those individuals who wanted to access resources were able to do this at their discretion to engage in further reading, develop a deeper understanding of the CFW principles and in particular familiarise with Health and Wellbeing AoLE• GwE able to provide equity of access to resources and consistent messaging | <ul style="list-style-type: none">• In line with regional and national agreement, no formal sessions offered however SIAs able to respond to sharing information as requested from schools/clusters during regular link sessions |

| Brief Overview | Initial impact | Time and attendees |
|--|--|---|
| <p>Guidance on assessment and feedback</p> <ul style="list-style-type: none">• Develop and share guidance and principles based on current. Research.• Upskill staff on use so that they can effectively support schools. | <ul style="list-style-type: none">• All SIAs have resources and relevant information to effectively support schools• Clear guidance and consistency of message and support offered to all schools across the region.• Guidance shared will all consortia across Wales. | <p>Full GwE team meeting attended by all SIAs.</p> <p>SIAs in regular contact to offer advice to all 413 schools and clusters</p> |

Teaching and Learning

| Brief Overview | Initial impact | Time and attendees |
|---|--|---|
| <p>Accelerated skills workshops to develop guidance for schools</p> <p>The identification of effective teaching strategies is an important feature of schools' blended learning plans. However, during the period of school closure, it is likely that many learners will require additional support—in the form of high quality, structured, targeted interventions—to accelerate their learning.</p> <p>Through a review of the available research literature, together with research undertaken with GwE schools, this guide aims to help schools identify the most effective teaching strategies and online programmes that could help schools improve the following core skills:</p> <ul style="list-style-type: none"> • Basic reading and reading fluency • Reading comprehension and vocabulary skills • Basic numeracy and numeracy fluency skills <p>Some of the strategies and support materials in this guidance have been specifically designed to be used in school and by parents at home to support their child's learning.</p> | <ul style="list-style-type: none"> • GwE officers gained an understanding of best practice in planning for teaching discrete skills in a blended learning context, and were able to augment and improve existing blended learning models for schools. • GwE officers benefited from several meetings with research students to learn how to undertake a rapid review of the evidence base for literacy, numeracy and well-being programmes. • GwE staff learned about key aspects of effective instruction, and worked with external authors to design bespoke Welsh medium materials • GwE staff learned about key aspects of effective instruction as well as precision teaching and direct instruction strategies • GwE staff learned about key aspects of effective instruction for synchronous and asynchronous provision. | <ul style="list-style-type: none"> • 5 GwE officers • 4 Bangor University research staff • 2 Bangor University research students • 1 Denbighshire teacher • 15 sessions • 30 hours • Many of the resources and strategies in this proposal stem from recent collaborative research projects undertaken by CIEREI, Bangor University, with GwE schools. |

Brief Overview

Accelerated skills workshops for all primary, special and secondary schools

The main features of the new *Accelerated Learning* resources to be shared through workshops are:

- Worked examples of effective literacy and numeracy teaching strategies using the EEF planning framework (from Foundation Phase to key stage 2)
- A systematic search of the evidence for commonly used targeted approaches for improving literacy skills
- A systematic search of the evidence for commonly used targeted approaches for improving numeracy skills
- A systematic search of the evidence for commonly used targeted approaches for improving behaviour and well-being
- An evidence review for online teaching programmes
- Projects to help schools and parents/carers rebuild pupils' literacy and numeracy skills in English and Welsh from Foundation Phase to key stage 3.

Initial impact

- School leaders and teachers will gain an understanding of best practice in planning for teaching discrete skills in a blended learning context, and were able to augment and improve existing blended learning models for schools
- School leaders will gain an understanding of the key features of effective literacy, numeracy and well-being programmes, and the primary and secondary inclusion criteria that should be used to judge whether to adopt a particular programme
- Schools will have access to a suite of school and parental teaching materials that will be available in both languages by September 2020.
- Parents engaging and supporting their learners to improve basic skills.

Time and attendees

- Up to 55 cluster training events and termly LA implementation support sessions thereafter
- All GwE clusters invited
- Parental support materials also available
- Time allocated TBC

| Brief Overview | Initial impact | Time and attendees |
|---|--|--|
| <p>Return to School Trauma Informed Schools PL A whole School approach session facilitated by Dr Coral Harper, Trauma Informed Schools on strategies to consider when learners return to schools in relation to impact of pandemic & school ethos / key principles and models within teaching and learning. Session funded by Local Authority targeting all schools across the authority, but with focus on schools/settings who have already done the 1 day professional learning via GwE and the LAC PDG funds. Also targeted settings with high numbers of learners who are looked after. LA - Gwynedd / Anglesey/Denbighshire and Conwy had the 3 hour session via ZOOM. GwE SIA's also had the opportunity to attend and the regional PRU/LACE group.</p> | <ul style="list-style-type: none">• Stronger communication strategies in place to inform LACE coordinators, LA staff / school staff and wider stakeholders of the processes for accessing funding that is linked to evidence based research and practises.• Increase in the number of schools /settings who are trauma informed/ACE aware. This will impact on teaching staff being more confident in dealing with learners and identifying suitable support and provision and more schools who have an inclusive approach in relation to the teaching and learning with focus on the blended learning.• More settings confident in using a range of Impact and evaluation measures in regards to vulnerable learners. | <ul style="list-style-type: none">• 1308 attendees• 12 hour delivery for Trauma Informed Schools• Support for individual organisations (6 hours) |

| Brief Overview | Initial impact | Time and attendees |
|--|--|---|
| <p>Regional LACE PDG Group</p> <p>The group had fortnightly meetings with focus on sharing key approaches / research for supporting children who are looked after across the schools of the region. Information available on each LA's shared drive and on the Regional Dashboard. In 1 of the meetings, PL was delivered by Fostering Network on the wellbeing masterclasses. In addition a session on the effective use of the LAC PDG was delivered to the team to share key information on PDG for 2020/21 across the schools and LA.</p> | <ul style="list-style-type: none">• Consistency in key approaches / research for supporting children who are looked after across the region.• Raised awareness of issues regarding wellbeing.• Sharing of good practice / masterclasses. | <ul style="list-style-type: none">• 18 attendees• 12 hours |

| Brief Overview | Initial impact | Time and attendees |
|---|--|---|
| <p>Regional ALN/Inclusion Team</p> <p>The group is facilitated by the LA and meet fortnightly, the focus of the collaboration with GwE was to identify the key challenges in regards to return to school and impact on key groups of learners. A range of key documents have been developed in addition to some information sessions on the regional dashboard / update on the GwE distance learning and blended learning models and a session on the PDG for LAC for 2020/21.</p> | <ul style="list-style-type: none">• Consistence of messaging and support to schools.• Raised awareness of issues and shared good practice | <ul style="list-style-type: none">• 6 attendees• 6 hours |

| Brief Overview | Initial impact | Time and attendees |
|---|---|--|
| <p>LAC PDG</p> <p>Sharing of information delivery session on the universal and targeted support with PDG FSM and PDG for LAC</p> | <ul style="list-style-type: none">• Consistency in support for schools and raised awareness of issues and shared good practice. | <ul style="list-style-type: none">• 18 attendees• 6 hours |

| Brief Overview | Initial impact | Time and attendees |
|---|--|--|
| <p>Universal Wellbeing & Learner Support dashboard</p> <p>A range of guidance / professional learning directory has been developed and shared with all schools / settings across the region. This was communicated via the cluster approach and core leads meetings with LA. A clear overview was produced for Core Leads / SIA's in regards to this element on the dashboard. This information will be captured by Core Leads time.</p> | <ul style="list-style-type: none">• Clear guidance shared with school.• Consistent approach to ensure SIA's are aware of the key strategies to support schools in regards to wellbeing models and learning offer.• Effective co-ordination and collaboration with LA key staff in regards to developing the Learner Support and Wellbeing dashboard for schools. | <ul style="list-style-type: none">• Information captured within SIA work programme.• Guidance shared with all 53 primary clusters and secondary head teacher forums.• Bespoke support provided to individual school through SIAs.• Approach communicated with LA through weekly local quality boards. |

| Brief Overview | Initial impact | Time and attendees |
|--|---|---|
| <p>Learner Engagement (Key Themes) 7 key themed digital sessions (webinars / screencastify) have been produced for schools and settings across the region in regards to sharing effective practise on learner’s engagement in regards to the distance learning and approaches taken by schools during school lockdown. 6 can be accessed through our Wellbeing Section and available to all settings and key partners</p> | <ul style="list-style-type: none">• Sharing of effective practice on learner’s engagement in regards to the distance learning and approaches taken by schools during lockdown.• Increase in learner engagement following initial period of lockdown. | <ul style="list-style-type: none">• 50 hours for overall production.• Available to all staff across 413 schools and key partners.• Regular SIA contact will all schools/cluster with focus on improving learner engagement and sharing good practice. |

| Brief Overview | Initial impact | Time and attendees |
|---|---|---|
| <p data-bbox="53 654 96 796">Page 127</p> <p data-bbox="78 411 779 446">Engagement with Learners and Parents</p> <ul data-bbox="78 525 912 1118" style="list-style-type: none">• Work collaboratively with schools to complete a series of questions in regards to engagement of learners.• Develop a regional overview of current practice in regards to how learners are accessing distance learning and engaging.• Identify effective practice to inform and support regional guidance and models going forward• Identify key barriers and how to support schools in collaboration with Local Authority and partners | <ul data-bbox="970 411 1661 1253" style="list-style-type: none">• This work has resulted in a valuable overview of the regional picture of how schools are engaging with learners.• The report fed into a national report which has been used to share the best practice nationally.• The content of the report has been used to build on the effective and successful practice identified from across the region and also to develop and provide support to schools regarding key areas that need strengthening.• A bank of webinars showcasing the best practice is to be made available to schools. | <ul data-bbox="1686 411 2249 903" style="list-style-type: none">• Sessions with whole GwE team x3• All SIAs held discussions with cluster x 53 involving all 413 schools• One SIA collated each LA's information x 6• Sessions with team who pulled the work together x 3• 60 hours |

| Brief Overview | Initial impact | Time and attendees |
|--|---|---|
| <p>Bespoke School / Cluster Support</p> <p>Individual support has been delivered to specific schools as required in regards to whole school wellbeing strategies /wellbeing measures such as PASS / Boxall /individual guidance on good practise models and effective use of the PDG to support children who are looked after with the LAC PDG.</p> | <ul style="list-style-type: none">• Raised awareness of whole school wellbeing strategies /wellbeing measures such as PASS / Boxall.• Sharing of individual guidance on good practice and effective use of PDG / LAC PDG.• Strengthened cluster collaboration in regard to the LAC PDG. | <ul style="list-style-type: none">• 14 sessions• 26 attendees• 18 hours |

| Brief Overview | Initial impact | Time and attendees |
|---|--|---|
| <p>Primary Core Lead Meetings have been held regularly to agree upon the professional learning focus for local area meetings. The objective was to ensure SIA capabilities, knowledge and skills were promptly updated and enhanced in order to deliver what schools required.</p> <p>Professional learning for SIAs has included:</p> <ul style="list-style-type: none">• <i>How to develop a cluster approach to professional learning for schools</i>• <i>How to develop distance learning across clusters and in schools</i>• <i>How to support and develop the return to school, including risk assessments</i>• <i>How to develop blended learning across clusters</i>• Individual SIAs have been further supported by Core Lead and by SIAs who have identified areas of expertise. | <ul style="list-style-type: none">• Team members were effectively upskilled with knowledge and skills to support schools e.g. IT skills. SIAs were also equipped with consistent answers and responses to questions raised by schools.• SIAs had a shared understanding of WG strategies and National guidance. As a result, consistent messaging, guidance and support to schools was pertinent to schools across the region.• High quality professional learning opportunities were provided to all schools (including bespoke guidance when and where required).• Greater consistency in adopted approaches within local authorities and across the region. .• Improved collaborative working in Local Area Primary Team Meetings, including sharing of identified SIA expertise.• Improved consistency and collaboration across the full primary team.• SIAs encouraged resilience in schools, facilitating schools to plan for more than one scenario in order to be better prepared. | <ul style="list-style-type: none">• 1 Full Primary Team Meeting• 12 Local Area Primary Team Meetings held in each area (36 meetings in total).• 39 hours• 35 SIAs attended |

| Brief Overview | Initial impact | Time and attendees |
|---|---|---|
| <p>Briefing sessions to upskill head teachers on various aspects of support available to school during pandemic including:</p> <ul style="list-style-type: none">Distance Learning - Sharing of information, delivery processes and resources. Bespoke sessions with some clusters.Blended Learning - Sharing of information, processes models and exemplar materials. Bespoke and individualised sessions with some clusters.Continuity of learning - Sharing of key guidance documents and approaches for supporting schools with planning provision and for the re-opening of schools.Sharing of research findings and good practice models.Sharing of information to ensure consistent approach for supporting schools across the region.Risk assessment - Identification of key challenges and approaches/models for mitigating risks to schools.Digital Learning – sharing of digital tools and training on the effective use of the tools to support distant and blended learning | <ul style="list-style-type: none">All head teachers informed and updated on the support available to schools.Consistency in messaging across the region, guidance and support to schools.Head teachers aware and informed on the professional learning opportunities available to schools [including bespoke guidance when and where required].Improved use of digital tools to engage with pupils and their learning. | <ul style="list-style-type: none">60 sessions across the 6 LAs119 hoursPrimary head teachers and cluster chairs |

| Brief Overview | Initial impact | Time and attendees |
|---|---|---|
| <p>PL for GwE team to support schools with re-opening of schools including:</p> <p>Guidance on regional framework/dashboard jointly developed by LA and GwE Officers to support schools with planning for reopening schools including:</p> <ul style="list-style-type: none">• Health and safety requirements• Site and facilities arrangements• Transport• Staffing arrangements• Blended teaching and learning• Inclusion and pupil support• Key management tasks <p>PL offered to all GwE staff so that they are upskilled to provide school/cluster training and clusters and follow up bespoke support.</p> | <ul style="list-style-type: none">• Regional approach in place for developing a supportive framework to ensure that all regional schools had the right policies in place together with a comprehensive risk assessment in order to create a safe environment to reopen schools• Effective collegiate and collective regional approach between the six local authorities and GwE to support schools during the pandemic lockdown• All GwE staff upskilled and confident to provide training and bespoke support for schools/clusters | <ul style="list-style-type: none">• 12 sessions• 6hours• 60 attendees• SIAs upskilled to support all schools and clusters in bespoke sessions. |

| Brief Overview | Initial impact | Time and attendees |
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| <p>PL for re-opening of schools including:</p> <p>Joint guidance and support provided by LA and GwE Officers through regional framework/dashboard to support schools with planning for reopening schools including:</p> <ul style="list-style-type: none">• Health and safety requirements• Site and facilities arrangements• Transport• Staffing arrangements• Blended teaching and learning• Inclusion and pupil support• Key management tasks <p>This included a comprehensive modelled risk assessment in order to create a safe environment to welcome the children back into schools.</p> <p>Formal training sessions/workshops and bespoke support offered to all regional schools/clusters.</p> | <ul style="list-style-type: none">• Regional approach in place for developing a supportive framework to ensure that all regional schools had the right policies in place together with a comprehensive risk assessment in order to create a safe environment to welcome learners back into schools• Effective collegiate and collective regional approach between the six local authorities and GwE to support schools during the pandemic lockdown• Head teachers' response has been positive with appreciation of the support and guidance available• Head teachers, Core Leads and LA representatives shared views and concerns, learning from best practice | <ul style="list-style-type: none">• All 413 regional secondary, primary, special school and PRU Heads• Secondary 30 sessions• 53 Primary Clusters delivered jointly with LA Officers x 2 meetings• 272 hours• Follow up bespoke support by SIAs/LA Officers to individual schools and clusters |

| Brief Overview | Initial impact | Time and attendees |
|---|--|---|
| <p>Up-skilling of Local Authority Education members on various aspects related to effective support provided to schools/clusters:</p> <ul style="list-style-type: none">• Distance Learning - Sharing of information, delivery processes and resources.• Blended Learning - Sharing of information, processes models and exemplar materials.• Continuity of learning - Sharing of key guidance documents and approaches for supporting schools with planning provision and for the re-opening of schools.• Sharing of research findings and good practice models.• Sharing of information to ensure consistent approach for supporting schools across the region.• Risk assessment - Identification of key challenges and approaches/models for mitigating risks to schools. | <ul style="list-style-type: none">• Local authority members informed and updated on the support for schools.• Consistency in messaging across the region, guidance and support to schools.• Local authority members informed on the professional learning opportunities delivered to schools [including bespoke guidance when and where required]. | <ul style="list-style-type: none">• 35 sessions across the 6 LAs• 52 hours• 210+ attendees (6 per session with some additional members depending on agenda) |

Teaching Assistants

| Brief Overview | Initial impact | Time and attendees |
|--|---|---|
| <p>Professional learning platform developed and shared with schools. Google Classroom containing several PL activities for the following aspects:</p> <ul style="list-style-type: none">• EWC Professional Passport• Learning Pathway for Teaching Assistants• HLTA• Essential Skills• Professional Standards• Curriculum for Wales• Schools as Learning Organisations• Hwb• Teaching and Learning• ALN• Autistic Spectrum Disorders• Children’s rights• Safeguarding• Inspirational speakers• Information sources | <ul style="list-style-type: none">• Over 1,700 TAs accessing professional learning activities during the COVID-19 period• Positive feedback and evaluations from regional TAs• Many TAs have taken advantage of the lockdown period to update certificates, e.g. food hygiene• Many TAs have indicated an increased knowledge, understanding and skill set to help them in their daily work in supporting learners• Many indicated an increase in their digital skills and application• Increased interest in HLTA development programme | <p>Over 1,700 teaching assistants have joined the classroom and undertaken professional learning activities</p> |

| Brief Overview | Initial impact | Time and attendees |
|---|--|---|
| <p>Prepare and develop national programme to support prospective HLTAs</p> <p>Series of national meetings/workshops for whole group and sub-groups for programme design and development.</p> | <ul style="list-style-type: none">• Programme delivery materials available for consortium to use regionally (power points / training materials) available and ready.• Candidate handbook, Assessors Handbook and Facilitator Handbook either completed or being produced.• Assessment process and criteria under development | <ul style="list-style-type: none">• 171 hours (meeting and preparation/development of national materials) |

| Brief Overview | Initial impact | Time and attendees |
|--|--|--|
| Support for Foundation Phase practitioners, Senior Leadership Teams and Supporting Improvement Advisers with planning and preparing instructions/resources to promote the use of Welsh with pupils from non-Welsh speaking/second language homes with regard to distance learning and blended learning. | <ul style="list-style-type: none">• Raised awareness among teachers, SLT and SIAs of the FP Welsh medium resources available on 'Google classroom' to support learning. FP teachers use them when searching for resources and ideas as part of their planning for distance learning.• Teachers plan and prepare step by step, bilingual instructions with voice overs so that pupils hear the Welsh language, listen and follow instructions. | <ul style="list-style-type: none">• 11 sessions• 13 hours• 140 attendees |

| Brief Overview | Initial impact | Time and attendees |
|--|---|---|
| <p>Support for Key Stage 2 practitioners, Senior Leadership Teams and Supporting Improvement Advisers with planning and preparing instructions/resources to promote the use of Welsh with pupils from non-Welsh speaking/second language homes with regard to distance learning and blended learning.</p> | <ul style="list-style-type: none">• 10 resources to fire the imagination and five different activities within each resource that support KS 2 and 3 Welsh first language learners' literacy skills. Available for all Welsh medium schools.• Guidance available for parents to support their children.• Modelling effective ways of presenting tasks to learners. Talking frames available for schools to promote Welsh oracy skills. | <ul style="list-style-type: none">• Resources and guidance shared with all Welsh-medium schools in the region |

| Brief Overview | Initial impact | Time and attendees |
|---|---|---|
| <p>Preparation of 'Google Classroom' distance learning materials for KS3 and KS4.</p> <p>GwE teachers were informed of the resource via direct emails to schools, the GwE Bulletin and GwE's Welsh Language Newsletter. Teachers were regularly updated by email about the content of the classroom and guidance on the resources was given in network meetings.</p> | <ul style="list-style-type: none">• Ensuring teachers have access to the best resources for promoting distance learning and blended learning in their departments• Ensuring opportunities for pupils to hear and see Welsh and to speak Welsh• Modelling good practice, in respect of distance learning and blended learning, to head teachers, heads of department and teachers• Sharing digital copies of reading texts, with publishers' permission, in order to give learners opportunities to read in Welsh.• Digital guidance and training for teachers on how to use Hwb software, such as Google Classroom, Screencastify, Adobe Spark, Flipgrid and webinars for their professional development. | <ul style="list-style-type: none">• 134 members in the KS3 class• 116 members in the KS4 class |

| Brief Overview | Initial impact | Time and attendees |
|--|--|---|
| <p>Meetings of the Welsh Language Network to present the KS3 and KS4 Blended Learning Models 'Ein Byd' (<i>'Our World'</i>).</p> <ul style="list-style-type: none">Professional learning sessions were held in digital network meetings for heads of Welsh language departments via Teams. In the meetings, attention was given to the different platforms available for Welsh language teachers to access materials that have been modified for distance learning and blended learning:<ul style="list-style-type: none">➤ The two Google Classrooms➤ The 'GwE Welsh Language' network in Hwb➤ 'Y Pair' in Hwb.Time was also allocated at the meeting to explain the Blended Learning Model created on the 'Our World' topic for Y.5-9 learners, for Y.9 learners transferring to Y.10 and for Y.10 learners. The main principles and research behind these models were explained and the research was shared with the middle leaders. The model was also presented and its versatility explained – it could be used as a complete work scheme from September onwards (with sufficient tasks for half a term) or the tasks could be used individually. | <ul style="list-style-type: none">The materials give middle leaders guidance on the best practice for distance learning/ blended learning by using primary and secondary sources (see below)Middle leaders will be more confident returning to their departments to lead on effective blended learningThe Models are ready to go and accessible and can be used with learners from September onwards. Everyone appreciated this – it offered a clear model in a period of uncertainty. | <ul style="list-style-type: none">3 sessions3 hours26 attendees |

| Brief Overview | Initial impact | Time and attendees |
|--|---|---|
| <p>Y GIST – Secondary Teachers’ Welsh as a Second Language Network on HWB</p> <p>The following were provided:</p> <ul style="list-style-type: none">• Useful advice and guidance• Digital Help and Guidance• Blended Learning Models:<ul style="list-style-type: none">• Various challenges• Writing forms• Language resources• Literature resources• Skills development/language patterns/opinion• Newsletters• KS4 Work Packs• Google Classroom materials for KS3 and 4 | <ul style="list-style-type: none">• Resources and guidance provided for heads of department and practitioners.• Improved teachers’ confidence to share good practice, show curiosity, engage interest and broaden horizons by suggesting alternative / cross-curricular topics to promote and learn Welsh. | <ul style="list-style-type: none">• Guidance and resources shared with all secondary schools that provide Welsh Second Language |

| Brief Overview | Initial impact | Time and attendees |
|---|---|---|
| <p>Welsh Language Advisers' Improvement Support Network (secondary) – the four consortia's response to Welsh Government's D9 objective.</p> <p>The purpose of the collaboration was to create and share appropriate distance learning resources in Welsh to be shared with teachers of Welsh-medium and bilingual schools. Another purpose was to ensure accessibility to those materials for non-Welsh speaking parents supporting their children at home – this was done by providing a bilingual explanation of the tasks and/or translating the resource as required.</p> <p>Representatives from Estyn, WJEC, Welsh Government, Yr Academi and leaders of the Welsh Language Plan were also involved and were very supportive of the work done.</p> <p>From the start, it was decided to invite teachers (4 from GwE) to be part of the national collaboration and they were split into two groups – KS3 Resource Team and KS4 Resource Team.</p> | <ul style="list-style-type: none">• Effective collaboration at national level to support and develop middle leaders and teachers to share good practice when promoting Welsh in their schools – among learners and non-Welsh speaking parents• It was a valuable professional development for the teachers involved in the working groups as they had the opportunity to share their distance learning experiences and share successful materials with each other• The principles of distance learning and blended learning were explored in the working groups and formed the basis of the models for Welsh produced by GwE's Welsh language advisers• Emphasis was placed on listening, watching and discussing in Welsh as there was grave concern that there were no opportunities for Welsh learners to hear and speak Welsh because of school closures• It was decided to start a new national network on Hwb so that Welsh teachers can easily share their distance and blended learning materials | <ul style="list-style-type: none">• 40 sessions• 45 hours• 29 attendees |

| Brief Overview | Initial impact | Time and attendees |
|---|---|---|
| <p><i>Y Pair</i> – a national network within Hwb to share Welsh language distance learning / blended learning materials</p> <p>Establishing '<i>Y Pair</i>' during lockdown, attention was given to teaching methods that work best in distance learning. We also looked at the findings of the international report on distance learning and the findings of the Parentkind report. The messages and principles of this research underpin all the resources in '<i>Y Pair</i>'.</p> | <ul style="list-style-type: none">• Distance learning research shared with Welsh language teachers via emails, two Google classrooms and in Welsh language network meetings.• Upskilling middle leaders on distance learning requirements and best practice. This set a direction for their work in their departments so that they could identify issues to be developed e.g. using Flipgrid, recording lessons using Screencastify.• Emphasis on watching, listening and discussion tasks and resources with teacher's recorded voice (e.g. a video on to explain a task, reading text/story). | <ul style="list-style-type: none">• 168 members• Around half of GwE's Welsh departments have shared their most successful distance learning materials. |

| Brief Overview | Initial impact | Time and attendees |
|--|---|---|
| <p>GwE Welsh Language Newsletters</p> <p>It was decided to collate the Welsh language materials relevant to the distance learning and blended learning period. The newsletters were bilingual. They were shared via bilingual emails to secondary head teachers and also via direct emails to heads of Welsh language departments in GwE schools. The newsletters were also shared in the two Google classrooms and in GwE bulletins. They were also shared trans-regionally with Welsh language advisers in the other consortia to support their work.</p> <p>The newsletters had specific themes that were decided as a result of listening to teachers' voice e.g. Distance learning, Reading, Digital, National Welsh Language Resources on Hwb. They offered professional learning for teachers using them, as they explain best practice in relation to distance learning / blended learning and enrich their ideas by setting contemporary and relevant work for learners. The digital newsletter was also a way of offering teachers opportunities to improve their digital skills and to improve their engagement with learners e.g, by recording videos on Screencastify or by using Adobe Spark.</p> | <ul style="list-style-type: none">• Distance learning research shared with Welsh language teachers via emails, two Google classrooms and in Welsh language network meetings.• Upskilling middle leaders on distance learning requirements and best practice. This set a direction for their work in their departments so that they could identify issues to be developed e.g. using Flipgrid, recording lessons using Screencastify.• Emphasis on watching, listening and discussion tasks and resources with teacher's recorded voice (e.g. a video on to explain a task, reading text/story). | <ul style="list-style-type: none">• 14• 14 hours• 6 SIAs• Newsletter shared with 413 GwE schools and 53 Welsh language leaders in each cluster |

| Brief Overview | Initial impact | Time and attendees |
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| <p>CA2 and CA3 Transition</p> <p>Introduction of a Journal model that could facilitate KS2/3 transition and a model that could be adapted and tailored for KS3 including reading and writing tasks to adapt to learners' needs. It includes long-term activities that can be developed in a blended approach covering distance learning and face-to-face learning. A pack was presented before the two sessions which highlighted the principles / guidance for teachers/pupils and exemplar tasks. The pack is available in English for non-Welsh speaking parents.</p> <p>Discussions were held on the following:</p> <ul style="list-style-type: none">• How the model promotes Well-being, Pedagogy, Blended Learning and CfW.• How the mode offers opportunities to nurture and stimulate writers, stretching more able and talented pupils and supporting the more vulnerable pupils | <ul style="list-style-type: none">• A model o good practice for transition shared with schools.• Clear guidance shared on how to adapt the model so that schools can take ownership of the resource and develop further examples.• The model has been piloted and evaluated. | <ul style="list-style-type: none">• 2 sessions• 2 hours• 20 attendees |

| Brief Overview | Initial impact | Time and attendees |
|--|---|--|
| <p>The <i>Gwfeillio</i> scheme</p> <p>A scheme to support speaking Welsh through live streaming sessions</p> <p>Presentations were given on:</p> <ul style="list-style-type: none">• background/ aims of the scheme• safeguarding guidance and arrangements /• examples of models/pilot schemes• support pack/• guide for parents. <p>A question and answer session was held by the Language Charter Coordinator following piloting and modelling of the scheme in Gwynedd.</p> <p>It is intended to present the scheme to schools in the autumn term.</p> | <p>Ensure an understanding of the scheme's essentials and how it could:</p> <ul style="list-style-type: none">• offer rich provision for pupils from non-Welsh speaking homes as they practice their oral skills and close the deprivation gap in terms of linguistic opportunities• ensure pioneering opportunities for digital interaction• promote late immersion• promote the Language Charter• provide opportunities for pupils to talk to other pupils in new communities - transition key stages / within a school, cluster and across county and regional• influence the use of language and establish the 'habit' of speaking Welsh | <ul style="list-style-type: none">• 30 representatives of the national D9 Group <p>To be developed further with the region's schools</p> |

Early Professional Learning Pathways

| Brief Overview | Initial impact | Time and attendees |
|---|--|---------------------------------------|
| <p>ITE</p> <ul style="list-style-type: none">• Professional learning for SIAs – sharing of next steps in ITE and future collaborative work in FTM 28/04/20. Individual queries and support provided following this• Professional learning offers made to CaBan programmes by GwE staff for 2020-21 and planning materials – 23 GwE staff• Professional learning planning meetings for joint Doc Ed and Masters | <ul style="list-style-type: none">• Team members more effectively equipped to support schools in their ITE needs.• Consistency in messaging, guidance and support to schools.• Professional Ed Doc and Masters programmes for school, GwE and LA staff, including improved closer to practice research | <p>Full Team Meeting All SIAs</p> |

Early Professional Learning Pathways

| Brief Overview | Initial impact | Time and attendees |
|---|--|---|
| <p>Page 147</p> <ul style="list-style-type: none"> • During lockdown, meetings were attended for both OU and CaBan where professional learning for schools (including student teachers and mentors) was planned for 2020-21 • Professional learning for SIAs – sharing of next steps in ITE and future collaborative work in FTM • Follow up professional learning for LA and school staff through BAS update 26/05/20 • Individual professional learning for schools on how OU programme will run and how they could get involved in the partnership, through phone calls • Prior to lockdown, meetings were attended for both OU and CaBan where professional learning was planned for schools, some of which was delivered, during lockdown, by the universities, for example, since lockdown, OU has delivered training to school staff on mentoring and tutoring, based on professional learning materials which were contributed to prior to lockdown • Professional learning document produced for schools on how to develop a timetable for students in OU schools • Professional learning for graduating CaBan students on induction process provided by IGJ Professional learning contribution made by attendance in CaBan staff development days • Contribution to development of professional learning materials for CaBan programmes with CaBan staff – blended learning • Professional learning offers made to CaBan programmes by GwE staff for 2020-21 and planning materials – 24 GwE staff • Professional learning planning meetings for joint Doc Ed and Masters | <ul style="list-style-type: none"> • Consistency in messaging, guidance and support to schools. • Improved collaboration between GwE and universities • Improved professional learning opportunities for students and mentors • Improved university programmes – closer to practice in schools, for example, blended learning • Professional Ed Doc and Masters programmes for school, GwE and LA staff • Planned joint webinars for schools | <ul style="list-style-type: none"> • 1 Full Team Meeting • 6 BAS meetings • 1 delivery to students • 6 university meetings • 12 x meetings with individual schools • 10 hours |

| Brief Overview | Initial impact | Time and attendees |
|--|---|---|
| <p>Support for NQTs through initial online training:</p> <ul style="list-style-type: none"> • Statutory Induction Arrangements for Newly Qualified Teachers, Induction Mentors and External Verifiers • Roles and responsibilities • Professional Standards for Teaching and Leadership • The induction profile / PLEs • Information regarding the LA / Authoritative Body / Consortium • “Induction for Newly Qualified Teachers”- EWC presentation. | <ul style="list-style-type: none"> • Consistency in structure and support for all NQT’s in North Wales • High quality experience for the NQT • Fair and equitable process for all NQT’s • Greater understanding of the NQT on-line Profile • Greater understanding of logging NQT experiences (PLE’s) • Rigorous and consistent assessment for all NQT’s • Recognise the flexibility that exists within different patterns of NQT employment | <ul style="list-style-type: none"> • 15 sessions • 30 hours • 300+ attendees |

COVID-19 - PARATOI I AIL AGOR YSGOLION - ASESIAD RISG YSGOL UWCHRADD

| Grŵp | Maes Pryder | Mesurau Presennol | Tebygolrwydd Dirifroldeb | Sgôr | Mesurau Ychwanegol | Tebygolrwydd Dirifroldeb | Sgôr | Sylwadau Ychwanegol | Cyfrifoldeb |
|----------|-----------------|--|-----------------------------|------|--|-----------------------------|------|---|-------------|
| | | Cynwynio Sesiyniau - Angydu, Dal i Fyny, Paratoi ar gyfer yr haf a mis Medi' yn ystod tymor yr haf 2019/20 sy'n llywio'r canllawiau hyn, ynghyd â'r cyngor gwyddonol a meddygol diweddaraf. Mae'r canllawiau'n amlinellu'r cyngor iechyd cyhoeddus y mae'n rhaid i ysgolion ei ddilyn | | | Mae'r risg o blant yn mynd yn ddirifrol wael o'r coronafeirws (COVID-19) yn isel iawn, a chaiff bod allan o'r ysgol effaith negyddol ar iechyd. Mae'r ysgol yn bwyt cyswllt hanfodol i iechyd cyhoeddus a gwasanaethau diogelu, sy'n bwysig iawn i les dysgwyr a theuluoedd. | | | Does dim un dull sy'n addas i bawb. Mae arweinydd ysgolion yn deall anghenion eu hysgolion a'u cymunedau. Gallant ddod i farn wybodus, gan greu cydbwysedd rhwng darpariaeth cwricwlwm a mesurau rheoli risg. Mae canllawiau Llywodraeth Cymru yn darparu egwyddorion i helpu ysgolion a lleoliadau addysgol i ddod i farn wybodus a lleihau risgiau. Gyda chymorth awdurdodau lleol, disgyblir i ysgolion a lleoliadau weithio'n agos gyda rhieni a staff wrth gytuno ar y dulliau gorau ar gyfer eu hamgylchiadau. | |
| Logisteg | Adeiladau | • Cyfrifo cynhwysedd ysgol | 4 | 3 | 12 | | | <ul style="list-style-type: none"> • Mae gan ALI ddata ar gynhwysedd a gellid cynnal amrywiaeth o fodolau wrth i'r cyngor ar gadw pellter cymdeithasol aeddfedu gyda'r cyngor gwyddonol cyfredol. Dylid gweithredu'r un egwyddorion diogelu i'r ystafell athrawon. Yr egwyddor gyffredinol yw lleihau'r cyswllt rhwng dysgwyr a staff. Gellir cyflawni hyn drwy gadw grwpiau cyswllt ar wahân a chadw pellter rhwng unigolion, lle bo hynny'n bosibl. Nid dewisiadau eraill yw'r rhain a bydd y ddau fesur yn helpu, ond bydd y cydbwysedd rhyngddynt yn newid, gan ddiybnu ar: <ul style="list-style-type: none"> • allu plant i gadw pellter cymdeithasol • cynllun safle'r ysgol • pa mor ymarferol yw cadw grwpiau penodol ar wahân wrth gynnyg y cwricwlwm (yn enwedig yn yr ysgol uwchradd). • Mae cadw pellter rhwng pobl yn adeilad yr ysgol a lleihau'r amser wyneb yn wyneb yn lleihau'r risg o drosglwyddo. Mae iechyd cyhoeddus yn cynghori'n gryf y dylai staff mewn ysgolion uwchradd gadw pellter oddi wrth eu dysgwyr, gan aros ym mlaen y dosbarth ac i ffwrdd o'u cyd-weithwyr lle bo modd. Yn ddelfrydol, dylai oedolion gadw pellter o 2 fetr oddi wrth ei gilydd, ac oddi wrth ddysgwyr. • Dylai ysgolion a lleoliadau wneud mán addasiadau i'r dosbarth i gefnogi cadw pellter cymdeithasol lle bo modd. Dylai hyn gynnwys dysgwyr yn eistedd ochr yn ochr gan wynebu ymlaen, yn hytrach na wynebu ei gilydd, a gallai olygu symud ddefnodi diangen allan o ddsosbarthiadau er mwyn creu mwy o le. • Ceir cyngor cadarn gan iechyd cyhoeddus bod staff mewn ysgolion uwchradd yn cadw pellter oddi wrth eu dysgwyr, gan aros ym mlaen y dosbarth ac i ffwrdd o'u cyd-weithwyr, lle bo hynny'n bosibl. Yn ddelfrydol, dylai oedolion gadw pellter o 2 fetr oddi wrth ei gilydd, ac oddi wrth ddysgwyr. | |
| Logisteg | Yr ystafelloedd | • Gofynion iechyd a diogelwch o safbwynt yr ystafell ddsosbarth a defnyddio lle o fewn yr ysgol. | 4 | 4 | 16 | | | <ul style="list-style-type: none"> • Mae angen i ysgolion ofalu bod yr holl wriadau iechyd a diogelwch wedi'u cwblhau ar ôl cyfnod o gau fel clefyd Legionnaire, profi larymau tân a systemau chwistrellu dŵr, tynnu llwch ac ati. • Sylwch nad yw hon yn rhestr iawn ac y bydd angen i ysgolion gysylltu â'u hymgyngorwyr iechyd a Diogelwch am asesiad cyfansawdd. | |
| Logisteg | Cludiant | <ul style="list-style-type: none"> • Penodol iawn i'r ysgol, yn amrywio o ychydig iawn o ofynion gyda'r mwyafrif yn byw o fewn 3 milltir ac yn teithio'n ddiogel i'r ysgol, hyd at ysgolion ble mae mwyafrif y dysgwyr yn cael eu cludo i'r ysgol. • Hefyd, mae angen ystyried dysgwyr bregus y mae arnynt angen trefniadau unigryw. | 3 | 4 | 12 | | | <ul style="list-style-type: none"> • Bydd pob giât heblaw am y giât ffrynt ar gau. • UDA ar y giât i adael bysus a thacsis i mewn ac allan unwaith y bydd yn ddiogel. • Rhaid i hyn fod yn berthnasol i bob safle - dylai fod yn hyblyg i bob ysgol. • Bydd angen i blant ar fysus fod ar rota hefyd. • Creu manau gollwng disgyblion - meysydd parcio gerllaw ac ati. • Efallai bydd rhaid i ddysgwyr beidio â defnyddio trafndiaeth gyhoeddus ar adegau prysur ac felly, o ganlyniad, gall ysgolion fod angen ystyried cynnal diwrnod ysgol tu allan i oriau teithio prysur. Cludiant (Mae canllawiau LIC yn cael eu hystyried ar hyn o bryd a bydd angen eu diweddarau) • Dylid rhoi ystyriaeth i'r canllawiau cludiant diweddaraf. Lle bo'n bosibl, dylai rhieni a gofalwyr deithio gyda'u plant yn ôl ac ymlaen i'r ysgol, yn ddelfrydol ar droed, neu ar feic, sgwter neu unrhyw ffordd arall o deithio llesol. Dylid cadw pellter cymdeithasol ar y daith i'r ysgol ac oddi yno. Dylai pobl o fwy na dwy aelwyd deithio gyda'i gilydd dim ond os yw cadw pellter cymdeithasol yn bosibl. <p>Mewn unrhyw drefniadau cludiant ysgol, dylid rhoi blaenoriaeth i'r rhai hynny na allant fynychu'r ysgol heb gludiant.</p> | |

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| Grŵp | Maes Pryder | Mesurau Presennol | Tebygolrwydd Diriffoledeb | Sgôr | Mesurau Ychwanegol | Tebygolrwydd Diriffoledeb | Sgôr | Sylwadau Ychwanegol | Cyfrifoleb | | | | |
|-----------------|---|---|------------------------------|------|--------------------|------------------------------|------|--|------------|---|----|--|--|
| Dysgwyr a Staff | Adnabod disgyblion i'w hailintegreiddio | Wrthi'n gweithio ar ddiffiniad LLC o weithwyr bregus ac allweddol - niferoedd presennol sydd angen cymorth yn codi. Mae Llywodraeth Cymru yn gofyn i ysgolion a lleoliadau gynllunio ar gyfer dychwelyd yr holl ddysgwyr yn raddol o ddechrau tymor yr Hydref. | 4 | 3 | 12 | 4 | 3 | <ul style="list-style-type: none"> • Ail integreiddio ar sail anghenion • Dim cymysgu anghenion/cyfnodau. • Aseiad risg unigol i bob disgybl sydd â chynllun gofal • Dechrau efo cynhwysedd 20% a chynyddu yn ôl llwyddiant • Oni bai y caiff ei reoli'n ofalus iawn, gallai hyn achosi i'r ysgol fod ar gau am gyfnod hir. Dylai ysgolion ystyried dychwelyd yn raddol gan ddechrau gyda grwpiau blwyddyn 7, 11 a 13 am y pythefnos cyntaf Rhaid i bob dysgwyr arall fynychu'r ysgol. Dylai ysgolion ystyried pryderon posibl disgyblion, rhieni/gofalwyr a all fod yn amharod neu'n bryderus ynglŷn â dychwelyd i'r ysgol. Dylent roi'r cymorth addas ar waith i fynd i'r afael â hyn. Gall hyn gynnwys dysgwyr sydd wedi bod yn gwarchod (shielding) a sydd wedi cael gwybod nad yw hyn yn angenrheidiol mwyach, y rhai sy'n byw mewn cartrefi lle mae rhywun yn clinically vulnerable, neu'r rhai sy'n pryderu am y risg gymharol uchel o goronafeirws (COVID-19), gan gynnwys y rheini o gefndiroedd pobl dduon, Asiaidd a lleiafrifoedd ethnig neu sydd â chyflyrau penodol fel gordewdra a diabetes. | 4 | 3 | 12 | <ul style="list-style-type: none"> • Angen cymorth gan bob gwasanaeth ALL i reoli disgwyliadau rhieni/gofalwyr. • Os na ellir arddel y polisi cadw pellter cymdeithasol yn gaeth, dylid nodi na ddylai'r unigolion hynny fynychu. Dylid eu cefnogi i weithio o gartref. Gallai hyn ddibynnu pam bod ysgolion yn ail agor - addysg, lles neu economi. • Mewn ysgolion uwchradd - gall y cwricwlwm fod yn seiliedig ar brosiect yn dibynnu faint o staff sydd ar gael. • Efallai bydd angen ystyried teuluoedd sydd â mwy nag un plentyn yn yr ysgol. A yw Blwyddyn 10, Blwyddyn 12, Blwyddyn 6 yn flaenoriaeth er enghraifft, neu deuluoedd sydd mewn angen, teuluoedd sy'n gweithio? Y Gymraeg? Ar gyfer ysgolion 1 i 16, a ddylid ystyried dysgwyr Blwyddyn 11 i helpu gyda'u pontio i'r cam nesaf yn eu dysgu? • Rhaid cael cyfarwyddwyd cenedlaethol pendant ar bwy sy'n cael blaenoriaeth ar sail y rheswm dros ail agor ysgolion. Yna rhaid i ysgolion chwilio am y datrysiadau. • Tri grŵp i'w hadnabod: <ol style="list-style-type: none"> 1 - Yn yr ysgol ond mewn amgylchiadau anghyfarwydd 2 - Methu dod i mewn (bregus, ac ati) 3 - Ddim yn fodlon dod i mewn (awgrymu cyswllt â statws economaidd gymdeithasol) • Byddai ysgolion yn annoeth i orfodi unrhyw un i ddod i'r ysgol – efallai bydd angen polisi presenoldeb dros dro ar ysgolion. • Efallai bydd ysgolion eisiau ystyried a yw bregus yn flaenoriaeth, yna dan anfantais digidol yna AAA ac Anawsterau. • Bydd yn hanfodol cadw cofnodion presenoldeb manwl o safbwynt diogelu ac er mwyn cynllunio strategaeth ysgol, ALL a Cymru yn strategol. Mae Llywodraeth Cymru yn gofyn i ysgolion a lleoliadau gynllunio ar gyfer pob dysgwyr yn dychwelyd yn raddol o ddechrau tymor yr hydref. | |
| Dysgwyr a Staff | Crisialu pwrpas presenoldeb addysgol ar safleoedd ysgol | <ul style="list-style-type: none"> • Bydd yn anodd gorfodi gofynion presenoldeb arferol gan fydd dymuniadau rhieni/gofalwyr yn amrywion fawr o ran eu disgwyliadau am ddiogelwch eu plant mewn rhaglen ail ymgysylltu. | 4 | 4 | 16 | 4 | 4 | <ul style="list-style-type: none"> • Mae angen rhannu unrhyw ganllawiau diwygiedig mewn da bryd â'r holl randdeiliaid i sicrhau cysondeb disgwyliadau a'r hawl i ofyn i ysgolion ac ALL ystyried amgylchiadau unigol. • Dylid gwneud hyn ar ffurf anogaeth yn hytrach na gorfodaeth, oni bai ei fod yn bryder am ddiogelu. • Ni ddylai unrhyw un sydd â symptomau Covid-19 fynd i leoliad am ba bynnag reswm. • Plant cymwys – gan gynnwys grwpiau blaenoriaeth - dylid eu hannog yn gryf i fynd i'r ysgol, oni bai eu bod nhw'n hunan ynysu neu'n fregus (yn yr achos hwn, dylent ddilyn cyngor meddygol). • Os oes rhywun yn eu cartref yn fregus, dylent fynd i'r ysgol dim ond os gellir cadw at reolau cadw pellter cymdeithasol caeth, a bod y plant yn gallu deall a dilyn y cyfarwyddiadau hynny. • Dylai teuluoedd ddweud wrth eu hysgol, fel ag yr arfer, os bydd eu plentyn methu mynd fel y gall staff edrych ar y rheswm efo nhw a rhoi sylw i rwystrau efo'i gilydd. • Dylai ALL ei gwneud hi'n glir na fydd rhieni yn cael eu dirwyo am beidio ag anfon eu plant i'r ysgol ar yr adeg hon, ac ni fydd ysgolion yn cael eu dwyn i gyfrif am lefelau presenoldeb. • Dylai ysgolion barhau i roi gwybod i weithwyr cymdeithasol os nad yw plant sydd â gweithiwr cymdeithasol yn mynd i'r ysgol. | | | | | |

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| Grŵp | Maes Pryder | Mesurau Presennol | Tebgolgwydd | Diriffoledeb | Sgôr | Mesurau Ychwanegol | Tebgolgwydd | Diriffoledeb | Sgôr | Sylwadau Ychwanegol | Cyfrifoleb |
|-----------------|--|--|-------------|--------------|------|--|-------------|--------------|------|--|------------|
| Dysgwyr a Staff | Staff sydd ar gael | <ul style="list-style-type: none"> Oherwydd y system rota, y staff sydd ar gael yn briodol. Tua 10% yn gwarchod eu hunain a 5% ddim ar gael i weithio am resymau eraill. | 3 | 3 | 9 | <ul style="list-style-type: none"> Wrth i gyswllt â mwy o ddysgwyr gynyddu, bydd yr angen i staff sydd angen hunan ynysu hefyd yn codi. Mae staff sydd ag asthma ac/neu gyflyrau meddygol eraill yn llai tebygol o fynd i'r gwaith - angen canllawiau cenedlaethol. Bydd staff sydd â gorbryder efallai'n ei gweld hi'n anodd mynd i'r gwaith heb gael eu sicrhau. | | | | <ul style="list-style-type: none"> Angen canllawiau cenedlaethol/lleol ar asthma/cyflyrau meddygol eraill. Ni ddylai unrhyw un sydd wedi derbyn llythyr cysgodi fod yn bresennol ar hyn o bryd (yn unol â LIC). Efallai bydd ALL yn dymuno diffinio'r term 'bregus' fel bod gan yr holl randdeiliaid yr un diffiniad. Dylai ysgolion allu adnabod staff sy'n gweithio gartref a staff sydd ar gael yn yr ysgol. Mater ychwanegol yw staff sydd â phlant oedran ysgol, mae angen adnabod hyn a'i ystyried yn y rota Dylai ysgolion ystyried adleoli staff: ni fydd staff sy'n gweithio yn yr ysgol yn gallu gwneud yr un dyletswyddau dysgu o bell. Gall fod angen ystyried adleoli grwpiau i sicrhau tegwch a chydbwysedd ymysg staff. Dylid rhannu darpariaeth ar gyfer profi Covid-19, a dylai'r holl randdeiliaid ei deall. Dylai ALL, Cyrrff Llywodraethu ac Uwch Arweinyddwr fod yn ymwybodol o les eu staff i gyd, gan gynnwys uwch arweinydd eu hunain, a'r angen i weithredu arferion gwaith hyblyg mewn ffordd sy'n hybu cydbwysedd da rhwng bywyd a gwaith, ac yn cefnogi athrawon ac arweinyddwr. Gofynnwn i ysgolion/lleoliadau ac awdurdodau lleol: gyfleu disgwyliadau clir a chyson ynghylch presenoldeb i rieni/gofalwyr drwy gydol yr haf cyn y flwyddyn ysgol newydd adnabod dysgwyr sy'n amharod neu'n bryderus am ddychwelyd, neu sydd mewn perygl o ymddieithrio. Mae angen datblygu cynlluniau ar gyfer ailymgysylltu â hwy. Dylai hyn gynnwys plant a phobl ifanc difreintiedig a bregus, yn enwedig y rhai a oedd yn absennol yn barhaus cyn y pandemig neu nad ydynt wedi ymgysylltu â'r ysgol yn rheolaidd yn ystod y pandemig. gweithio'n agos gyda gweithwyr proffesiynol eraill, fel bo'n briodol, i gefnogi'r dychwelyd i'r ysgol, gan gynnwys parhau i hysbysu gweithiwr cymdeithasol y plentyn, os oes ganddo un, am ddiffyg presenoldeb. | |
| Dysgwyr a Staff | Asesu'r risg i staff a dysgwyr bregus | <ul style="list-style-type: none"> Bydd angen i ysgolion lunio cofrestr o staff a dysgwyr sy'n 'fregus' o dan y gofynion presennol. | 4 | 4 | 16 | <ul style="list-style-type: none"> Bydd angen ei diweddarwr wrth i'r sefyllfa ddeinamig hon newid a bydd angen cyfleu unrhyw newid mewn statws mewn da bryd cyn i'r statws newydd ddechrau. | | | | <ul style="list-style-type: none"> Dylid gwneud hyn mewn partneriaeth â'r ALL i sicrhau cysondeb ac ymgynghori priodol â'r holl randdeiliaid. Bydd profi cyflym ar gael gan raglen Profi, Olrhain, Diogelu GIG Cymru i gefnogi achosion o goronafeirws mewn ysgolion/lleoliadau. Bydd Byrddau Iechyd Lleol yn darparu profion antigen PCR i bawb yn 'swigod' yr ysgol/lleoliad a effeithir (grŵp bach, cyson o ddim mwy na 8), a phawb yn yr ysgol/lleoliad os nad yw'r lleoliad wedi dilyn canllawiau Llywodraeth Cymru ar gyfer ysgolion ac/neu fesurau Atal a Rheoli heintiau. Gellir darparu a samplu profion antigen cyflym mewn amrywiaeth o ffyrdd megis defnyddio unedau profi symudol (MTUs), lloerennau profi dros dro a llwybrau gollwg a chasglu. Trafodir y dull profi mwyaf priodol, a chytuno ar hyn, gyda'r holl randdeiliaid. | |
| Dysgwyr a Staff | Dangos symptomau yn yr ysgol - Gweithwyr, Dysgwyr, Rhieni/Gofalwyr | <ul style="list-style-type: none"> Ni ddylai gweithwyr, dysgwyr neu rieni/gofalwyr sy'n teimlo'n wael/dangos symptomau Covid-19 fynd i'r/ymweld â'r ysgol. | 2 | 4 | 8 | <ul style="list-style-type: none"> Ni ddylai unrhyw weithwyr, dysgwyr neu rieni/gofalwyr sy'n teimlo'n wael/dangos symptomau Covid-19 fynd i'r/ymweld â'r ysgol. Os bydd unrhyw un yn cael ei daro'n wael yn yr ysgol, rhaid iddynt adael yr ysgol cyn gynted ag y bo modd a dilyn canllawiau hunan ynysu. Ysgol i fonitro absenoldeb salwch dysgwyr a dweud wrth yr ALL am unrhyw achos a amheuir o symptomau Covid-19. Dywed y Prif Swyddog Meddygol nad oes unrhyw dystiolaeth i gefnogi'r angen i wisgo gorchuddion wyneb anfeddygol ar raddfa eang yn y gymuned. Argymhellir y rhain pan na ellir cadw pellter cymdeithasol. Dylid ymateb i unrhyw haint drwy ddefnyddio'r strategaeth Profi, Olrhain, Diogelu. Dylid rheoli achosion o COVID-19 a gadarnhawyd yng nghymuned yr ysgol, a dilyn cyngor y tîm diogelu iechyd lleol i ynysu'r haint. | | | | <p>Mae canllawiau diweddaraf LIC yn argymhell bod mesurau hanfodol yn cynnwys:</p> <ul style="list-style-type: none"> pobl sy'n sâl yn aros gartref hyllendid dwylo ac anadlol cadarn gwell trefniadau glanhau ymwneud gweithredol â'r strategaeth Profi, Olrhain, Diogelu ystyried yn ffurfiol sut i leihau cyswllt a chadw i'r eithaf bellter cymdeithasol yn yr ysgol ble bynnag bo'n bosibl ystyried yn ffurfiol sut i leihau'r potensial ar gyfer halogiad cyn belled ag y bo'n rhesymol ymarferol <p>Bydd strategaethau i leihau cyswllt yn dibynnu ar amgylchiadau'r ysgol, a bydd hyn yn cynnwys fel a ganlyn (gymaint ag y bo modd):</p> <ul style="list-style-type: none"> grwpio dysgwyr gyda'i gilydd osgoi cyswllt rhwng grwpiau trefnu dosbarthiadau fel bod desgiau yn wynebu'r blaen staff yn cadw pellter oddi wrth ddisgylbion a staff eraill gymaint ag y bo modd. | |

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| Grŵp | Maes Pryder | Mesurau Presennol | Tebygolrwydd Difrifoldeb | Sgôr | Mesurau Ychwanegol | Tebygolrwydd Difrifoldeb | Sgôr | Sylwadau Ychwanegol | Cyfrifoldeb |
|-------------------|--------------------------------|---|-----------------------------|------|--------------------|---|------|---|-------------|
| Dysgwyr a Staff | Anaf i ddysgwyr ar y safle | <ul style="list-style-type: none"> Pe byddai dysgwr yn cael anaf yn yr ysgol, byddai'r staff yn rhoi sylw i'r anaf neu'n trefn i weld meddyg neu fynd i'r ysbyty. | 2 | 4 | 8 | <ul style="list-style-type: none"> Wrth roi sylw i unrhyw glwyfau ac ati, staff ysgol i ddefnyddio cyfarpar diogelu personol (PPE) pob amser. Gofyn am ganiatâd gan riant/gofalwr i fynd i'r feddygfa neu'r ysbyty yn ystod pandemig. Os oes unrhyw amheuaeth (neu'n methu cysylltu â rhiant/gofalwr), cysylltu â Galw GIG/Gwasanaethau Brys am gyngor. | | <ul style="list-style-type: none"> Mae angen ystyried beth fyddai'n digwydd petai dysgwr yn cael ei anafu'n ddifrifol, neu fod rhywun â chyflwr meddygol angen mynd i'r ysbyty. Wrth gwrs, gellid galw'r gwasanaeth brys ar gyfer rhai digwyddiadau difrifol, ond nid pob tro. A yw staff yn fodlon mynd i'r ysbyty os na allai rhiant/gofalwr ddod i nol y dysgwr? A fyddai'r rhiant/gofalwr yn hapus i'r dysgwr fynd i'r ysbyty yn y lle cyntaf, gan gofio y gallai rhai fod yn amharod i fynd i'r ysbyty ar hyn o bryd? | |
| Dysgwyr a Staff | Gwisg ysgol | <ul style="list-style-type: none"> Bydd plant wedi tyfu dros gyfnod y cyfyngiadau, efallai na fydd eu gwisg ysgol yn ffitio bellach. Bydd hyn yn broblem fawr os na roddir llawer o rybudd iddynt ddychwelyd i'r ysgol. | 3 | 3 | 9 | <ul style="list-style-type: none"> Yn wir, gallai'r sefyllfa fod yn waeth oherwydd problemau ariannol rhieni yn ystod cyfnod y cyfyngiadau, yn enwedig heb dâl llawn neu ddim tâl yn dod i mewn i'r tŷ. Mae angen i ysgolion ddangos cydymdeimlad ac efallai llacio rhai o'u rheolau o safbwynt gwisg ysgol. Corff llywodraethu ysgol sy'n gwneud penderfyniadau ynghylch gwisg ysgol. Fe wnaeth rhai ysgolion lacio eu | | <ul style="list-style-type: none"> Ddylai ysgolion groesawu dysgwyr yn ôl heb wisg ysgol? Mae'n bwysig bod y neges hon yn cael ei rhannu gyda'r holl rieni. Os yn bosib, rhoi amser synhwyrol i rieni roi trefn ar sefyllfa'r wisg ysgol. Ble mae rhieni yn cael trafferthion ariannol, yna dylai ysgolion geisio darparu'r wisg ysgol i'r plentyn/plant. Efallai annog rhieni sy'n cael trafferth i drefnu'r esgidiau a gallai'r ysgol helpu efo'r wisg ysgol, gellid hefyd gofyn i'r Gymdeithas Rieni efo gwerthu/ffeirio. | |
| Dysgwyr a Staff | Cod Gwisg Staff | <ul style="list-style-type: none"> Cod gwisg presennol ddim yn ymarferol efallai. | 4 | 3 | 12 | <ul style="list-style-type: none"> Bu rhywfaint o drafodaeth y dylai staff ystyried golchi eu dillad ar ddiwedd pob diwrnod i leihau'r potensial i drosglwyddo haint. Dylai unrhyw newid i ddisgwyliadau o ran gwisg ysgol | | <ul style="list-style-type: none"> Efallai bydd ysgolion eisiau ystyried gwisg llai ffurfiol. | |
| "Y Diwrnod Ysgol" | Cyrraedd yr Ysgol | <ul style="list-style-type: none"> Pob cerbyd i gyrraedd yr ysgol a gollwng mewn un lle canolog. Gofyn i rieni beidio â dod â'u plant ar safle'r ysgol, neu gyfyngu mynediad at adeiladau'r ysgol. | 3 | 3 | 9 | <ul style="list-style-type: none"> Efallai bydd ysgolion eisiau ystyried amseroedd cychwyn gwasgarog neu wasgaru grwpiau Blwyddyn dros sesiynau bore a phrynhawn ar wahân. Pob dysgwr i aros yn y taci nes daw staff i'w nol nhw. Dysgwyr i ddod i mewn drwy un drws dynodedig a golchi dwylo cyn mynd i'r dosbarth. Efallai bydd ysgolion eisiau ystyried i ddysgwyr aros mewn dosbarthiadau dynodedig ac i'r staff symud i'r dosbarthiadau hyn. | | <ul style="list-style-type: none"> Disgyblion nad ydynt yn yr ysgol yn cael eu denu i gyfarfod â ffrindiau tu allan i'r ysgol a fyddai'n codi peryglon ychwanegol. Dylid parhau i gysylltu o bell â rhiant/gofalwr. Os yw'n bosibl, dylai ysgolion ystyried amseroedd dechrau gwasgarog, neu addasu amseroedd dechrau a gorffen i gadw grwpiau ar wahân wrth iddynt gyrraedd a gadael yr ysgol. Ni ddylai amseroedd dechrau a gorffen gwasgarog leihau nifer yr oriau addysgu. Gall dechrau gwasgarog, er enghraifft, gynnwys cywasgu/gwasgaru cyfnodau rhydd neu amser egwyl ond cadw'r un faint o amser addysgu, neu gadw hyd y diwrnod yr un fath ond dechrau a gorffen hwyrach i osgoi'r cyfnod prysur. Dylai ysgolion ystyried sut i gyfleu hyn i rieni/gofalwyr a'u hatgoffa am y broses ar gyfer gollwng plant a'u casglu, gan gofio na chaniateir ymgynnull wrth gât yr ysgol na dod ar safle'r ysgol heb apwyntiad. Dylai ysgolion hefyd gael proses ar gyfer tynnu gorchudd wyneb pan fydd dysgwyr a staff sy'n eu defnyddio yn cyrraedd yr ysgol, a dylid cyfleu hyn yn glir iddynt. Rhaid cyfarwyddo'r dysgwyr i beidio â chyffwrdd tu blaen eu | |
| "Y Diwrnod Ysgol" | Cyrraedd y Dosbarth | <ul style="list-style-type: none"> Gall cyfyngiadau'r adeilad olygu ychydig iawn o ddisgyblion ym mhob dosbarth. Wrth weithredu polisi disgyblion statig a staff symudol, byddai'n rhaid i hyn fod ar sail gwaith prosiect. | 3 | 2 | 6 | <ul style="list-style-type: none"> Symud desgiau i sicrhau cadw pellter cymdeithasol. Pob disgybl i gael ei le ei hun a'i gyfarpar ei hun i weithio Bydd angen i'r amserlen ystyried amser i gymryd egwyl i fynd i'r toiled, fesul dipyn. Wrth lunio amserlen, dylai grwpiau gael eu cadw ar wahân a dylid lleihau'r symud o gwmpas safle'r ysgol. Er mai risg isel yw pasio yn y coridor neu'r lle chwarae, dylai ysgolion osgoi creu coridorau, mynedfeydd ac allanfeydd prysur. Dylai ysgolion hefyd ystyried amseroedd egwyl ac amserau cinio gwasgarog (ac amser ar gyfer glanhau arwynebau yn y neuadd fwyta rhwng grwpiau). | | <ul style="list-style-type: none"> A oes digon o doiledau/cyfleusterau ymolchi yn y bloc addysgu cyfyngedig/dynodedig? A oes digon o gyfleusterau golchi dwylo? Ystyried system unffordd tu mewn a thu allan i'r ysgol Gadael drysau ar agor (ar wahân i ddrwsau tân) fel nad oes angen cyffwrdd â dolenni drysau ac ati. Yn yr achos hwn, bydd angen i ysgolion adolygu eu polisiâu diogelu. | |
| "Y Diwrnod Ysgol" | Addoli ar y cyd a Gwasanaethau | <ul style="list-style-type: none"> Addoli ar y cyd/gwasanaethau dyddiol yn unol ag amserlen yr ysgol. | 4 | 4 | 16 | <ul style="list-style-type: none"> Dim addoli ar y cyd fel ysgol gyfan/cyfnod allweddol na gwasanaethau. Cynnal addoli ar y cyd mewn dosbarthiadau unigol. | | <ul style="list-style-type: none"> Dylid cadw grwpiau cyswllt ar wahân lle bo'n bosibl, sy'n golygu y dylai ysgolion osgoi cyfarfodydd mawr fel gwasanaethau boreol neu addoli ar y cyd gyda mwy nag un grŵp. | |

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| Grŵp | Maes Pryder | Mesurau Presennol | Tebgolgwydd | Diriffoledeb | Sgôr | Mesurau Ychwanegol | Tebgolgwydd | Diriffoledeb | Sgôr | Sylwadau Ychwanegol | Cyfrifoledeb |
|---------------------|--|---|-------------|--------------|------|---|-------------|--------------|------|---|--------------|
| "Y Diwrnod Ysgol" | Amseroedd Egwyl/Cinio | <ul style="list-style-type: none"> Mae risg sylweddol i'r gofyn am gadw pellter cymdeithasol, a gallu staff i blismona gofynion yn ddiogel. | 4 | 3 | 12 | <ul style="list-style-type: none"> Dylid rhoi ystyriaeth i gwtogi'r diwrnod i leihau grwpiau torfol amser egwyl. Dylid rhoi ystyriaeth bellach i ddileu'r angen am amser cinio drwy gwtogi'r diwrnod a graddoli grwpiau blwyddyn rhwng y bore a'r prynhawn. Gellid parhau i weithredu'r drefn bresennol i blant PYD. | | | | <ul style="list-style-type: none"> Byddai hyn yn dibynnu ar nifer y disgyblion a faint o dir sydd ar gael - posibl cael ardaloedd ac ati - rheolau chwarae/ymgysylltu ac ati - gellid ymgynghori â disgyblion. Byddi angen adolygu cynigion i ddefnyddio'r ffreutur i raddau, neu ddim o gwbl, yn unol â'r arweiniad gan y Llywodraeth ar ysgolion yn darparu prydau ar y safle. <p style="text-align: right;">Ar yr amserlen, dylai grwpiau gael eu cadw ar wahân a dylid lleihau'r symud o gwmpas safle'r ysgol. Er mai risg isel yw pasio yn y coridor neu'r lle chwarae, dylai ysgolion osgoi creu coridorau, mynedfeydd ac allanfeydd prysur. Dylai ysgolion hefyd ystyried amseroedd egwyl ac amseroedd cinio gwasgarog (ac amser ar gyfer glanhau arwynebau yn y neuadd fwyta rhwng grwpiau).</p> | |
| Trefniadau Domestig | Arlwyio | Gall dysgwyr gael prydau amser cinio yn yr ysgol. | 3 | 4 | 12 | <ul style="list-style-type: none"> Dylai dysgwyr fwyta yn eu hystafelloedd dosbarth eu hunain lle bo'n bosibl. A fydd dysgwyr yn cael eu hannog i ddog â'u cinio eu hunain? - Holwch adran arlwyio'r ALI. Dylai ysgolion hefyd ystyried amseroedd egwyl ac amserau cinio gwasgarol (ac amser ar gyfer glanhau arwynebau yn y neuadd fwyta rhwng grwpiau). <p>Dylai ysgolion hefyd ystyried amseroedd egwyl ac amseroedd cinio gwasgarog (ac amser ar gyfer glanhau arwynebau yn y neuadd fwyta rhwng grwpiau). Mae Llywodraeth Cymru yn disgwyl y bydd ceginau ysgol yn agored yn llawn o ddechrau tymor yr hydref ac y bydd gofynion cyfreithiol arferol yn berthnasol o ran darparu bwyd i bob disgybl sydd am ei gael, gan gynnwys y rheiny sy'n gymwys i gael prydau ysgol am ddim.</p> | | | | <ul style="list-style-type: none"> Dylai'r ddarpariaeth ystyried a ddylai gynnwys brecwast, cinio ac, o bosibl, swper pan fo angen am hyd y gofal. Efallai y bydd angen byrbrydau hefyd. Os yw'n bosibl, dylid gweini bwyd yn yr ystafelloedd lle mae'r dysgwyr yn ymgymryd â gweithgaredd. Mae hyn yn lleihau'r risg o drosglwyddo haint. Dylid glanhau'r ardal yn unol â'r canllawiau ar ôl bwyta. Dylai staff sicrhau eu bod yn parhau i ymbellhau'n gymdeithasol yn ystod amseroedd bwyd a dylai dysgwyr eistedd dau fetr oddi wrth ei gilydd. Yn yr achos hwn, dylid cael gwared ar y byrddau o annibendod, wedi'u diheintio, ac yn weledol lân cyn darparu'r pryd/byrbryd. Os oes unrhyw bryderon, dylai ysgolion a lleoliadau ofyn am gyngor eu tîm iechyd yr amgylchedd lleol am gyngor. Dylai dysgwyr hefyd olchi eu dwylo cyn ac ar ôl bwyta a dylai staff hefyd olchi eu dwylo cyn ac ar ôl gweini bwyd. Efallai y bydd yr ysgol neu'r lleoliad am ystyried darparu prydau ar gyfer staff hefyd er mwyn lleihau nifer y gwrthrychau sy'n cael eu trosglwyddo o'r adeilad ac i'r adeiladau. Dylai awdurdodau lleol a phenaethiaid weithio gyda darparwyr a chyflenwyr bwyd i sicrhau bod hylendid yn cael ei wneud yn drylwyr iawn, gan gynnwys paratoi, defnyddio a gwaredu. Rhaid peidio â rhannu bwyd. Dylid gwahanu unrhyw fyrbrydau yn glir i osgoi hyn Gallai amser cinio ac egwyl gael ei wahanu i gefnogi ymbellhau cymdeithasol. | |
| Trefniadau Domestig | Dal/Lledaenu. Methu cadw pellter cymdeithasol wrth roi gofal personol. | <ul style="list-style-type: none"> Mae ysgolion wrthi'n dilyn canllawiau iechyd Cyhoeddus Cymru ar fenig a ffedogau. Dylai masgiau wyneb fod ar gael i staff. | 4 | 3 | 12 | <ul style="list-style-type: none"> Dilyn canllawiau ar gyfarpar diogelu personol gan gynnwys masgiau wyneb, ffedogau a menig. Rhoi gwastraff mewn dau fag. Gofalu bod biniau gwastraff yn cael eu gwagio pob diwrnod gan y tîm gofalwyr. Cynyddu oriau glanhau fel bod arwynebau yn cael eu glanhau yn drylwyr ar ddiwedd y dydd/shifft. <p>Dylai ysgolion barhau i ddefnyddio menyf a ffedogau wrth ddarparu gofal personol i blentyn neu berson ifanc. Mae hyn yn cynnwys gofal personol, ymarferol fel ymolchi, mynd i'r toiled, cymorth cyntaf a rhai gweithdrefnau clinigol megis bwydo â chymorth. Dylid gwisgo masgiau llawfeddygol a sbectol diogelu llygaid sy'n gwrthsefyll hylifau os yw'r asesiad risg yn datgan bod risg o sbasio'r llygaid, er enghraifft drwy beswch, poeri neu chwydu. Dylid defnyddio menyf, gynau sy'n gwrthsefyll hylif, masgiau FFP3 a sbectol diogelu llygaid wrth ymgymryd â gweithdrefnau sy'n cynhyrchu aerosol, megis sugno. Dylid defnyddio menyf a ffedogau wrth lanhau offer neu arwynebau a allai fod wedi'u halogi gan hylifau corff megis poer neu secretiad anadlol.</p> | | | | <ul style="list-style-type: none"> Adolygwch oriau/arferion glanhau i feithrin hyder y cyhoedd. Mae angen strategaeth ar gyfer unrhyw aelod o'r ysgol sy'n arddangos symptomau Covid-19. Polisi ar waith ar gyfer hysbysu cymuned yr ysgol am unrhyw achosion a gadarnhawyd a'r gallu i olrhain, lle bo hynny'n rhesymol, eraill a allai fod wedi dod i gysylltiad â'r achos a gadarnhawyd. Y Cyngor presennol yw nad oes angen sgrinio tymheredd. Bydd rhieni/gofalwyr y dysgwyr yn gallu gwirio eu tymheredd. Beth bynnag, ni fydd sgrinio'n nodi pob achos o Covid-19 a gall y dull o wirio'r tymheredd roi staff mewn mwy o berygl o drosglwyddo. Bydd hyn yn cael ei adolygu'n rheolaidd. Wrth gwrs, dylai staff fod yn wylidwros o newidiadau i dymheredd ac arwyddion twymyn y plant. Ni ddylid anfon unrhyw ddysgwyr â symptomau i'r ysgol o gwbl ac mae'n hanfodol bod rhieni/gofalwyr yn cael eu hannog i weithredu'n unol â hynny. I'r mwyafrif helaeth o ddysgwyr, mae Covid-19 yn salwch ysgafn. Cynghorwyd dysgwyr sydd wedi'u dosbarthu fel rhai sy'n amddiffyn oherwydd cyflirau meddygol a oedd yn bodoli eisoes i ymgymryd â mesurau penodol i ' gysgodi '. Mae gan y dysgwyr hyn gyflirau iechyd sylfaenol wrth i'w hysbysu sy'n eu rhoi mewn perygl uchel o salwch difrifol o Covid-19 ac fe'u cynghorir i ddilyn mesurau gwarchod yn drylwyr er mwyn eu cadw eu hunain yn ddiogel. Ni ddylai ysgolion ddisgwyl i'r dysgwyr hyn fynychu ysgolion neu lleoliadau ar hyn o bryd, a dylent barhau i gael cymorth gartref gymaint â phosibl. Unwaith y bydd rhywun yr amheuir ei fod wedi cael cadarnhad neu fod ganddo symptomau wedi'i nodi, rhaid nodi pob ardal lle mae'r person hwn wedi'i adnabod a'i gadw'n glir. Dylai'r broses o reoli'r ardal fod yn ffisegol lle bo'n bosibl h.y. rhwystrau gydag arwyddion addas neu y tu ôl i ddrwsau wedi'u cloi. Dylid glanhau cyn aiffeddiannol yn dilyn canllawiau ' Covid-19: glanhau mewn lleoliadau nad ydynt yn rhai gofal iechyd '. Bydd angen ystyried plant a phobl ifanc sy'n agored i niwed yn glinigol (nad ydynt yn gwarchod) fesul achos, ond wrth gwrs, ni fyddem ond yn disgwyl i'r rhain fod yn bresennol os yw rhieni/gofalwyr yn fodlon bod hyn yn ddiogel iddynt. Mae risg y bydd dysgwyr (a staff) yn ofidus a hyd yn oed yn crio wrth ddychwelyd i'r ysgol. | |

COVID-19 - PARATOI I AIL AGOR YSGOLION - ASESAD RISG YSGOL UWCHRADD

| Grŵp | Maes Pryder | Mesurau Presennol | Tebygolrwydd Diriffoledeb | Sgôr | Mesurau Ychwanegol | Tebygolrwydd Diriffoledeb | Sgôr | Sylwadau Ychwanegol | Cyfrifoledeb |
|-----------------------|----------------------------|---|------------------------------|------|--------------------|---|------|--|--------------|
| Trefniadau Domestig | Ymwelwyr â'r Ysgol | <ul style="list-style-type: none"> Dim ond ymwelwyr hanfodol i ddod i'r brif dderbynfia ac aros i staff ddod i gyfarfod â nhw. Dim ymwelwyr oni bai bod hyn wedi'i drefnu o flaen llaw. | 3 | 3 | 9 | <ul style="list-style-type: none"> Pob ymwelydd i fod wedi'i drefnu o flaen llaw. Dim ymwelwyr allanol heblaw am ymwelwyr allweddol e.e. nyrs ysgol, gweithwyr cymdeithasol amddiffyn plant. Canslo pob ymweliad/cyswllt anstatudol neu eu gwneud drwy rith gyfarfodydd. | | <ul style="list-style-type: none"> Cefnogaeth yr ALL i reoli disgwyliadau rhieni ac asiantaethau allanol bod ysgolion yn rhedeg 'yn ôl yr arfer' yn syth. Dim ymweliadau na chyfarfodydd afraid - gallent fod dros y ffôn neu Teams ac ati Rhaid cadw cydbwysedd rhwng diogelwch y safle a'r polisi o gadw pob drws ar agor ar wahân i ddrysau tân a drysau toiled. <p>Dylai ysgolion a lleoliadau ystyried sut i reoli ymwelwyr eraill â'r safle, megis Contractwyr. Dylent sicrhau bod canllawiau safle ar gadw pellter cymdeithasol a hylendid yn cael eu hegluro i ymwelwyr wrth iddynt gyrraedd, neu o flaen llaw. Dylai ymweliadau ddigwydd y tu allan i oriau ysgol os yw'n bosibl. Dylid cadw cofnod o bob ymwelydd.</p> | |
| Trefniadau Domestig | Prosesau Glanhau | <ul style="list-style-type: none"> Newid prosesau glanhau i ganolbwyntio ar arwynebau, drysau a manau cyffredin. Gofynnir i bob staff fod yn ystyriol a chefnogi prosesau glanhau. | 4 | 3 | 12 | <ul style="list-style-type: none"> Glanhau i ganolbwyntio ar y blociau cyfyngedig a datblygu polisi glanhau trylwyr. Mae mwy o lanhau yn cynnwys glanhau arwynebau sydd yn cael eu cyffordd yn aml gan ddefnyddio cynhyrchion safonol, fel glanedyddion a blew. <p>Mae mwy o lanhau yn cynnwys glanhau arwynebau a gyffyrddir yn aml gyda cynhyrchion safonol, megis glanedydd a channydd.</p> <p>Dylai ysgolion a lleoliadau ddilyn y canllawiau diweddaraf ar lanhau mewn lleoliadau nad ydynt yn rhai gofal iechyd. Mae pwyntiau i'w hystyried a'u gweithredu yn cynnwys rhoi amserlen lanhau ar waith sy'n sicrhau gwella glanhau yn gyffredinol, fel a ganlyn:</p> <ul style="list-style-type: none"> glanhau ystafelloedd/mannau a rennir yn fwy aml ar ôl iddynt gael eu defnyddio gan wahanol grwpiau, neu lanhau'n fwy aml nag arfer arwynebau a gyffyrddir yn aml. Ile bo'n bosibl, mae angen darparu toiledau ar wahân ar gyfer gwahanol grwpiau cyswllt. Lle nad yw hyn yn bosibl, bydd defnyddio diheintydd dwylo cyn mynd i mewn i'r toiled a sicrhau bod y toiledau'n cael eu glanhau'n rheolaidd yn helpu. Rhaid annog dysgwyr i | | <ul style="list-style-type: none"> Costau cysylltiedig oherwydd ymateb i asesiad risg. | |
| Arweiniad a Dogfennau | Adolygu Polisiâu Allweddol | <ul style="list-style-type: none"> Arfarnu'r polisiâu cyfredol i sicrhau y byddant yn gwrthsefyll craffu dan y gofynion presennol. | 3 | 3 | 9 | <ul style="list-style-type: none"> Gosod strwythur adolygu polisi i sicrhau craffu a chymeradwyaeth gan y Corff Llywodraethu. | | <ul style="list-style-type: none"> Cysylltu ag ALL i rannu arferion da a chydymffurfriad. | |

COVID-19 - PARATOI I AIL AGOR YSGOLION - ASESIAID RISG YSGOL UWCHRADD

| Grŵp | Maes Pryder | Mesurau Presennol | Tebygolrwydd Diriffoledeb | Sgôr | Mesurau Ychwanegol | Tebygolrwydd Diriffoledeb | Sgôr | Sylwadau Ychwanegol | Cyfrifoleb | |
|-----------------------|---|---|------------------------------|------|--------------------|---|------|---------------------|--|--|
| Arweiniad a Dogfennau | Creu canllawiau ysgol newydd | <ul style="list-style-type: none"> Mae'r arferion gwaith presennol wedi esblygu yn ystod cyfnod ail bwrpasu ysgolion. Dylai ysgolion ystyried gosod arweiniad newydd ar gyfer y cyfnod ail ymgysylltu nesaf hwn. | 3 | 3 | 9 | <ul style="list-style-type: none"> Datblygu set o ddisgwyliadau ac egwyddorion canllaw i'r holl randdeiliaid. Bydd yn bwysig bod ysgolion yn gwella'r awyru mewn ystafelloedd dosbarth (er enghraifft, drwy agor ffenestri lle bo'n ddiogel gwneud hynny.) Mae awyru da yn hanfodol bob amser. Dylai ysgolion sicrhau bod pob system yn gweithio yn eu dull gweithredu arferol. Dylid defnyddio awyru naturiol trwy agor ffenestri neu awyrellau cyn belled ag y bo modd. Lle bo awyru canolog neu fecanyddol, dylid addasu systemau ailgylchiadol i awyr iach llawn. Os nad yw hyn yn bosibl, dylid gweithredu systemau fel arfer. Os oes gan unedau awyru hidlyddion, sicrhewch ofal priodol wrth newid hidlyddion. | | | <ul style="list-style-type: none"> Gwirio efo Adnoddau Dynol bod unrhyw arweiniad diwygiedig yn cydymffurfio â chytundebau efo Undebau a Chymdeithas. Gall ysgolion fod eisiau ystyried datblygu llawlyfr (copi caled ac/neu ar-lein) i gyfeirio ato ar gyfer y trefniadau gweithredu newydd. | |
| Arweiniad a Dogfennau | Larwm Tân/Gadael mewn achos o dân | <ul style="list-style-type: none"> Mae'n bosibl nad oes unrhyw ymarferion tân, profion larwm ac ati wedi cael eu cynnal yn ystod cyfnod y cyfyngiadau. Efallai na fyddai mesurau arferol ysgol yn briodol yn ystod y cyfnod hwn oherwydd cadw pellter cymdeithasol a newidiadau posibl i goridorau/llwybrau allan o adeilad yr ysgol. | 3 | 4 | 12 | <ul style="list-style-type: none"> Adolygu Asesiad Risg Tân. Profion larwm tân wythnosol, yn ôl yr arfer. Gohirio ymarferion gwagio'r adeilad mewn achos o dân (adolygu'r sefyllfa pob 6 wythnos). Cadw pellter cymdeithasol wrth wagio'r adeilad, os yn ymarferol. Cadw pellter cymdeithasol mewn man ymgynnull tân. | | | | |
| Parhad Dysgu | Adolygu dull dysgu o bell i gynnwys mwy o ddysgwyr yn cael cyswllt â'r ysgol. | <ul style="list-style-type: none"> Mae llawer o ysgolion yn gweithredu efo tua 2% o boblogaeth yr ysgol. Bydd unrhyw ail ymgysylltu yn effeithio'n sylweddol ar y trefniadau hyn. | 4 | 3 | 12 | <ul style="list-style-type: none"> Yn ôl cyfrifiadau cynhwysedd a modelu disgwyliadau, awgrymir y gallai ail ymgysylltu cychwynnol fod rhwng 15% a 40%. | | | <ul style="list-style-type: none"> Dylai trefniadau gweithredu edrych ar effaith ymarferol ail ymgysylltu gan ddechrau ar 15% yn wreiddiol a chodi fesul 10%. | |
| Parhad Dysgu | Diwrnod cyflwyno staff i'r prosesau newydd | <ul style="list-style-type: none"> Yn rhan o'r rhaglen gynllunio, dylai ysgolion geisio cael rhaglenni datblygiad profesiynol yn seiliedig ar y gweithdrefnau newydd. | 3 | 3 | 9 | <ul style="list-style-type: none"> Gall ysgolion ddymuno ystyried graddoli yr hyfforddiant hwn i sicrhau canllawiau cadw pellter cymdeithasol priodol. | | | <ul style="list-style-type: none"> Rhaglen raddol yn cynnwys hyfforddiant ac arweiniad ar yr arferion, y trefniadau a'r polisiau gweithredu newydd, ac amser i staff baratoi'n bersonol. Dylid hefyd rhoi amser i addasu eu dosbarthiadau yn unol â'r trefniadau gweithredu newydd. Gweler polisi a chanllawiau arfer GwE ar Ddysgu Cyfunol | |

COVID-19 - PARATOI I AIL AGOR YSGOLION - ASESAD RISG YSGOL UWCHRADD

| Grŵp | Maes Pryder | Mesurau Presennol | Tebygolrwydd Diriffoledeb | Sgôr | Mesurau Ychwanegol | Tebygolrwydd Diriffoledeb | Sgôr | Sylwadau Ychwanegol | Cyfrifoleb |
|----------------------|------------------------------|--|------------------------------|------|--------------------|------------------------------|------|---|------------|
| Parhad Dysgu | Rhaglen Gyflwyno i Ddysgwyr | <ul style="list-style-type: none"> Bydd dysgwyr wedi cael llw o emosynau a phrofiadau ers 23 Mawrth, 2020. Caiff hyn gryn effaith ar y ddarpariaeth fugeiliol mewn ysgol. | 4 | 4 | 16 | | | <ul style="list-style-type: none"> Dylai gwasanaethau cymorth a lles yr ALL gysylltu ag ysgolion i helpu efo arweiniad yn gysylltiedig â 'thrawma' a, ble bo'n briodol, gwasanaethau profedigaeth. Dylid gwneud yn glir i bawb yn y gymuned bod y Cwricwlwm Cenedlaethol yn dal wedi'i atal ac nad oes disgwyl i ysgolion fod yn cyflwyno cwricwlwm tebyg i strwythur a chynnwys yr hyn a gafwyd cyn 23 Mawrth, 2020 hyd nes byd y Cwricwlwm Cenedlaethol wedi'i adfer unwaith eto. Ble bydd grwpiau blwyddyn yn dychwelyd i'r ysgol, dylai arweinwyr ysgol ystyried: <ul style="list-style-type: none"> - iechyd meddwl a lles dysgwyr, ac adnabod unrhyw ddsygwr allai fod angen cymorth ychwanegol er mwyn bod yn barod i ddsygu; - asesu ble mae dysgwyr arni yn eu dysgu, a chytuno pa addasiadau sydd angen eu gwneud i gwricwlwm yr ysgol dros yr wythnosau nesaf; - adnabod a chynllunio sut oriau i gefnogi addysgu grwpiau anghenion uchel, gan gynnwys dysgwyr difreintiedig, dysgwyr AAA ac Anawsterau a dysgwyr bregus. - cefnogi dysgwyr Blwyddyn 6 yr ysgolion cynradd i gydweithio â chydweithwyr uwchradd i'w cynnal wrth iddynt drosglwyddo i Flwyddyn 7. Dylai ysgolion wneud eu gorau i gefnogi dysgwyr sy'n mynd i'r ysgol yn ogystal â'r rheiny sy'n aros adref, gan ddefnyddio cymorth dysgu o bell. | |
| Parhad Dysgu | Adolygu'r Cynnig Cwricwlwm | <ul style="list-style-type: none"> Mae'n annhebygol y gellid ailadrodd y cynnig cwricwlwm safonol a gafodd disgyblion yn Nhymor yr Hydref (2019) dan y cyfyngiadau diwygiedig. | 3 | 3 | 9 | | | <ul style="list-style-type: none"> Dylai ysgolion ystyried ailstrwythuro eu cynnig cwricwlwm naill ai ar sail cynnig craidd, craidd + cynnig neu gynnig prosiect. | |
| Sicrhau Disgwyliadau | Dim cydymffurfio â rheolau | <ul style="list-style-type: none"> Rheolau'r safle yn cael eu rhannu â holl weithwyr ysgol, dysgwyr, rhieni/gofalwyr drwy drafodaethau anffurfiol, llythyrau, e-bost ac ati. Staff yn monitro rheolau'r safle fel y bo angen. | 2 | 4 | 8 | | | <ul style="list-style-type: none"> Pawb i fod yn ymwybodol o reolau'r safle boed yn weithwyr, dysgwyr, rhieni/gofalwyr. Arwyddion i atgyfnerthu rheolau'r safle ac arweiniad Covid-19. Pennaeth/Athrawon dynodedig yn monitro a gweithredu rheolau'r safle a gofynion cadw pellter cymdeithasol. Cymerir camau disgyblu yn erbyn unigolion sydd yn methu dro ar ôl tro i ddilyn unrhyw reolau safle/ALL. | |
| Sicrhau Disgwyliadau | Cyfathrebu â rhieni/gofalwyr | <ul style="list-style-type: none"> Cydnabyddir bod cynnal perthynas effeithiol a chadarnhaol rhwng yr ysgol a'r cartref yn greiddiol ac, yn rhan o hyn, mae ysgolion wrthi'n defnyddio ystod o ddulliau ar gyfer cyfathrebu efo rhieni/gofalwyr i gynnwys galwadau ffôn, defnyddio'r cyfryngau cymdeithasol, e-bost, testun, defnyddio Hwb a thynnu partneriaid i mewn i gefnogi teuluoedd efo adnoddau. Gall negeseuon ar newyddion cenedlaethol a Chymru arwain ar beth dryswch o ran y goblygiadau i'w hardal leol nhw. | 3 | 4 | 12 | | | <ul style="list-style-type: none"> Dylai ysgolion a lleoliadau ddarparu dulliau cyfathrebu clir er mwyn sicrhau bod rhieni/gofalwyr yn deall disgwyliadau. Gallai hyn gynnwys: <ul style="list-style-type: none"> Rhybudd ymlaen llaw gan rieni ynghylch a fyddant yn anfon eu plant. Cynghorwch y rhieni i ddatgan nad yw eu plant wedi dangos symptomau Covid-19. Eglurder o ran trefniadau trafniadaeth i ac o safle'r ysgol, bydd hyn hefyd yn cynnwys gollwng a chasglu. Amseru diwrnod ysgol – yn enwedig os yw'r ysgol yn amseroedd cychwyn syfrdanol. Mynedfeydd ac allanfeydd ysgol – gall hyn fod yn wahanol i drefniadau "arferol". Trefniadau bwyta a pholisi hylendid. Gweithdrefnau os yw plentyn yn mynd yn sâl yn ystod amser yn yr ysgol. Trefniadau ar gyfer grwpiau o ddsygwr drwy gydol y diwrnod ysgol. Protocolau clir ar gyfer plant iach sy'n dychwelyd i'r ysgol yn unig, yn deall beth sy'n digwydd yn ystod y dydd os bydd plentyn yn troi'n sâl. Ysgolion i ystyried y dull o gefnogi teuluoedd cyfan gyda mwy nag un plentyn yn dychwelyd ar yr un pryd. Ysgolion i ystyried sut y gall rhieni roi adborth i ysgolion-holiadur ar farnau am dychwelyd, adborth ar ddsygu o bell a chymorth sydd ei angen ar blant. Mae strategaeth gyfathrebu glir yn arbennig o bwysig mewn lleoliadau addysgol a gofal plant, o gofio faint o sylw y mae'r math hwn o ddiwyddiad yn debygol o'i gael gan y cyfryngau. Mae'n hanfodol felly cynnwys cyd-weithwyr o dimau cyfathrebu lechyd Cyhoeddus Cymru a sefydliadau partner yn gynnar. | |

COVID-19 - PARATOI I AIL AGOR YSGOLION - ASESAD RISG YSGOL UWCHRADD

| Grŵp | Maes Pryder | Mesurau Presennol | Tebygolrwydd Difrifoldeb | Sgôr | Mesurau Ychwanegol | Tebygolrwydd Difrifoldeb | Sgôr | Sylwadau Ychwanegol | Cyfrifoldeb |
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| | A ydych yn fodlon bod y risgiau a nodwyd wedi cael sylw? | | | | | | |
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| A ydych yn fodlon bod y risgiau a nodiwyd wedi cael sylw? | | | |
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Resources available to schools as part of Accelerating Skills support materials.

Resource 1: Examples of Learning Sequences

The **Accelerated Skills models** are extended teaching sequences that aim to help teachers focus on the isolated literacy and numeracy skills to ensure they have the necessary skills to access the whole curriculum at the appropriate level. They include isolated literacy skills such as oracy, higher order reading, writing/grammar/spelling, vocabulary building and money, multiplication, time and mathematical language, etc, in numeracy. They are designed to support learners to access the rest of their learning.

Each model is based on the Education Endowment Foundation recommended teaching sequence for a flexible approach to teaching and whole-school strategies, targeted support to accelerate learning and wider strategies (including supporting parents and carers). They can be adapted for use at home or school, a learner’s ability and age ranges and act as a model on which the teacher could further develop their own models.

Activities are designed to incorporate DCF and be based on a wider curriculum and learning in the outdoors, where appropriate, to motivate and continue to build learner well-being, independence and confidence.

Each model includes a voice-over briefing for teachers and a set of short videos for parents to help them support their children at home, should schools choose to share them.

They have been produced in both languages with contexts and reading materials selected to best reflect the culture and flavour of each language.

Resources 2-5: Evidence reviews

These four reviews provide a summary of the current evidence for a range of commonly used programmes and interventions. For each programme, a range of practical information useful for school leaders is presented, including information on efficacy, cost, training requirements and curriculum links.

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| 2 | Literacy programmes evidence review |
| 3 | Numeracy programmes evidence review |
| 4 | Behaviour & well-being programmes evidence review |
| 5 | Online programmes (literacy and numeracy) evidence review |

Resource 6: Teaching and fluency-building packages

These packages build on a range of existing strategies and resources made available to schools via projects delivered by GwE and the Collaborative Institute for Education Research, Evidence and Impact (CIEREI), Bangor University. They focus on the use of evidence-informed teaching and fluency-building strategies to help pupils’ basic reading and reading fluency, reading comprehension and vocabulary skills and basic numeracy and numeracy fluency skills

The strategies have been identified as having a strong theoretical research base, alongside positive evidence from efficacy trials. They are all relatively simple to use at scale without the need for lengthy INSET training. They are also suitable for parents to use.



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| 6a | Keeping Pupils Reading! (HEADSPROUTS, FP-KS2 parental support project) |
| 6b | Repeated Reading & High Frequency Word Fluency strategies (KS2-3 currently being amended for Welsh language, bespoke Welsh texts being written) |
| 6c | SAFMEDS numeracy strategy (KS2 parental support project) |
| 6d | SAFMEDS numeracy strategy/Quizizz app (KS2-3) |
| 6e | Remote Instruction for Literacy & Language (RILL - Currently being amended for Welsh language, bespoke Welsh texts being written) |

Resource 7: Secondary Literacy Offer

In the secondary sector it is essential that we further develop literacy skills across the curriculum in order for learners to unlock learning and acquire knowledge. The challenge of improving literacy skills is a particular priority for learners from disadvantaged backgrounds.

The first package offered to schools is a digital Literacy Toolkit. The toolkit makes four key recommendations based on EEF research with each recommendation supported by practical examples which classroom teachers can adapt to support and enhance the literacy skills of their learners. A package of professional learners, again open to all classroom teachers across the region, accompanies the resource. The second package available to schools focusses on literacy intervention which is vital for identified learners across all ability ranges. An interactive literacy intervention programme, available in English and Welsh, has been developed and is available for schools to utilise. The programme can be used in school or at home as we recognise the importance of parental support in accelerating learning. Effective intervention also identifies learners early; uses assessment to target need and reviews impact regularly and the programme also supports schools in doing this. A comprehensive professional learning package for teachers or teaching assistants has also been developed in order to support schools in ensuring effective implementation.

Resource 8: Secondary numeracy packages

These resources are a package that will enable secondary colleagues to support the numeracy drive within the school. Resources included are suitable for use within the classroom (including cross-curricular links), for learners working away from school and for parents to support the learners. Where possible the resources are evidence-based and include a range of learning resources that can be used for different learners' needs as and when appropriate.

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| 8a | Universal support materials | KS3 |
| i | <p>Organisation of the numeracy curriculum for years 7-9 to prioritise aspects of the curriculum. This includes the combining of topics that can be taught together to create the following:</p> <ul style="list-style-type: none"> • Links between the current framework and the new curriculum. • Topics organised into progression ladders to provide resources for all ability ranges at KS3. • Topics linked to the other projects – SAFMEDS and iSTer where appropriate. | |

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| 8a ii | <p>Universal support materials Materials to support teachers to guide learners with independent and distance learning. The resources include a toolkit which is suitable for learners, learners with parental support, learners with non-specialist support, learners' under teachers' direction. The toolkit includes the following:</p> <ul style="list-style-type: none"> • Diagnostic questions – to be completed at the beginning and end of the series of learning opportunities. • Lesson that can be followed, including supporting video clips and examples. • Tasks to be completed and self-marked so that learners can assess their own development. | KS3 |
| 8a iii | <p>Universal support materials</p> <ul style="list-style-type: none"> • Materials supported from the Maths.Cymru website to enable free and easy access for all teachers, learners and their parents/guardians. • Promotion of the brand 'Maths.Cymru' as a one-stop shop for supporting materials. • Specific areas targeted for KS3 within the website (with an area for KS4 which learners will need to access as they progress through the school). • Release of materials over the next two terms with different stakeholder groups. | KS3- KS4 |
| | <p>Targeted support package to include</p> <ul style="list-style-type: none"> • Resources to support the workforce, to support personalised learning, additional support materials and for supporting the parental role in the learning. | KS3 |
| 8b i | <p>Targeted support materials</p> <ul style="list-style-type: none"> • Promote and develop a package that Senior leaders within schools can use to develop the workforce in order to accelerate the learning for all. | KS3 |
| 8b ii | <p>Targeted support materials</p> <ul style="list-style-type: none"> • Develop a professional learning package to support senior learners to develop the personalised learning experiences in order to accelerate learning for all. | KS3 |
| 8b iii | <p>Targeted support materials</p> <ul style="list-style-type: none"> • Develop a professional learning package to support SLT/AENCO/ Numeracy Coordinators to develop the workforce within the school to further invest in small group numeracy intervention. | KS3 |
| 8b iv | <p>Targeted support materials Develop a range of resources that can support the sessions that schools may choose to deliver to the wider community in order to strengthen links with parents and the wider community to support numeracy development</p> | KS3 |

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| 8c | <p>iSTeR Development Retrieval & Spaced practice strategies for maths (KS3-4) developed alongside the work with Bangor University to further support the development of topics considered in 8a and 8b.</p> | KS3 |
| 8d | <p>SAFMEDS Development Materials developed as a collaboration between Bangor University, KS2 and KS3 colleagues. Linked to the developments of topics considered in 8a and 8b where appropriate.</p> | KS3 |



Professional Offer 2020-2021





PROFESSIONAL OFFER

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ADDITIONAL LEARNING NEEDS [ALN]

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PROFESSIONAL OFFER

This year has been a difficult year, which has highlighted how incredibly flexible you as headteachers and schools can be when responding to all the COVID-19 challenges you have had to face. Following discussions with several of you, the GwE offer will reflect this flexibility and be available to you at a time that is convenient to you.

We will discuss with you in your catchment areas in order to identify aspects that have priority, and then we will do our utmost to respond to these needs in a flexible manner to suit you as schools.

The offer this year is condensed under five main headings, namely:

- **WELL-BEING**
- **THE REFORM JOURNEY:**
 - Curriculum for Wales
 - ALN
 - The Welsh Language
- **DEVELOPING THE WORKFORCE:**
 - Teaching Assistants
 - Leadership
 - Foundation Phase, Literacy & Numeracy, Subjects
- **ACCELERATING LEARNING**
- **DIGITAL**

What follows will give you a high-level idea of the Professional Learning offered by GwE during this academic year. It is not in its final form, but it gives you a flavour to assist you to identify the Professional Learning needs of your school and your staff in the near future.

We will work with you as schools to identify the best time to deliver the Professional Learning; therefore, times and dates are not included in this high-level offer.

GwE will also work closely with you as schools in order to continue to deepen the Peer work already established, and to identify the aspects that you as schools could offer to other schools to develop specific aspects of Professional Learning.



WELL-BEING



Dealing with attachment and trauma difficulties in Educational Settings

Provider Name(s): Trauma Informed Schools - Dr Coral Harper

Brief Description:

- Suitable for all school staff, although targeting Designated Teachers for LAC / Head of Pastoral Care / Well-being / ALNCo
- 3 hour online PLO delivered in 2 x 90 minute sessions
- To provide an introduction to developmental Trauma and Attachment via evidence based research with focus on developing a whole schools approach
- To support all attendees to identify strategies within teaching and learning to help learners within their school setting

Biophilia: The Science of Nature & Animals: Why being outside makes us happier, healthier and better able to learn

Provider Name(s): Dr Coral Harper, Independent Education and Mental Health Consultant

Brief Description:

This three-hour (or 2 x 90 minute) online PLO will support school to developing their understanding of Biophilia in regards to regulating in Nature

- Understanding the beneficial (brain) chemistry of Nature Hard & Soft Fascination
- Incorporating learning into practice –Activities to support emotional well-being in the outdoors
- Risk/Benefit Assessment

Developing Self-Regulation Zones in primary settings

Provider Name(s): Dr Janet Rose / Nia Thomas – GwE

Brief Description:

- This workshop is designed to accompany the Emotion Coaching workshop and will be delivered in English with bilingual resources
- The workshop will focus particular attention on strategies that enable children to develop more effective skills in regulating their feelings and behaviour so that they can focus on their schoolwork. The workshop will offer participants a number of different strategies that can be easily implemented in their classrooms
- The strategies all help children to learn to regulate their stress response system, their feelings and their behaviour and help to build emotional literacy

Supporting the Education of Children who are Looked After across the Region

Provider Name(s): Sharon Williams, GwE

Brief Description:

- The 45 minute session can be delivered in Welsh / English and is suitable for all staff who are supporting children who are looked after – but with focus on NQTs /Designated Lead
- The workshop will focus on - What does it mean to be ‘looked after’? / The role of the school and LA in supporting LAC pupils
- Raising aspirations of children who are looked after and consider the impact of early childhood trauma and attachment difficulties in education and universal support to implement
- Support, processes and procedures e.g. Personal Education Plans

Developing a Whole School Approach to Well-being

Provider Name(s): Sharon Williams, GwE

Brief Description:

The 60-minute session can be delivered in English / Welsh and suitable for all settings.

- The session will focus on universal Well-being and reference evidence based research / national strategies in regards to the whole school approach.
- It will focus on the key principles / considerations and practices for schools that are beneficial for all learners.
- Information will also be shared on the Well-being Accelerating Learning evidence database and signposting to further guidance

The Right Way – A Children’s Rights Approach in Wales

Provider Name(s): Children’s Commissioner for Wales / GwE

Brief Description:

The workshop is suitable for all settings and can be delivered in Welsh / English – the session will be between 60 – 90 minutes.

- The focus will be on the introduction to the United Nations Convention on the Rights of the Child and how they can applied within school in regards to the 4 purpose within CfW and in addition learner voice.
- The workshop will also allow you to have the status of Train the Trainer and cascade across your school / cluster.

The Observational Checklist

Provider Name(s): Helen Worrall, Education Consultant/ Author

Brief Description:

- Participants will, via a summary of Attachment Theory, be able to understand how early experiences, particularly those related to neglect, trauma and loss, negatively impact the ability to form positive relationships with others and how this impacts upon their well-being, behaviour and needs within our schools
- Participants will become familiar with the range of resources contained with each of the observation checklist books and their intended uses
- Participants will develop an understanding of how the Observational Checklist for each of the age groups is structured, how it is completed and how it can be interpreted to inform understanding of need and to inform planning
- Participants will understand how the checklist can be used as an effective method to monitor and observe change in a child or young person's emotional well-being and as such can be used as a resource that shows progress and efficacy of interventions put into place as a result of increased understanding

Thinking Differently for Disadvantaged Learners

Provider Name(s): Challenging Education

Brief Description:

- The Professional Learning Programme (PLP) is based around six recorded training modules released half-termly throughout the academic year and available to all staff (and governors) to access at their own convenience. They are suitable for all schools / settings
- Each training module will be divided into a series of short video sessions (viewable online only) and a number of these will be accompanied by additional reading and/or reflective worksheets that can be downloaded. There is also the opportunity to join in a live feedback session as well
- Settings will be given access to the modules via GwE up to 31st August 2021.
- The focus will be supporting vulnerable and disadvantaged youngsters and includes: What it is like to be disadvantaged in school; the impact of the curriculum; Adapting teaching and effectively using metacognitive strategies; addressing the difficulties of participation; Teaching appropriate learning behaviours and career-related learning

Family and community engagement - FaCE

Provider Name(s): GwE

Brief Description:

- The workshop is suitable for all settings and can be delivered in Welsh / English
- The workshop will focus on the Welsh Government FaCE toolkit that is designed to provide practical support for schools with an overview of the 5 key themes in regards to parental and community engagement
- The workshop will also focus on practical examples from schools across the region in regards to embedding a whole school approach to family engagement and family voice
- The workshop will also share / signpost to further guidance in regards to evidence based programmes / provision

How do we Measure Well-being? – The Conversation

Provider Name(s): GwE

Brief Description:

- The 60 minute workshop can be delivered in Welsh/English
- The focus of the workshop is to give schools / settings an overview of the universal range of evidence based “well-being” measures /tools
- There will be practical examples of what schools have used and its impact to date, we will also link with the 6 local authorities in regards to targeted learner support

Bloom – for Young People’s Mental Health & Resilience

Provider Name(s): Mental Health UK (Hafal Cymru)

Brief Description:

- Bloom is a free resource for schools, to equip learners in KS4/post 16 with the tools and knowledge to maintain good mental health and well-being - <https://mentalhealth-uk.org/partnerships/projects/bloom/>
- The online training is available in both Welsh/English as well as the resources / lesson plans/student workbook
- The programme includes six key topics – What is Resilience? Exam Stress / Making decisions / Managing Studies/Social pressures and friendships
- Following the training schools can then have practical support via Hafal Cymru in regards to delivering in school

Foundation Phase Network – Autumn Term. Focus – Health and Well-being. Effective strategies to support the learning

Provider Name(s): Foundation Phase Team

Brief Description:

- Schematic behaviour. What is a schema? How to support schematic behaviour. Aligns with early progression steps Curriculum for Wales
- Trauma – ACEs. Case study on effective strategies that can be used with all pupils to deal with anxiety and trauma
- Information about on-line assessments
- Recording available within the ‘Webinars’ section of GwE Support Centre

Well-being across the Curriculum for NQTs

Provider Name(s): Ieuan Jones

Brief Description:

- Ensure that the well-being of all learners is of the highest priority in all schools across the region
- Ensure that all learners maximise their full learning potential and become healthy, confident individuals who build their emotional well-being
- Ensure that teachers understand that developing physical health and well-being has lifelong benefits
- Promote that all schools have a healthy and safe environment that embraces a holistic approach to well-being and that all learners feel safe and free from abuse

Embedding the VESPA Programme in Schools

Provider Name(s): Martyn Froggett

Brief Description:

- Training continuing for schools involved in the programme and opportunities to train for those not involved. Training will be focussed on development for VESPA Champions and existing and potential programme deliverers (costs: resources £4000; training £700)

Head teacher well-being workshops

Provider Name(s): Claire Chidley - an experienced and highly regarded expert in the area - will facilitate the workshops

Brief Description:

- A one off 'live' workshop focusing on a variety of aspects of Head teachers' personal well-being e.g. resilience, adapting to a changing environment, personal reflection etc. The programme will be launched during November 2020
- Following this, there would be a series of bite-size webinars, which will be recorded, focusing on various themes and aspects of well-being and resilience. In addition to this there will be pre and post reading materials and exercises for school leaders to engage with. Schools can partake in these sessions on a flexible basis and use them within their own schools if they wish
- Peer to peer engagement and support will be key throughout the offer with opportunities to engage with peers from within individual school senior leadership teams and / or with school leaders from other schools
- There will be an opportunity for groups of schools to come together to further explore bespoke aspects of personal, collective and institutional well-being. This could be clusters of primary schools or groups of secondary schools



THE REFORM JOURNEY



THE REFORM JOURNEY

CURRICULUM FOR WALES

Change Management

Provider Name(s): Ruth Thackray and Euros Davies

Brief Description:

- A practical and compelling session to support schools with leading and planning change through the reform journey.
- What is Change Management and how to go about managing change?
- An opportunity to work with colleagues in small groups to discuss various situations.
- The Professional Learning is split into two sessions of approximately 1 hour and 45 minutes.

Developing a Shared Vision

Provider Name(s): Ruth Thackray and Euros Davies

Brief Description:

- Working with stakeholders to develop a vision for Curriculum for Wales
- What is your current vision? Does it need to be amended/updated?
- How will you ensure this is a vision for the whole community and your stakeholders?
- How to develop a shared vision during COVID-19

System Expectations

Provider Name(s): Ruth Thackray and Euros Davies

Brief Description:

- Discussion and making sense of expectations for the journey to September 2022
- An informal session with ample time to ask questions and express views
- Useful for schools to be able to map out the journey to September 2022
- Identify where Curriculum for Wales is in the wider reform journey

THE REFORM JOURNEY

Blended Learning, Accelerating Learning and Curriculum for Wales

Provider Name(s): Ruth Thackray and Euros Davies

Brief Description:

- Identify and prepare for scenarios and challenges that arise due to COVID-19
- Identify examples of how this work can help us to prepare for CfW.
- What are the links between these aspects?
- Opportunities to reflect

Understanding a Curriculum that is driven by the Purposes

Provider Name(s): Ruth Thackray and Euros Davies

Brief Description:

- Develop and understand concepts within Curriculum for Wales and how to plan curriculum change
- Understand the concepts underpinning a Curriculum that is driven by Purposes

Pedagogy

Provider Name(s): GwE CfW team

Brief Description:

- A series of short sessions looking at what makes effective Pedagogy
- Link with Schools as Learning Organisations and the role of research
- Link with the Professional Learning Standards

Creating space and time for Professional Learning

Provider Name(s): GwE CfW team

Brief Description:

- An opportunity to look at effective professional learning for all members of staff and how it supports the Reform Journey
- Discuss effective methods and examples of creating space and time for Professional Learning
- Identify the PL that is available in terms of the reform journey and how to benefit from it as a school and catchment area

THE REFORM JOURNEY

Welsh Curriculum Update for NQTs

Provider Name(s): Ieuan Jones

Brief Description:

- Focus on the “What matters Statements”, the “Principles of progress” and the “Learning descriptions”
- Teachers have the opportunity to develop aspects of the curriculum itself, enabling its learners to develop towards the four purposes of the curriculum
- Share best practice in teaching in the Foundation Phase, KS2 and KS3

How to provide a developmentally appropriate holistic and integrated curriculum into lower KS2

Provider Name(s): Foundation Phase Team

Brief Description:

- Sharing ideas and learning experiences
- How to plan using authentic context in a holistic way
- Suitable for senior leaders, foundation phase and Year 3 and 4 teachers and teaching assistants

Following the live webinar, a recording will be available within the ‘Webinars’ section on GwE Support Centre

Embedding the 12 pedagogical principles into everyday practices

Provider Name(s): Foundation Phase Team

Brief Description:

- How to effectively plan the learning environment
- How the provision is used effectively to widen children’s literacy, numeracy and digital skills
- Develop and understand theories and research about child development and learning relevant to planning and everyday practice
- Suitable for senior leaders, foundation phase and Year 3 and 4 teachers and teaching assistants

Following the live webinar, a recording will be available within the ‘Webinars’ section on GwE Support Centre.

THE REFORM JOURNEY

Developing mathematical and numeracy skills in the outdoor provision

Provider Name(s): Foundation Phase Team

Brief Description:

- Focus: sharing ideas on how to develop pupils' mathematical and numeracy skills outdoors through a range of rich learning experiences (many of the activities linked to the topic of 'Christmas' and the use of natural resources and loose parts). Sharing ideas how to develop maths and numeracy skills, which can be adapted to your current situation.
- Activities to support overall development of personal and social skills and their well-being.
- Suitable for Nursery – Year 2 teachers and TAs

Following the live webinar, a recording will be available within the 'Webinars' section on GwE Support Centre.

Heads of English Network Meetings (once per half term)

Provider Name(s): Gaynor Murphy, Anna Lloyd Williams and Louise Usher

Brief Description:

- Further develop standards of teaching and learning
- Develop approaches to effective blended learning
- Further strengthen quality of leadership
- Create opportunities to share best practice and develop approaches to CFW

THE REFORM JOURNEY

ADDITIONAL LEARNING NEEDS [ALN]

Differentiation – Mike Gershon

Provider Name(s): Regional ALN Transformation Team

Brief Description:

- Video 1: Defining Differentiation and Layering Up
- Video 2: Scaffolding, Modelling and Working Memory
- Video 3: Using Taxonomies to Differentiate
- Video 4: Feedback and Metacognition

Managing Difficult Conversations

Provider Name(s): Regional ALN Transformation Team & online virtual presenter Nicola S Morgan

Brief Description:

- How to handle challenging conversations using an 8-Step blueprint that will help you feel more prepared, communicate confidently and stay in control of the situation and yourself
- 2.5-hour session

Dealing with Challenging Situations Effectively

Provider Name(s): Regional ALN Transformation Team & online virtual presenter Nicola S Morgan

Brief Description:

- Develop specific strategies for conflict resolution
- Practice communication skills
- Develop Influencing and negotiation skills to facilitate resolutions
- 2.5-hour session

THE REFORM JOURNEY

Welsh Government Eliesha Level 1 e-learning

Provider Name(s): Regional ALN Transformation Team

Brief Description:

- What is the new ALN system?
- Identifying additional learning needs
- Roles and key responsibilities

Working with Parents

Provider Name(s): Regional ALN Transformation Team & e-learning presenter Samantha Garner

Brief Description:

- Looking at the challenges faced when working with parents and how we can build effective positive relationships to ensure the best outcomes for children and young people

Inclusivity in Education

Provider Name(s): Regional ALN Transformation Team & online virtual presenter Nicola S Morgan

Brief Description:

- What is inclusivity and how can we promote it within our setting and within our individual working practices?

One-Page Profiles Top Tips

Provider Name(s): Regional ALN Transformation Team & e-learning presenter Ben Rosamond

Brief Description:

- What is a one-page profile?
- How can they help us to support children and young people better?

THE REFORM JOURNEY

Quality First Teaching

Provider Name(s): Regional ALN Transformation Team & e-learning presenter Samantha Garner

Brief Description:

- What is quality first teaching and how can we achieve it?

Using multi-sensory teaching to support ALN children and young people

Provider Name(s): Regional ALN Transformation Team

Brief Description:

- Why we do not all learn the same way?
- How we can plan and evaluate our practice to ensure we are reaching all students, not just those who learn how we teach

Person-Centred Reviews

Provider Name(s): Regional ALN Transformation Team & e-learning presenter Ben Rosamond

Brief Description:

- What is a Person-Centred Review?
- How can Person-Centred Reviews help us to support children and young people better?

Person-Centred Thinking for Everyone

Provider Name(s): Regional ALN Transformation Team & e-learning by Helen Sanderson Associates

Brief Description:

- Begin or add to your understanding of what being person-centred means; the person-centred thinking tools will give you some practical ways to help people take control of their lives and support

THE REFORM JOURNEY

Developing Effective Outcomes and Using the Support Sequence

Provider Name(s): Regional ALN Transformation Team

Brief Description:

- Session 1 – Preparation (learning what matters, who matters and where matters)
- Session 2 – The Outcomes Sequence (writing effective person-centred outcomes)
- Session 3 – The Support System (checking solutions and problem solving)
- Each delegate will need to complete every session (3 sessions = 7.5 hours) (Online virtual training)

THE REFORM JOURNEY

THE WELSH LANGUAGE

Literacy in the New Curriculum for Wales

Provider Name(s): GwE Welsh Language Team

Brief Description:

- Networks/ clusters across the region working together to create new cross-curricular resources
- Support and build on schemes that are already operational and successful
- Provide guidance on how to place the New Curriculum as a focus for the further development of Literacy within individual departments plans or within cross-school areas of learning

Offering opportunities for teachers to work on cross-regional/national projects

Provider Name(s): GwE Welsh Language Team

Brief Description:

- Projects in progress for KS3 and KS4
- Invitation for teachers to join the projects panel
- The direction of the projects will be determined by the project panel

Bilingual Teaching Methods

Provider Name(s): GwE Welsh Language Team

Brief Description:

- A quick guide for educators based on International research into bilingual teaching methods, led by Professor Enlli Thomas of Bangor University
- Contains a brief overview of the international literature, relating those practices to an educational context here in Wales
- The booklet has been produced to coincide with the Welsh in Education and Bilingualism Conference (October / November 2018) and is supported by Welsh and English YouTube videos of the conference



DEVELOPING THE WORKFORCE



DEVELOPING THE WORKFORCE

TEACHING ASSISTANTS

Induction Programme for New Teaching Assistants (digital)

Provider Name(s): Teaching Assistants' Learning Pathway

Brief Description:

- To understand the role of a teaching assistant and how to develop professionally
- To understand how policies and frameworks impact the teaching assistant's role
- To embrace the changes and consider relevance in their own settings

Aspiring HLTA Programme Cylch 1 (Modules 2, 3 and 4)

Provider Name(s): Teaching Assistants' Learning Pathway

Brief Description:

- To understand the requirements of the HLTA status and role, and prepare for HLTA assessment
- To develop understanding regarding their professional impact on learners
- To understand how policies and frameworks impact the HLTA's role, embrace the current national changes and consider relevance in their own settings
- To establish and improve professional networks and collaborations of teaching assistants within schools and between schools

Aspiring HLTA Programme Cylch 2 (Modules 1 - 4)

Provider Name(s): Teaching Assistants' Learning Pathway

Brief Description:

- To understand the requirements of the HLTA status and role, and prepare for HLTA assessment
- To develop understanding regarding their professional impact on learners
- To understand how policies and frameworks impact the HLTA's role, embrace the current national changes and consider relevance in their own settings
- To establish and improve professional networks and collaborations of teaching assistants within schools and between schools

DEVELOPING THE WORKFORCE

Teaching Assistants / HLTAs – Supporting & Progressing Numeracy in KS2

Provider Name(s): Manon Davies

Brief Description:

- Practical classroom based support strategies for supporting the development of learners numeracy skills
- Introduction to evidence based research to further develop subject knowledge and understanding
- Suitable for all levels of TA and HLTA

Teaching Assistants / HLTAs – Supporting and Progressing Literacy in KS2

Provider Name(s): Vicky Lees

Brief Description:

- Practical classroom based support strategies for supporting the development of oracy, reading and writing skills
- Introduction to evidence based research to further develop subject knowledge and understanding
- Suitable for all levels of TA and HLTA

DEVELOPING THE WORKFORCE

LEADERSHIP

Middle Leaders Development Programme

Provider Name(s): A national programme run by the regional consortia and delivery partners

Brief Description:

- This one-year leadership development programme is available to all middle leaders across Wales who have areas of responsibility and/or line management of staff
- A practical, cross-phase, development programme, using a blended delivery model
- The programme will aim to: develop a participant's leadership skills and the school's leadership capacity; improve experiences for pupils and raise standards
- Accreditation options are offered, in partnership with UWTSD and Bangor Universities

Senior Leaders Development Programme

Provider Name(s): A national programme run by the regional consortia and delivery partners

Brief Description:

- This one-year leadership development programme is available to all senior leaders across Wales who have overall responsibility for an aspect of leadership across an establishment
- The programme seeks to maximise e-learning opportunities and technology through all learning, research and instructional content being made available digitally. This will be the primary method of collecting and exchanging knowledge and learning
- The programme promotes highly effective leadership through self-evaluation and reflection, exploring the relationships between leadership, successful schools and the wider community
- The delivery of the programme includes mentoring, peer support networks and an individual leadership standards self-review

DEVELOPING THE WORKFORCE

National Aspiring Headteachers Development Programme – preparing for NPQH

Provider Name(s): A national assessment and development programme run by the regional consortia on behalf of Welsh Government

Brief Description:

- This one-year development programme is an exciting professional learning opportunity for experienced school leaders across Wales who wish to become head teachers in the near future. Completion of this programme is an expectation for all future NPQH applicants
- The programme promotes highly effective leadership through self-evaluation and reflection, exploring the relationships between leadership, successful schools and the wider community. It will ensure equity of access to practitioners across Wales and an increase in the number of high-quality applicants for headteacher posts in schools
- The programme will enable participants to reflect on their own professional practice and to ensure they are well prepared when applying to undertake formal assessment for the National Professional Qualification for Headteachers (NPQH)
- The programme takes place over a one-year period and requires a commitment of the equivalent of five days between January and December. It may be delivered through a blended learning model

Newly Appointed and Acting Headteachers Development Programme

Provider Name(s): A national programme, run by the regional consortia and their delivery partners

Brief Description:

- This two-year programme is available for every Headteacher in their first substantive or acting post throughout Wales
- The programme offers: Development Days in Leadership; support from Leadership Coaches and networking opportunities
- It aims to allow Headteachers who are new to their roles continue to develop and to benefit from a support structure and peer networking
- Accreditation options are offered, in partnership with UWTSD and Bangor Universities

DEVELOPING THE WORKFORCE

Experienced Headteachers Development Programme

Provider Name(s): A national leadership development programme, run by the regional consortia and their delivery partners

Brief Description:

- This two-year programme is a professional learning opportunity for experienced headteachers and has been created to enable headteachers to reflect on their current performance and determine their next steps in ensuring effective leadership
- It will provide each participant with personally tailored challenges and support; time to discuss ideas, theories and leadership tools; and the opportunity to benefit from and to help others successfully fill the role
- The programme promotes highly effective leadership through self-evaluation and reflection, exploring the relationships between leadership, successful schools and the wider community
- There is an opportunity for accreditation in partnership with Trinity St David's (Yr Athrofa) and Bangor University for those participants wishing to undertake such a route

Post-16 Leadership Programme - Day 4

Provider Name(s): Cross-Consortia – Post-16 Leadership Development programme

Brief Description:

- Completion of course from 2019-20
- For delegates who completed the earlier part of the programme
- Two 90-minute sessions on 25 November/ 3 December. Delegates should attend both sessions

Coaching and Mentoring Programme

Provider Name(s): Ieuan Jones and Bethan Cartwright

Brief Description:

- A series of workshops for heads and/or SLT looking at further developing Coaching and Mentoring skills
- Equip attendees with strategies and models to support effective motivation and mentoring as motivation is embedded within the organisation
- Interactive workshops with plenty of time for discussion in breakout rooms and some role play to develop understanding

DEVELOPING THE WORKFORCE

FOUNDATION PHASE, LITERACY & NUMERACY, SUBJECTS

Observing against the Compact Profile

Provider Name(s): Foundation Phase Team

Brief Description:

- The importance of the observation cycle
- Making observations against the compact profile to identify and plan next steps in their learning
- Recording available within the 'Webinars' section of GwE Support Centre

Practitioners facilitating and supporting the learning in Foundation Phase

Provider Name(s): Foundation Phase Team

Brief Description:

- Effective questioning, including questions to develop numerical reason, questions to develop pupils' ability to reflect and to extend their responses and thinking
- Blank level of questioning
- Strategies to develop independent learners

Cluster sessions to be arranged on request through the School Improvement Adviser

Foundation Phase Termly Networks

Provider Name(s): Foundation Phase Team

Brief Description:

- Local, regional and national issues regarding foundation phase will be discussed and a 'good practice case study' will be delivered
- Dates will be shared via the GwE bulletin, GwE twitter page and GwE cynradd twitter feed
- Following the live webinar, a recording will be available within the 'Webinars' section on GwE Support Centre

DEVELOPING THE WORKFORCE

Literacy and numeracy termly network meetings

Provider Name(s): Manon Davies and Vicky Lees

Brief Description:

- Facilitation of regional and local networks for Literacy and Numeracy subject leaders
- Specific focus on collaborating and sharing best practice, effective teaching of Literacy and Numeracy, explore a range of reliable evidence and pedagogical approaches to develop the new curriculum
- Develop distributed leadership through up skilling and empowering all staff leading in Literacy/Numeracy

Literacy and Numeracy: Designing your Curriculum in KS2

Provider Name(s): Manon Davies and Vicky Lees

Brief Description:

- Sharing ideas for how to effectively plan the development of literacy, numeracy and digital skills, as you design your curriculum
- Effective use of the indoor and outdoor learning environment
- Suitable for all leaders, teachers and support staff

English teacher Forums (open to all teachers, once per half term)

Provider Name(s): Gaynor Murphy, Anna Lloyd Williams and Louise Usher

Brief Description:

- Further develop standards of teaching and learning – subject specific priority every half term
- Create opportunities for teachers to share and collaborate
- Create opportunities to share best practice

Heads of Mathematics Network Meetings (once per term)

Provider Name(s): Delyth Ellis and Sian Caldwell

Brief Description:

- Further develop standards of teaching and learning
- Develop approaches to effective blended learning
- Further strengthen quality of leadership
- Create opportunities to share best practice
- Develop approaches to CFW

DEVELOPING THE WORKFORCE

Mathematics Teacher Forums (open to all teachers, once per term)

Provider Name(s): Delyth Ellis and Sian Caldwell

Brief Description:

- Further develop standards of teaching and learning – subject specific priority every term
- Create opportunities for teachers to share and collaborate
- Create opportunities to share best practice

Numeracy Coordinator Networks (once per half term)

Provider Name(s): Delyth Ellis and Sian Caldwell

Brief Description:

- Improve provision for Numeracy across the school based on the EEF's key recommendations
- Improve skills of workforce
- Utilise QA support in order to identify areas of best practice

Introducing / re-igniting International Languages in the primary curriculum

Provider Name(s): Global Futures GwE MFL/ INTERNATIONAL LANGUAGES- Primary

Brief Description:

- Sharing good practice: GwE Primary Lead schools
- International Languages and Covid
- Practical and ready to use resources
- Support from the Team

Power Language: introduction and update

Provider Name(s): Power Language - Primary

Brief Description:

- National conference/presentation by Power language director: Richard Tallaron
- Overview of the website and the resources/ plans for IL in primary schools
- Training opportunities and customised resources and plans
- For non-specialist teachers in the primary

DEVELOPING THE WORKFORCE

Pedagogical principle in MFL- part 1: Challenge

Provider Name(s): Global Futures GwE MFL + Ariane Laumonier (Institut français) - Secondary Sector

Brief Description:

- Aimed at NQT and non-specialist teachers but also good review to plan for the New Curriculum
- Defining challenge and how to achieve it: the theory
- Practical examples and resources
- DATE: WEEK OF 30TH November

Pedagogical principle in MFL- part 1: Retrieval

Provider Name(s): Pedagogical principle in MFL- part 1: Retrieval

Brief Description:

- Retrieval practices to address the gap in knowledge due to lockdown period
- Develop pupils' confidence and proficiency
- Hub leaders to share good practice
- Discussion and practical examples

Pedagogical principle in MFL- part 3: Blended learning

Provider Name(s): Global Futures GwE MFL- Secondary Sector

Brief Description:

- BL approach in practice: sharing good practice - Hub leaders
- BL to be exam-ready: ideas and examples
- Discussion and practical examples
- All teachers
- Support from the Team

Heads of Science Network Meetings (once per term, more frequently if required)

Provider Name(s): Nicola Jones, Beverly Humphreys-Jones, Huw Smith

Brief Description:

- Improve the quality of Teaching and learning in the current climate (Blended, distant, live streaming)
- Develop approaches to effective planning for learning
- Continue to develop leadership at all levels and create opportunities to share best practice
- Improve understanding of the CFW and curriculum planning for 2022

DEVELOPING THE WORKFORCE

Science surgeries (open to all teachers, once per half term)

Provider Name(s): TBC

For each of the following qualifications:

- Level 3 Medical Science
- GCSE Applied Science
- GCSE Biology (Separate & Double awards)
- GCSE Chemistry (Separate & Double awards)
- GCSE Physics (Separate & Double awards)

Brief Description:

- Share updates from WJEC
- Share best practice from schools that have successfully introduced/delivered the qualification
- Provide a platform for teachers to discuss and concerns, ask questions and support each other

Science Teaching and Learning networks (open to all teachers – once per half term)

Provider Name(s): Nicola Jones, Beverly Humphreys-Jones, Huw Smith

Brief Description:

- Further develop the quality of teaching and learning and effective planning for learning – subject specific priority every half term
- Create opportunities for teachers to collaborate and share best practice
- Creating opportunities to promote and develop a STEM approach and to build learners' 'Science Capital'
- Improve understanding of the CFW and curriculum planning for 2022

Familiarisation with resources to support Welsh literacy in KS2

Provider Name(s): GwE Welsh Language Team

Brief Description:

- An introduction to the nationally developed resources
- Details what is available to develop speaking and listening, reading and writing throughout KS2
- Highlighting the digital tools available through Hwb to further enrich and extend the activities and support blended learning

DEVELOPING THE WORKFORCE

GwE Welsh Language Training Directory

Provider Name(s): Various

Brief Description:

- A directory referring to the provision for developing the Welsh language skills of the workforce in North Wales
- It directs the workforce to National provision e.g. the National Centre for Learning Welsh, and what is offered locally by the individual authorities

Network meetings – Heads of 6th Form

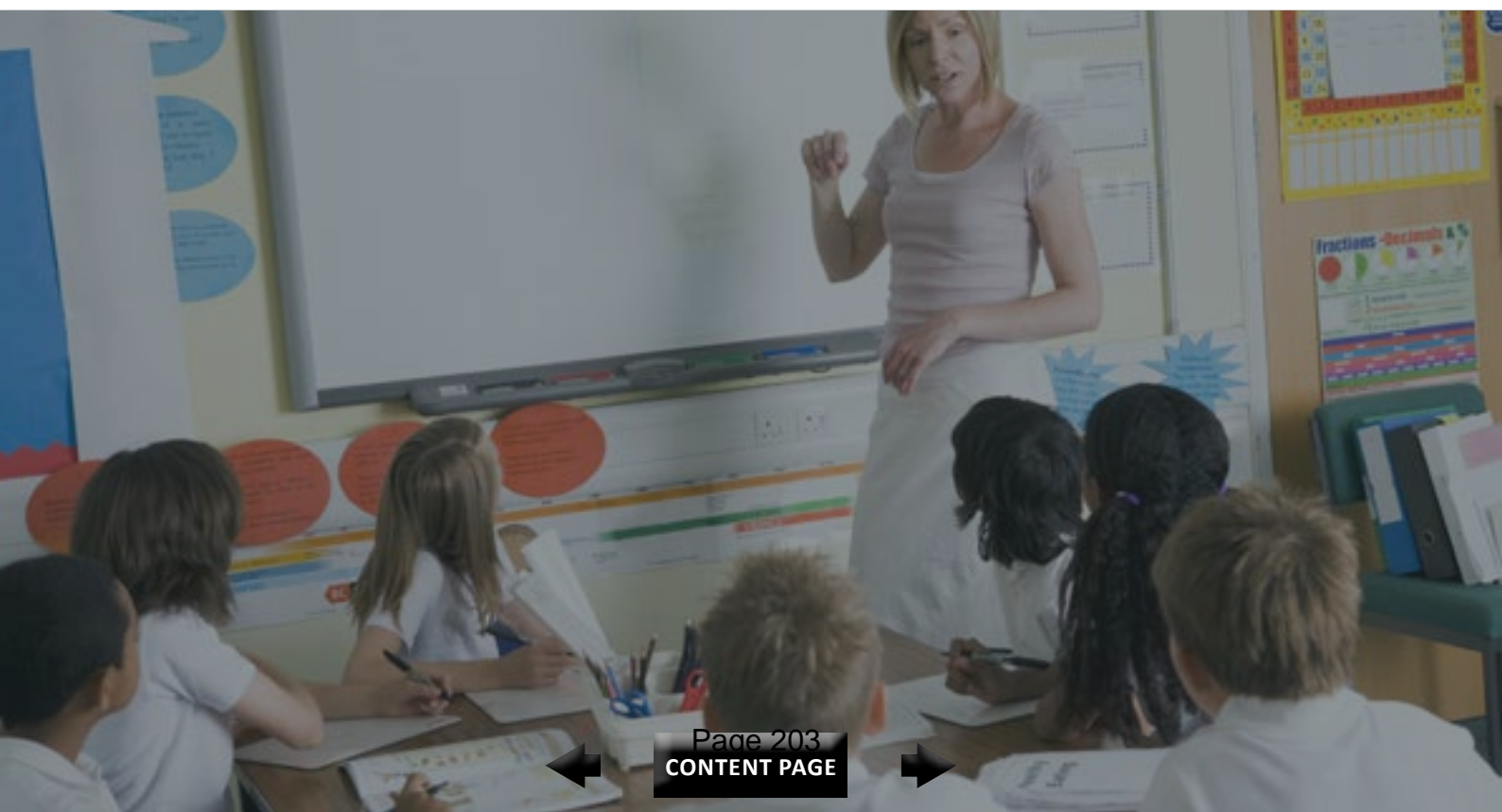
Provider Name(s): Martyn Froggett/ Christine Wynne / Elfed Morris

Brief Description:

- Termly meetings for Heads of 6th Form to exchange thoughts around current issues such as UCAS/ well-being/ blended learning
- Specific input on topics from speakers/ guests to be provided as needed



ACCELERATING LEARNING



ACCELERATING LEARNING

Literacy across the Curriculum for NQTs

Provider Name(s): Ieuan Jones

Brief Description:

- Ensure that learners have relevant high-level literacy skills
- Support NQTs to identify and provide opportunities for pupils to develop literacy skills across the curriculum
- Share best practice in teaching in the Foundation Phase, KS2 and KS3
- Effectively develop the literacy skills of all learners across the curriculum

Numeracy across the Curriculum for NQTs

Provider Name(s): Ieuan Jones

Brief Description:

- Ensure that learners have relevant high level numeracy skills
- Support NQTs to identify and provide opportunities for pupils to develop numeracy skills across the curriculum
- Share best practice in teaching in the Foundation Phase, KS2 and KS3
- Effectively develop the numeracy skills of all learners across the curriculum

Literacy Leader Networks [once per half term]

Provider Name(s): Gaynor Murphy, Anna Lloyd Williams and Louise Usher

Brief Description:

- Improve provision for Literacy across the school based on the EEF's key recommendations
- Improve skills of workforce
- Utilise QA support in order to identify areas of best practice

Accelerate Literacy for all Classroom Teachers and Teaching Assistants

[once per term]

Provider Name(s): Gaynor Murphy, Anna Lloyd Williams and Louise Usher

Brief Description:

- Improve provision for Literacy across the school based on the EEF's key recommendations
- Improve skills of workforce
- Utilise QA support in order to identify areas of best practice
- Upskill support staff to ensure effective implementation of literacy intervention programmes

ACCELERATING LEARNING

Developing mathematical and numeracy skills in the outdoor provision

Provider Name(s): Foundation Phase Team

Brief Description:

- **Focus:** sharing ideas on how to develop pupils' mathematical and numeracy skills outdoors through a range of rich learning experiences (many of the activities linked to the topic of 'Christmas' and the use of natural resources and loose parts). Sharing ideas how to develop maths and numeracy skills which can be adapted to your current situation
- Activities to support overall development of personal and social skills and their well-being
- Suitable for Nursery – Year 2 teachers and TAs

Following the live webinar, a recording will be available within the 'Webinars' section on GwE Support Centre.

Foundation Phase Accelerated Learning Model and examples of activities that exemplify the model

Provider Name(s): Foundation Phase Team

Brief Description:

- Guidance on each section of the Accelerated Learning Model in Foundation Phase
 - Examples of activities, exemplifying the different sections of the model for Nursery/Reception and Year 1 and 2
- Recording available within the 'Webinars' section of GwE Support Centre.

ACCELERATING LEARNING

Precision Teaching and SAFMEDS – Primary and Secondary Numeracy Webinar

Provider Name(s): Kaydee Owen (Bangor University), Manon Davies (Primary), Sian Caldwell (Secondary)

Brief Description:

- Evidence based numeracy strategy to support learners develop fluency in specific mathematical skills
- Introduction to new Precision Teaching and SAFMEDS resources, its online application and the comprehensive support package to help families apply the Precision Teaching and SAFMEDS strategy at home
- Online access to full SAFMEDS training for any schools/members of staff that have not previously attended SAFMEDS training. Members of staff who have attended training before can also use this training as a refresher
- Practical guidance and support implementation available from dedicated Bangor University staff via email and phone

<https://sites.google.com/hwbcymru.net/gwewebinars/primary>

Accelerating Learning Programme – Primary Literacy & Numeracy Webinar

Provider Name(s): Manon Davies, Vicky Lees, Joanne Davies, Anna Hughes and Gwawr Thomas

Brief Description:

- Examples of Literacy and Numeracy learning sequences and review of evidence based teaching packages
- Effective planning frameworks for discrete teaching of specific literacy and numeracy skills, flexible for use at home, school or as blended models; exemplifying cross-curricular responsibilities, use of outdoors to support learning and well-being, DCF and other innovations in provision through holistic learning experiences
- Comprehensive review of teaching strategies and online programmes in literacy and numeracy to provide educators with information to make informed, evidence-based decisions to achieve the best impact on pupil outcomes

<https://sites.google.com/hwbcymru.net/gwewebinars/primary>

ACCELERATING LEARNING

'Headsprout' reading programme- overview and supporting information webinar

Provider Name(s): Vicky Lees / Sarah Roberts (Bangor University)

Brief Description:

- Introduction to the reading programme, its online application and the comprehensive support package to help families apply the Headsprout strategy at home
- Programmes comprises of early reading, reading comprehension and advanced reading
- Practical information about implementation and home/school support available from dedicated Bangor university staff
- Implementation support via email and phone
<https://sites.google.com/hwbcymru.net/gwewebinars/primary>

'Repeated reading and high frequency words' reading fluency programme webinar

Provider Name(s): Vicky Lees / Bangor University Researchers

Brief Description:

- Introduction to the free reading support programme
- **Repeated Reading** is a reading intervention which supports pupils to develop oral reading fluency of passages of text
- **High Frequency Words fluency** intervention is a specific approach to improving the fluency of reading
- Ongoing training, guidance and support information

'Remote Instruction in Language and Literacy' (RILL) Reading and Spelling Programme Webinar

Provider Name(s): Vicky Lees / Bangor University Researchers

Brief Description:

- Introduction to the free 8 week evidence based reading and spelling programme, supporting learners to develop phonology, vocabulary, word reading and spelling, through live (synchronous) and remote (asynchronous) instruction
- Includes a comprehensive support package to help families access the programme at home
- Access to full RILL training for staff and families
- Ongoing implementation support via email and phone

ACCELERATING LEARNING

Accelerate Literacy for all Classroom Teachers and Teaching Assistants

(once per term)

Provider Name(s): Gaynor Murphy, Anna Lloyd Williams and Louise Usher

Brief Description:

- Improve provision for Literacy across the school based on the EEF's key recommendations
- Improve skills of workforce
- Utilise QA support in order to identify areas of best practice
- Upskill support staff to ensure effective implementation of literacy intervention programmes

“Your Voice” (GwE) Oracy Plan – Voice21

Provider Name(s): GwE Welsh Language Team

Brief Description:

- Oracy promotional scheme in KS3 as well as transition to KS2
- This scheme is based on the principles of teaching Voice21 (School21)
- Support the ‘Accelerated Learning’ by focusing on oracy within that plan
- Build and develop on schemes that have already been successful e.g. ‘Ilafaredd@gwe’ and the ‘Gwefeillio’ plan

Support children to use Welsh as a second language

Provider Name(s): GwE Welsh Language Team

Brief Description:

- Resources on Hwb to support parents of children who attend a Welsh-medium school or are learning Welsh in an English-medium or bilingual school
- Information and help in the form of software for checking Welsh spelling and grammar
- Distance learning resources for all ages also available in one place
- A video clip by Enlli Thomas suitable for parents on “Supporting children to use Welsh”



DIGITAL



Google for Education

Provider Name(s): Gwion Clarke and Hywel Roberts

Brief Description:

- On-line courses split into three tiers - 1. Google Core Apps 2. Google Classroom (Foundation) 3. Google Classroom (Intermediate)
- Each course is approximately 45 minutes and includes a series of videos, practical tasks and an assessment at the end
- Suitable for teachers who are keen to develop their skills through their own initiative, or for schools to use in staff training sessions, twilight sessions or INSET days.
- Suitable for all sectors
- Located on the digital learning page in the support centre

Adobe Spark

Provider Name(s): Gwion Clarke and Hywel Roberts

Brief Description:

- On-line courses introducing elements of Adobe Spark – Spark Post / Spark Video / Spark Page
- Each element can be completed individually (approximately 15 minutes each), or the course may be completed in full. It includes practical tasks and a final assessment (approximately 70-80 minutes)
- Suitable for teachers who are keen to develop their skills through their own initiative, or for schools to use in staff training sessions, twilight sessions or INSET days
- Suitable for all sectors
- Located on the digital learning page in the support centre

Flipgrid

Provider Name(s): Gwion Clarke and Hywel Roberts

Brief Description:

- On-line courses split into two tiers - 1. Flipgrid - Foundation 2. Flipgrid - Intermediate
- Each course is approximately 45 minutes and includes a series of videos, practical tasks and an assessment at the end
- Suitable for teachers who are keen to develop their skills through their own initiative, or for schools to use in staff training sessions, twilight sessions or INSET days
- Suitable for all sectors
- Located on the digital learning page in the support centre

j2e

Provider Name(s): Gwion Clarke and Hywel Roberts

Brief Description:

- On-line courses introducing elements of j2e - Creating Classrooms / Groups + j2homework / j2e5 + j2whiteboard + j2blast / jit5 + j2whiteboard + j2blast / j2data
- Each course is approximately 45 minutes and includes a series of videos, practical tasks and an assessment at the end
- Suitable for teachers who are keen to develop their skills through their own initiative, or for schools to use in staff training sessions, twilight sessions or INSET days
- Suitable for primary schools
- Located on the digital learning page in the support centre

360 Safe Cymru - live / on demand Webinar

Provider Name(s): Gwion Clarke and Hywel Roberts

Brief Description:

- An introduction to digital safety self-evaluation software, 360 Safe Cymru
- Looking at the benefits of using the software
- Provide an overview of the templates and policies available
- A live webinar to provide opportunities to ask questions, but it will also be available on demand - suitable for all sectors

360 Safe Cymru - sessions for clusters or alliances

Provider Name(s): Gwion Clarke and Hywel Roberts

Brief Description:

- Practical training on how to use the digital safety self-evaluation tool
- An opportunity for cluster schools to become familiar with the system and its content
- An opportunity for cluster schools to collaborate on identifying priorities and planning for improvement
- Suitable for all sectors

360 Digi Cymru

Provider Name(s): Gwion Clarke and Hywel Roberts

Brief Description:

- A webinar to launch and raise awareness of the new digital safety self-evaluation tool - 360 Digi Cymru
- An opportunity to see the system in action and to discuss the main benefits of using it
- An opportunity to see how the school can use the tool to identify strengths and weaknesses, plan for improvement and develop specific aspects of provision to raise standards in digital learning
- Suitable for all sectors

360 Digi Cymru - sessions for clusters or alliances

Provider Name(s): Gwion Clarke and Hywel Roberts

Brief Description:

- Practical training on how to use the new self-evaluation tool - 360 Digi Cymru
- An opportunity to become familiar with the system and its content
- An opportunity for cluster schools to collaborate on identifying priorities and planning for improvement
- Suitable for all sectors

Digital Resilience

Provider Name(s): Gwion Clarke and Hywel Roberts

Brief Description:

- A series of events to raise awareness of online safety and digital resilience
- Discuss strategic leadership in this area, teaching and learning and steps that teachers and learners can take to safeguard themselves
- Suitable for all sectors

Effective use of apps

Provider Name(s): Gwion Clarke and Hywel Roberts

Brief Description:

- On-line courses introducing possible examples of using apps effectively
- Each course is approximately 45 minutes and includes a series of videos and examples
- Suitable for teachers who are keen to develop their skills through their own initiative, or for schools to use in staff training sessions - material is available on demand
- Suitable for primary schools

Digital Skills across the Curriculum for NQTs

Provider Name(s): Ieuan Jones

Brief Description:

- Ensure that learners have relevant high-level digital skills to excel in new jobs of the future
- Use the relevant technologies and skills to transform the digital competence of our learners
- Take advantage of opportunities to improve the standard of pedagogy, while aiming to become better teachers
- Make wide use of Hwb (the learning platform for Wales) to promote learning and teaching across the curriculum

Effective use of digital tools to support the learning either at school or through distance or blended learning

Provider Name(s): Foundation Phase Team

Brief Description:

- Use of adobe spark video/post to introduce and present activities
- Effective use of 'See-saw' both at home and at school
- Good practise case studies

Cluster sessions to be arranged on request through the School Improvement Adviser

Developing digital language and creative thinking through blended learning and teaching

Provider Name(s): GwE Welsh Language Team

Brief Description:

- Fit into the 'Accelerated Learning' scheme
- Linguistically equip our learners to develop digital creative skills and thinking
- Build confidence and up-skill teachers to experiment on digital platforms
- Training and workshops leading to the sharing of good practice



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Dear Annwen Morgan,

During the early autumn term, the Welsh Government asked us to undertake a review of local authorities work in supporting their learning communities in schools and pupil referral units (PRUs) during the period from March to October 2020.

This letter outlines the outcome of this work in Anglesey local authority. The content of the letter is based on virtual meetings with officers, the cabinet lead member for education and a sample of schools and PRUs. We have also considered the supporting documentation provided by the local authority and the feedback from surveys of school/PRU leaders, governors, teachers and support staff, parents and pupils. We have referred to the outcomes of the surveys where relevant, although the surveys were mainly be used to inform the national report which was published on our website on 15 January. Here is a [link](#) to that report.

We would like to thank your staff for giving of their time to discuss their work with us and for providing additional information on request.

Yours sincerely

A handwritten signature in blue ink that reads "Meilyr Rowlands".

Meilyr Rowlands
Her Majesty's Chief Inspector

The local authority's work to support its schools and PRUs - March to August 2020

Leadership and collaboration

The Director of Education, Skills and Young People has maintained regular and purposeful communication with his officers, staff and with elected members during the pandemic. During our engagement calls with schools, headteachers confirmed that the local authority also maintained clear lines of communication with schools and PRU during this period, providing helpful, timely and regular guidance and reassurance.

Education Officers were mindful of the importance of maintaining staff and pupil wellbeing. Headteachers noted that local authority officers also provided purposeful support for non-maintained settings and collaborated effectively with Children's Services and other agencies to ensure valuable support for vulnerable learners in their schools and PRU.

There was strong collaboration within both the primary and the secondary headteacher strategic fora during the pandemic. The Director of Education, Skills and Young People has established and shared a strong vision of 'Tîm Môn', which supports both autonomy and collaboration in schools to achieve the best for the island's learners. In line with the 'Tîm Môn' approach, headteachers discussed and came to collective agreement on all relevant decisions, plans and policies. There were several examples of leaders and teachers collaborating to produce teaching and learning resources as well as policies and practical procedural documents. Collaboration between the five secondary schools has been strong in the past few years, supported by the work of the regional Core Leaders for the local authority. This has facilitated effective school-to-school work during the lockdown period.

During this period, the local authority continued to work with the very few schools that were a cause of concern. The local authority provided valuable support for the newly appointed headteacher in a secondary school causing concern, who took up his post just as schools closed.

Work on school re-organisation continued during this period and officers approached this work sensitively, giving due regard to the wellbeing of headteachers and school staff.

Cameo: Keeping governors informed

Governors were kept regularly informed throughout the lockdown period and in preparation for the new academic year. Whilst face-to-face training had to be suspended, the local authority enabled all governors to access the eLearning platform free of charge as well as the new Open Learn site.

The relationship between Anglesey schools and the local authority was strengthened during the lockdown period through regular and purposeful meetings. Initially at the

start of lockdown, the local authority made daily calls to schools, which later progressed to weekly calls. Both the Primary Strategic Forum and Secondary Strategic Forum held daily and then weekly meetings. In addition, the local authority and regional consortium organised regular cluster meetings as well as subject and themed meetings. Local authority officers attended all these meetings, supporting headteachers by giving them the autonomy to run their schools but also ensuring that leaders adhered to guidelines and policies. Headteachers valued this flexibility, and appreciated the fact that the local authority allowed them to make decisions that were appropriate to their own contexts. They also reported that the local authority was able to ensure consistency on matters such as assessment, transition arrangements and safeguarding matters through these fora.

The local authority provided ongoing support throughout the lockdown period to all non-maintained settings with a focus on delivering online resources for parents. This included maintaining local authority funding for settings, ensuring that most settings were able to re-open at the start of the new academic year. Local authority officers have built on well-established collaboration with Mudiad Meithrin and Early Years Wales to share resources and good practice across the authority. During the lockdown period, the local authority continued with its plan to increase nursery provision by opening two new purpose-built settings in September.

Throughout the lockdown period, Isle of Anglesey County Council maintained regular, clear and helpful communication with parents and the public. They used social media, letters and regular press releases to ensure messages were shared as widely as possible.

The local authority faced the additional challenge of a significant outbreak of COVID-19 cases in a local factory just as schools were due to reopen. Their response was both sensitive and decisive. A joint letter from The Learning Service and headteachers was sent to parents confirming that Anglesey school pupils would not be returning on the 29th of June, as originally intended. This decision was made at corporate level, based on safeguarding the health of Anglesey residents, and the health and safety of school pupils and staff. The authority made every effort to alleviate concerns and anxiety amongst parents and kept them informed of updates and of developments in cleaning school buildings, school transport and acquisition of personal protective equipment (PPE). They reassured parents that the focus during the only week of school re-opening would be on responding to pupils' emotional health and wellbeing needs as well as ensuring continuity between school-based support and home learning.

Promoting learning

The local authority's 'continuity of learning' plan established that the first priority for any school was the health and wellbeing of learners, parents and staff. As part of this work, the local authority developed and shared useful guidance to parents and carers on use of digital applications and platforms and produced a well-considered advisory document for parents on how to support their children's learning at home.

Officers organised weekly online video meetings in each secondary school catchment area with a senior manager from the Education Department in attendance and working closely with catchment area chairpersons and groups. In collaboration with GwE, this arrangement supported local distance learning plans and enabled schools to share resources. Local authority officers initially consulted with school leaders on the impact of any lack of digital devices on learning. Following this analysis, they organised a collection of devices from various sources and installed new software which they shared with families across the local authority to support pupils' learning and engagement.

Cameo: Support for digital learning

One strategic manager, with responsibility for leading digital developments within the local authority, put in place significant provision and support for schools in a short space of time. During our engagement calls, headteachers shared their appreciation of this support. As part of this work, every secondary school and each cluster nominated a 'Digital Champion' to work with the local authority and to be responsible for sharing developments with their schools.

The local authority collaborated with learners, parents, schools, GwE and Welsh Government to ensure a purposeful distance learning strategy. Local authority officers co-developed a local microsite in collaboration with the catchment Digital Champions in order to facilitate school-to-school collaboration. The Anglesey distance-learning website includes valuable guidance and support on blended learning as well as resources and good practice information.

<https://sites.google.com/hwbcymru.net/strategaethdysgudigidolmon/cartref?authuser=1>

The secondary school/cluster 'Digital Champion' ensured all staff could access and use the content within the micro-site and maintained communication with schools to share new information and material regularly. School leaders confirmed that this resource has led to strong and productive collaboration across Anglesey schools.

The education service organised helpful support for schools from departments across the local authority. For example, the human resources department offered practical support on employment issues and the facilities department supported schools with ICT issues. The local authority also facilitated opportunities for school leaders and digital champions to collaborate directly with Google UK enabling them to develop further resources to support their work.

Officers responded swiftly and suitably to concerns about live lessons and produced a comprehensive distance learning policy and support guidance for staff and parents, which included a model policy and guidance for schools. Headteachers identified that this guidance and support from the local authority regarding distance learning and the policy around live streaming were sensible and helpful.

Officers maintained effective communication with GwE in order to support teachers with their work. The teaching materials and learning resources provided by GwE

staff were shared through the local authority's digital platform and with support from each cluster's 'Digital Champion'. GwE also reviewed cluster practice and facilitated cluster discussions. This also involved sharing approaches to blended learning in line with national and regional guidance.

Supporting vulnerable learners

The local authority created 'Canolfannau Gofal' (care centres) that were located in different areas across the island. These care centres provided extended day care and learning provision for children of key workers and vulnerable children. The local authority redeployed its leisure staff to maintain the care package during weekends. This provision was also in place throughout every school holiday, with the responsibility transferring to Children's Services. Officers monitored the take-up of the places available and made sensible changes to provision as time progressed. For example, after an initial review period, the number of care centres reduced to fourteen. As schools and the PRU were preparing their buildings for re-opening at the end of June, and as numbers of learners needing care increased, a few more sites were used as extra care centres.

By the start of the lockdown period, the local authority had already identified its vulnerable learners and had made plans for supporting low-income families with the continuation of their children's learning. The process for identifying vulnerable learners was jointly developed and put in place by schools and the PRU, children's services and care centres. A matrix of vulnerability and a care and support assessment were used to determine children's vulnerability and need. The outcomes were shared with the schools and the PRU, care centres and families. The vulnerability assessment continued to be used with new referrals, for whom factors relating to the pandemic had increased their vulnerability.

A co-ordinated, multi-agency approach enabled both children and education services to identify the most suitable professional or agency to support specific learners. This shared responsibility to support vulnerable pupils included teaching staff, youth service workers, TRAC/Ad TRAC¹ workers, education welfare officers, social workers and other support workers from within Children's Services.

Every vulnerable family received a family pack from the Anglesey children and families' service. Nearly 500 packs were delivered in total. These packs included age-appropriate small toys and games, stationary, learning resources and activities. Local authority staff processed grant applications swiftly to purchase IT equipment for vulnerable children and their parents or carers.

School staff across the local authority maintained weekly telephone contact with vulnerable learners. In addition to learners identified through the matrix and assessment system, other groups of learners were included. These were children whose families were already accessing support from 'Teulu Môn' (the authority's early help hub), learners identified as at risk of participating in anti-social behaviour

¹ TRAC and AdTRAC are European-funded regional programmes to support young people at risk of disaffection and being not in education, employment or training.

and those on the child protection register or subject of a multi-agency risk assessment conference (MARAC). Staff also provided extra support through weekly telephone contact to learners previously accessing the 'Teulu Môn' service and learners receiving enhanced support in schools, such as those with poor attendance and those open to Gorwel (a service for families affected by domestic abuse and homelessness). This partnership approach to supporting vulnerable pupils and their families was shared and promoted as effective practice across the region.

Cameo: Support for vulnerable families in an area of considerable deprivation

Local authority staff from the education, children's services and youth departments collaborated productively to provide substantial support for vulnerable families living in an area with significant social and economic deprivation. Through the support of Holyhead High School, they provided targeted support for mental health and wellbeing. The school created an appointment system for pupils and their parents and carers to gain access to school pastoral staff and personnel from specialist agencies, such as counselling. All key workers involved in this service were able to access a shared digital platform in order to communicate effectively and regularly with each other. This provision helped to engage vulnerable learners in education and with other agencies. For example, learners who accessed the TRAC service were successful in completing their work towards achieving Agored Cymru accreditation and learners working with the Youth Service achieved various Duke of Edinburgh Awards.

Before schools closed, the local authority established a clear plan for the provision of free school meals for eligible learners. Initially, the local authority adopted a home delivery system, making use of school support staff, youth engagement officers, and TRAC/AdTRAC staff. This approach helped maintain communication with families and allowed informal safeguarding and welfare checks on families where children may be at risk of harm. As time progressed, and in line with most of Wales, the local authority switched to an electronic payment system. In addition, the care centres continued to cater well for the learners who attended in terms of providing nutritious meals and healthy snacks and were able to maintain welfare checks.

Cameo: Prioritising safeguarding

The local authority put in place helpful safeguarding training for its education staff during the period of school closures. More than 70 school and PRU staff attended enhanced safeguarding training and around 150 staff studied a full module in trauma-informed practice. This training helped school staff to be well informed and prepared for schools reopening. Sixteen schools took part in bespoke 'Safer Schools' training and all primary schools within the local authority were given training and access to the authority's 'My Concern' safeguarding and child protection system.

The local authority's work to support its schools and PRU from September 2020

Leadership and collaboration

Since the re-opening of schools for all pupils in September, Isle of Anglesey County Council has continued to work diligently to maintain its support for its schools and the PRU. Corporate leaders have maintained close supportive contact with the Director of Education, Skills and Young People and his team and understand how different officers are providing support for schools and the PRU. The director's vision for developing the 'Tîm Môn' identity has developed with pace during recent months.

Headteachers and senior school staff appreciate the way the local authority ensures that they are kept informed of decisions. They feel that their views are taken into account. This enables headteachers to understand the importance of making collective decisions to promote consistency across Anglesey schools.

Headteachers also appreciate how officers have supported their wellbeing throughout this period. They provided practical advice and guidance, for example through streamlining the risk assessment process and supporting leaders in preparing their own risk assessments.

The local authority has prioritised the work of certain services, such as the Youth Service. The Chief Executive, senior officers and elected members understand the importance of youth work in rural communities. There is a strong desire to support vulnerable children within Anglesey and to recognise the challenges that many young people face. All elected members have received training on adverse childhood experiences (ACEs).

Staff within the Learning Service have worked together flexibly and have adapted their approaches to support schools during this term as COVID-19 cases increased in schools. Although a significant proportion of the team were not in post at the start of the pandemic, they have shown adaptability by leading on initiatives outside their areas of specialism. Officers have also provided worthwhile guidance on matters such as the allocation of grant funding and procurement of personal protective equipment. This practical support is valued highly by schools.

Promoting learning

The Anglesey schools with which Estyn engaged during autumn 2020 felt that they have been well supported by the local authority and GwE during this period. Officers worked across council departments and produced a broad range of useful guidance, often in conjunction with GwE, to enable schools to re-establish learning. For example, officers have produced and shared bespoke local guidance at each stage of the pandemic.

Local authority staff have collaborated with partners to strengthen provision for Welsh. They produced a broad range of resources for schools to support them in

the delivery of Welsh language learning. They have also worked closely with foundation phase practitioners to produce teaching and learning resources shared on the local authority website for parents to use at home.

During our engagement calls, a number of headteachers described how pupils' oracy skills in Welsh had deteriorated considerably since the lockdown, in particular formal speech. There is now a purposeful drive to support teachers to improve oracy skills at foundation phase and key stage 2. In secondary schools, language teachers are concentrating on improving pupils' skills in speaking to a range of different audiences.

The Canolfan Iaith (Welsh language centre) has reopened partly this term. This is because COVID-19 measures restrict the use of small rooms and buildings. Canolfan Iaith staff have produced substantial resources for schools to support teachers in the delivery of Welsh lessons during the lockdown period and since September. They have also worked collaboratively with foundation phase teachers to produce teaching and learning resources to support early language acquisition. These resources are also available on the local authority website for parents to access.

This term, officers have continued to encourage schools to share good practice through the work of the cluster 'Digital Champions'. The role of the Digital Champion has continued to develop, and the local authority has used their expertise to promote collaboration and provide bespoke training for teachers and support staff in relation to their use of ICT. Headteachers told us that this has increased staff confidence in the use of technology to promote learning.

Senior council leaders share the director's vision for developing the 'Tim Môn' identity and understand the importance of listening and responding to the views of headteachers. Senior leaders in the council and the Learning Service are keen for local authority and GwE officers to increase their role in monitoring and quality assurance in the coming weeks so that officers gain a secure understanding of the quality of provision across their schools.

Local authority officers collaborate closely with GwE Supporting Improvement Advisors (SIA) to ensure that schools make appropriate, informed decisions about school improvement. For example, many schools have made use of pre-lockdown assessments to identify how pupils' skills have developed during home learning. Officers have encouraged schools to consider a wide range of evidence from September in order to identify gaps in pupils' learning.

Officers acknowledge the risk of schools placing too much pressure on children too early, but they are also keen for learning to continue. Headteachers have had helpful discussions with officers about making use of the lessons learnt about pupil progress in recent months. For example, headteachers noted that providing a broad range of open-ended activities was an opportunity for pupils to make their own choices. In some cases, parents have supported their children effectively which resulted in those children making very good progress. Senior officers are currently formalising opportunities for parents and other stakeholders to share their views about provision.

Officers and head teachers acknowledge the negative impact of poverty and lack of parental engagement on pupil progress. In many schools, teachers note that certain groups of children have lost confidence in learning and that their progress has been far slower as a result. Officers and headteachers agree that while it is important to maintain high expectations, re-establishing pupil confidence and supporting their wellbeing remains the highest priority this term.

Headteachers were positive about the support and advice provided by the local authority and GwE staff to help them plan how to use the grant for 'Recruit, recover, raise standards (RRRS): the accelerating learning programme'. Senior officers are clear that headteachers are best placed to prioritise how this additional grant funding should be spent. Officers are providing support and advice to schools and working with GwE to plan a programme of monitoring to ensure that the funding has maximum impact.

GwE has created a helpful dashboard linked to the RRRS grant so that schools can access information quickly to share ideas on grant spending such as support for running small intervention groups. Some small schools told us that they have had difficulty in recruiting staff, as the grant funding will only sustain provision for a limited number of additional hours.

One primary school has focused on pupils who need a boost in literacy and numeracy through small group and individual precision teaching. They made this informed decision based on past success with this method of specific targeted support. A secondary school is using the grant to support specific groups of more vulnerable learners. The school has employed additional staff to create opportunities to rebuild confidence and increase opportunities for social interaction. Pastoral leaders in this school have been involved fully in agreeing the schools' approach and have consulted with parents to share information about their plans. The headteacher reports that local authority officers with responsibility for wellbeing and inclusion have supported this work effectively and facilitated collaboration with the Youth Service and other agencies.

Cameo: Creating a culture of autonomous schools within a supportive and collaborative education system

Senior leaders at Ysgol Uwchradd Bodedern have used first-hand information from pastoral staff to identify areas for development linked to the 'Recruit, recover, raise standards' grant funding. They have collaborated with a range of partners, such as TRAC and the Youth Service, to provide one-to-one coaching sessions to develop pupils' confidence and increase resilience. The headteacher felt empowered by the local authority to use the grant funding creatively to best support specific groups of learners. This is in line with senior officers' vision for setting high expectations of schools to develop autonomous leadership within a supportive and collaborative system.

Headteachers have identified that it is challenging to find a balance between providing professional learning and supporting staff wellbeing during such a difficult time. Officers have been in regular contact with schools and have ensured that worthwhile and relevant professional learning opportunities are available to staff. The local authority and GwE's view is that staff and pupil wellbeing remains the main

priority. They both also emphasise that accelerating learning is also a significant priority this term.

Cameo: Professional learning opportunities

Education officers have encouraged schools to seek and create their own professional learning opportunities that are relevant to their own contexts. During the lockdown, teachers and support staff at a number of Anglesey schools have been undertaking research and training courses through the Open University. They have gained knowledge in a range of areas such as developing resilience in pupils, and skills in discussing parenting of adolescents. Staff provided feedback for their senior leadership team and details about how the learning will influence their practice. The headteachers note that the research undertaken has also helped staff to plan for the new curriculum.

Education officers and SIAs have worked together well to develop a range of teaching and learning materials that are accessible to teachers and support staff through a central convenient online location. Headteachers report that these resources provide valuable support to their staff. The GwE professional learning offer currently concentrates on providing operational guidance around teaching and learning. There is also support for schools to reflect on the quality of provision during the lockdown period and to use this information as they prepare for the delivery of Curriculum for Wales.

GwE is prioritising support for the weaker schools with on-site visits by SIAs. All schools can access webinars and online presentations. Supporting Improvement Advisors also hold virtual 'surgeries' to support schools with specific issues. The local authority has facilitated useful workshops for headteachers to share their experiences of dealing with particular challenges such as how they have responded to outbreaks of COVID 19 in their school. The well-established secondary school network, 'Grŵp Camu', continues to share practice in blended learning and the accelerating learning programme with the support of regional SIAs. Members include senior leaders with responsibility for teaching and learning. They have worked diligently to co-create blended learning resources.

Supporting vulnerable learners

There has been effective collaboration between internal local authority departments, outside agencies and specialist services since the outset of the pandemic. Staff from Children's Services, Youth Services and the Education Psychology Service have worked closely with education staff to support vulnerable learners and improve pupils' learning and wellbeing.

The allocation of a member of the local authority's Special Educational Needs (SEN) and Inclusion team to support each school since the lockdown period has enabled those officers to gain first-hand information about the wellbeing of vulnerable learners. Weekly meetings between officers, specialist teachers and senior staff with

responsibility for special education needs have supported the provision and care for children at risk of disaffection or delays in progress. The Principal Education Psychologist and the Swyddogion Ansawdd (SEN Quality Officers) discuss relevant information about vulnerable learners in weekly SEN management meetings. The Principal Education Psychologist relays any pertinent messages to the director and senior education officers. This means that senior education officers have a good understanding of the wellbeing of vulnerable learners and the level of their engagement in learning this term.

The education officer with responsibility for wellbeing and inclusion is a strategic partner in Isle of Anglesey County Council's early help hub – Teulu Môn. Teulu Môn hold regular meetings with representation from many external agencies to plan and review services for vulnerable families across the island. These agencies include CAMHS, the Speech and Language Services, children's specialist services (Gwasanaethau Arbenigol Plant), children's services and the Education Psychology Service. Schools make referrals to 'Teulu Môn' in collaboration with the officer responsible for wellbeing and inclusion. She works with schools to ensure they receive high quality support for learner welfare and wellbeing matters. She also ensures that information and guidance produced by 'Teulu Môn' is relayed to schools through well-established catchment SEN and inclusion network meetings.

All secondary schools who took part in our engagement calls praised the work of the Youth Service in supporting their vulnerable learners throughout the lockdown period and the autumn term. The Youth Service continues to support young people at risk of disaffection during this term. Youth service staff have continued with some aspects of the work initiated during lockdown and has adapted suitably according to the needs in different schools. All five secondary schools hold regular 'Inclusion Panel' meetings. Panel members include Youth Service personnel and TRAC staff.

Cameo: The contribution of the Youth Service to supporting vulnerable learners

The Ynys Môn Youth Service supports young people to access key stage 4 courses in further education colleges, access alternative education providers and complete extended work experience. Alternative education courses include a military preparation course and an outdoor education course, 'Wild Elements'. The youth service also provides its own courses which link with Agored Cymru to provide credits for BTEC levels 1 and 2. These include credits in 'resilience, mental health and crafts.' The youth service provides 29 various courses that are offered to pupils in secondary schools. Youth service staff also deliver PSE lessons in schools and run Duke of Edinburgh bronze and silver awards courses.

The head of the youth service is currently planning the delivery of service to pupils living in rural areas of Ynys Môn in partnership with the Urdd Gobaith Cymru movement and the Young Farmers' Federation. This is a priority area for the local authority and there is significant support for this work from the elected members.

The referral process for statutory assessment continued throughout the lockdown period. All referrals for assessment come through to the SEN and Inclusion Forum.

The local authority also plan support and interventions for other vulnerable learners through other fora, such as the Moderation Panel, the Forum for Unwell Children and the Elective Home Education Panel. All meetings continued virtually throughout the lockdown period. Specialist staff responded swiftly to any request for emergency arrangements. Headteachers note that the SEN and inclusion Service responded quickly to requests for support or emergency assessment. The inclusion team report that communication with schools has strengthened significantly due to the frequency of contact and the depth of discussion around individual learners during the lockdown period. This helps speed up the assessment process as the SEN and Inclusion Team are fully aware of the learners presented to panels.

Cameo: Support for schools to assess their pupils

The local authority has invested recently in two useful diagnostic tools to assess learners' speech and language difficulties and general learning difficulties. The authority has shared these tools with all schools and provided suitable guidance on their use. These assessment tools enable staff to carry out an initial assessment of pupils' difficulties and inform them of the need for a referral for formal specialist assessment or intervention.

The well-established IDP Online system has been particularly beneficial to support vulnerable learners since March. This system allows schools, officers and specialists to access learners' IDPs, make amendments to targets, upload assessment details and update data. From September, the SEN and Inclusion team have added a helpful new 'Reasonable Adjustments' module within the IDP Online system. This module allows schools to adjust provision when it is not possible to meet some elements of the IDP, such as personal targets or the provision of support. The team has provided beneficial guidance and support on this module to all stakeholders in the IDP Online system including parents.

Local authority officers report that there has been a rise in referrals by parents for their children to be electively home educated (EHE). The local authority has established an Elective Home Education Forum and strengthened its procedures for parental elective home education requests. Both the Education Welfare Service and 'Teulu Môn' are involved in the assessment process. The local authority now requires more evidence and information from parents prior to processing the requests. Officers have strengthened monitoring activities with Education Welfare Officers (EWO) conducting more home visits to ensure parents fully understand the implications if they choose to educate their own children. In many instances, the supportive nature of the work by the EWO has resulted in parents changing their minds about elective home education and sending their children back to school.

The SEN and Inclusion service has created and promoted differentiated resources for a range of learners' needs in order to compliment other distance learning resources. This work includes adaptations and differentiated versions of tasks. The SEN and Inclusion team prepared a range of resources and shared them on the Gwynedd and Môn website. Some of these resources were also included in the regional resource dashboard. The region's Supporting Improvement Adviser (SIA) with responsibility for vulnerable groups has also provided purposeful resources for

schools and parents and these are available on the authority's SEN and Inclusion website. This SIA attends half-termly meetings with the education officers and representatives from children's services in order to gather important information on aspects of learning needing further support.

The Educational Psychology Service have also supported GwE to create risk assessments and guidance for working with more vulnerable children. They have created leaflets and information sheets for schools on how to support pupils with physical and health difficulties in using personal protective equipment. For example, the guidance on wearing clear masks when working with pupils with hearing impairment is used by SENCOs when they complete the 'Reasonable Adjustments' module on the IDP Online system.

The SEN and Inclusion Service has continued to provide schools with a range of professional learning opportunities. These include training on differentiation for different groups of pupils, mindfulness and taster training sessions on MAPA (Management of actual or potential aggression). Schools have received training on how to include voice-over in their digital presentations to help pupils with special educational needs. In addition, the Education Psychology Service is currently delivering a package of training around 'emotional-based school avoidance' to lead persons in schools.

Cameo: A strategic drive to build capacity in schools to support vulnerable learners

In response to a rise in demand for school-based counselling, senior inclusion staff made a strategic decision to ensure school staff could deliver therapeutic style provision in their own schools. The local authority wanted to ensure that staff in all Anglesey schools received training in key areas of support for vulnerable learners. As such, there have been valuable opportunities for relevant staff to be part of 'train the trainer' professional learning events to develop specific skills and to cascade their learning to colleagues. These key areas include mindfulness awareness, loss and bereavement, ELSA (social and emotional health) and friendly communication techniques.

The local authority Youth Service has provided beneficial training to all its part time youth leaders so that they are better informed to support vulnerable learners from September onwards. This includes training in Prevent and in the impact of adverse childhood experiences (ACEs) on children and young people. In addition, Youth leaders have also been upskilled in how to support both bereaved children and those who express suicidal ideation.

Local authority officers have strengthened the provision for safeguarding since March. An identified leader acts as 'Safeguarding Champion' in every primary cluster and in all secondary schools. The network of Safeguarding Champions meet regularly. Grant funding through the Rural Schools' initiative has allowed all school staff, specialist teachers and senior leaders across the local authority to access supplementary safeguarding training. Colleagues from Children's Services have provided training to the Safeguarding Champions on making effective referral writing

in accordance with the Wales Safeguarding Procedures. All Anglesey schools now use the 'My Concern' digital application to log any welfare concerns and referrals. Isle of Anglesey County Council is now fully involved in Operation Encompass and the Learning Service has worked productively with North Wales Police officers to create and share informative presentations with all schools on this new, important partnership.

| ISLE OF ANGLESEY COUNTY COUNCIL Scrutiny Report | |
|--|---|
| Committee: | Partnership and Regeneration Scrutiny Committee |
| Date: | 9 February 2021 |
| Subject: | Supplementary Planning Guidance: Tourist Facilities and Accommodation (consultation report) |
| Purpose of the report | To raise awareness regarding the Supplementary Planning Guidance: Tourist facilities and accommodation (post public consultation draft) and give an opportunity for the Committee to offer feedback before it is considered by the Joint Planning Policy Committee. |
| Scrutiny Chair: | Cllr. Gwilym O. Jones |
| Portfolio Member(s): | Cllr. Richard Dew |
| Head of Service: | Christian Branch, Head of the Regulatory and Economic Development Service |
| Author of the Report: | Heledd Jones, Team Leader, Gwynedd and Anglesey Joint Planning Policy Unit Service |
| Telephone Number: | 01286 679883 |
| E-mail: | HeleddFflurJones2@gwynedd.llyw.cymru |
| Local Members: | Not relevant to any specific ward |

1 – Recommendation/s

The Partnership and Regeneration Scrutiny Committee is requested:

- 1 To accept the report and consider the Supplementary Planning Guidance: Tourist Facilities and Accommodation and the associated Consultation Report;
- 2 Determine if there are any observations to be presented to the Joint Planning Policy Committee.

2 - Link to the Council's Plan / Other Corporate Priorities

One of the main aims of the Council Plan 2017-2022 (objective 3) states that the Council will collaborate with communities to ensure they can cope effectively with change and development whilst protecting the natural environment. It is recognised that the Island's natural and built environment is essential for the tourism sector and there is a need to safeguard and expand these unique features and make the most of their value as socio-economic resources. In this context, the impacts of major proposed developments on the local environment will need to be balanced, reduced and mitigated.

In order to deliver this aim the need is noted to promote the Island in a sensitive manner while safeguarding natural assets. The need to try to develop and promote the Island as a popular destination for visitors is highlighted and to raise awareness of what the Island has to offer both nationally and internationally.

The Joint Local Development Plan (in accordance with legislative requirements and national planning policy) present a strategy and policies which together promote sustainable development. The Plan recognises the importance of the tourism sector in the Plan's area and notes the need to manage the area as an alternative and sustainable destination for visitors by providing facilities of a high standard that meet with modern contemporary needs throughout the year.

The role of this Supplementary Planning Guidance is to give detailed advice on specific policies linked to tourism in order to ensure that they are implemented effectively and consistently across the Plan area.

3 – Principles as a Guide for Scrutiny

To assist Members when scrutinising the subject:-

3.1 Impact the item has on individuals and communities **[focus on the customer/citizen]**

3.2 Look at efficiency and the effectiveness of any proposed change - financially and in terms of quality **[focus on value]**

3.3 Look at any risks **[focus on risks]**

3.4 Scrutiny taking on the role of performance management or quality assurance **[focus on performance and quality]**

3.5 Look at plans and proposals in terms of:

- long term
- prevention
- integration
- cooperation
- content

[focus on wellbeing]

4- Key Scrutiny Questions

- I. To what extent has the most recent consultation period on the Guidance been inclusive (16 October- 27 November, 2020)?
- II. How does the Supplementary Planning Guidance respond to the concerns and comments raised during the consultation?
- III. In what way does the Guidance adequately respond to the over-provision of holiday accommodation that has been highlighted while also achieving a balance between encouraging the prosperity of the tourism sector in Gwynedd and Anglesey, and protecting the environment and communities of the area?
- IV. How is it intended to monitor and report on progress in implementing the Guidance (and the Policies underlying it)?

5 - Background / Context

- 5.1 The purpose of this report is to raise the awareness of Scrutiny Committee Members of the development of the Supplementary Planning Guidance: 'Tourist Facilities and Accommodation' and ensure that it is scrutinised by this Committee prior to the determination on its suitability for adoption by the Joint Planning Policy Committee at its meeting on 12 March 2021. The Communities Scrutiny Committee (Gwynedd Council) will scrutinise this on 25 February 2021.
- 5.2 The Guidance offers a relevant direction in connection to the tourism policies included within the Joint Local Development Plan including a guidance in terms of policies in connection to permanent holiday accommodation, static and touring caravan sites.
- 5.3 Supplementary Planning Guidance can only deal with the provision of further information or details regarding policies or proposals noted in the Local Development Plan.
- 5.4 Guidance cannot change a policy or proposals noted in the Local Development Plan and no new policies can be introduced via Supplementary Planning Guidance.
- 5.5 Guidance can be a 'material planning consideration' that should receive due attention in conjunction with the policies it supports in the Local Development Plan when specific activities have taken place. Figure 1 provides a snapshot of the actions that are necessary for Guidance to be given 'material planning consideration' status.

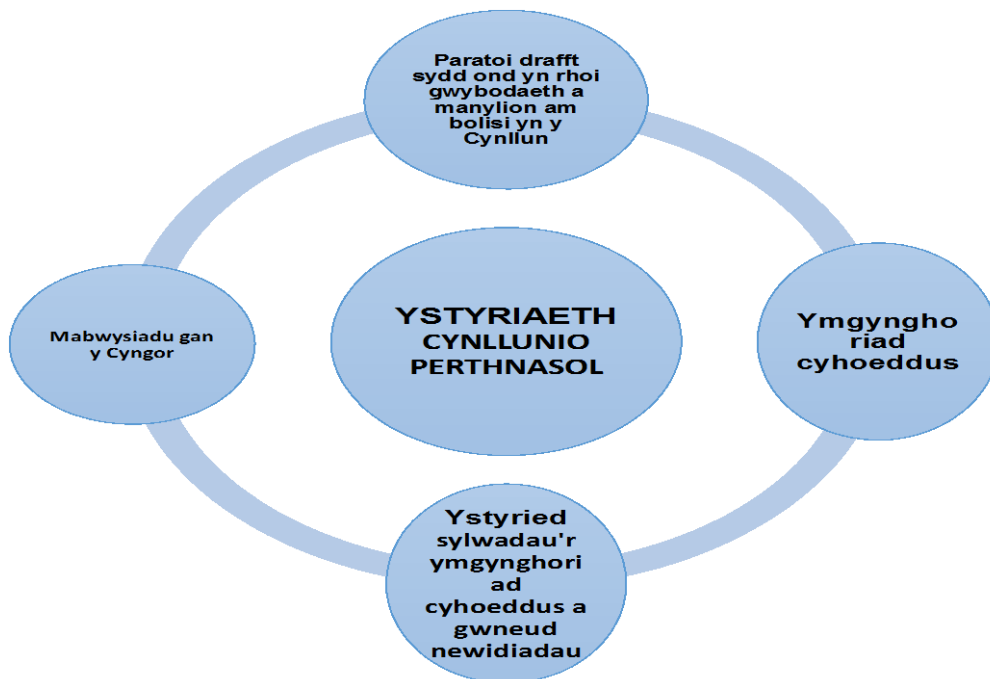


Figure 1: Actions to prepare Supplementary Planning Guidance

- 5.6 During the process of preparing the Guidance in question, the Joint Local Development Plan Panel has been part of scrutinising the contents. Having received consideration from the Joint Local Development Plan Panel the Guidance received the seal of approval of the Joint Planning Policy Committee for release for a public consultation period. Following this original public consultation period (spring 2018) and as a result of the comments received, it was considered to be appropriate to undertake further amendments to the Guidance in relation to two specific matters, namely:-

1. How to define an excess of self-service accommodation, and;
 2. How to deal with applications for change of use and losing hotels.
- 5.7 As the SPG will be a material planning consideration following its adoption, the Councils considered that it was important for stakeholders to have their say on these significant changes. Therefore, at a meeting of the Joint Planning Policy Committee on 26 October 2018, the release of a further consultation document for public consultation was approved.
- 5.8 During the Joint Local Development Plan Panel meeting held on 22 March 2019, the Consultation Report on this further consultation was presented, which noted that no further amendments to the Guidance were necessary as a result of the observations received during the consultation period, and a request was made to submit the Guidance to a meeting of the Joint Planning Policy Committee for adoption.
- 5.9 Since the meeting of the Joint Planning Policy Committee (March 2019), the guidance has been submitted to Gwynedd Council's Communities Scrutiny Committee on 4 April 2019. As a result of the discussion at this meeting, it was considered that it would be appropriate to make a minor amendment to the wording of the Guidance. Furthermore, a recent appeal decision in relation to considerations linked to assessing 'over-provision' of holiday accommodation has highlighted the need to further amend the Guidance.
- 5.10 A draft version of this SPG was approved for public consultation by the Joint Planning Policy Committee on 4 September, 2020. This draft was prepared in consultation with relevant officers from both Authorities. Prior to this, the SPG was reviewed by the Joint Local Development Plan Panel on 24 January 2020.
- 5.11 The SPG was subject to a public consultation from 16 October to 27 November 2020.
- 5.12 It is noted that the main amendment to the Guidance that led to the third consultation period related to undertaking a further amendment of the definition linked to the over-provision of holiday accommodation. By now, the definition (see section 4.6 of the Guidance in Appendix 2) includes a specific threshold in terms of when there is an over-provision of self-catering holiday accommodation within a specific area. In accordance with the amended direction within the Guidance, favourable consideration will not be given to applications for self-catering holiday accommodation when a combination of holiday accommodation and second homes have already reached the threshold of 15% of all the housing stock. It is considered that setting a definitive threshold will make it easier for Officers to assess 'over-provision' in the context of the requirement noted in Policy TWR 2 of the JLDP.
- 5.13 Details of the public consultation were placed on the websites of both Councils and e-mails/letters were sent to all Councillors, Community Councils, planning agents, statutory consultees, environmental bodies, neighbouring authorities and those who had expressed an interest in the SPG.

5.14 There were a number of different ways to respond to the consultation, including:

- On-line Response Form in Word and pdf. Paper copies of the response form were also available on request from the Joint PPU.
- E-mails; and Letter

5.15 A total of 15 valid comments were received. Detailed consideration was given to every comment received. Furthermore, it is noted that 8 invalid comments were received (see the second table in appendix 1). Since these comments related to sections of the document that were not subject to the public consultation process, no further consideration has been given to these.

5.16 The following section (Appendix 1) summarises the comments received, and includes the responses of the Councils to them and when appropriate, recommend any modifications required to the SPG as a result of the comment. Any modification to the wording of the SPG has been noted in bold, underlined font.

5.17 The complete Guidance can be seen in post public consultation draft format in **Appendix 2**.

5.18 When it is adopted the Guidance will replace the current guidelines for tourist and holiday accommodation that were adopted by both Councils to support the former development plans, namely the Anglesey Local Plan and the Unitary Development Plan (in the case of the Isle of Anglesey Planning Authority).

5.19 The following table gives details of the next steps and the timetable:

| Action | When? |
|--|------------------|
| Gwynedd Communities Scrutiny Committee; To raise awareness regarding the Supplementary Planning Guidance: Tourist facilities and accommodation (post public consultation draft) and give an opportunity for the Committee to offer feedback before it is considered by the Joint Planning Policy Committee. | 25 February 2021 |
| Joint Planning Policy Committee -consider: <ol style="list-style-type: none"> i. comments of the Communities Scrutiny Committee and the Partnership and Regeneration Scrutiny Committee ii. feedback received during the public consultation period; iii. a draft final copy of the Supplementary Planning Guidance in order to determine whether or not the Guidance is suitable for adoption (and, therefore, to replace extant Supplementary Planning Guidance on this subject). | 12 March 2021 |

| | |
|--|-----------------------|
| Use the adopted Guidance as a material planning consideration | 13 March 2021 onwards |
| Make arrangements to raise awareness about this Guidance to both Planning Committees, various officers in both Councils, and companies and individuals that provide advice to applicants about planning permission | Spring 2021 |

6 - Equality Impact Assessment [including impact on the Welsh language]

The Supplementary Planning Guidance gives detailed advice regarding specific Policies in the Joint Local Development Plan that were subject to a repeat Equality Impact Assessment. The reports can be seen in the Plan's Public Inspection Library on the Council's website.

7 - Financial Implications

No financial implications

8 - Appendices

Appendix 1 - Report on the Public Consultation

Appendix 2 - Supplementary Planning Guidance: Draft Consultation - Tourist Facilities and Accommodation (October 2020)

9 - Background Papers (please contact the Report's author for any further information):

Supplementary Planning Guidance: Draft Consultation - Tourist Facilities and Accommodation (October 2020)

**TOURISM FACILITIES AND ACCOMMODATION
SUPPLEMENTARY PLANNING GUIDANCE**

**CONSULTATION REPORT AND OFFICER'S
RECOMMENDATIONS ON THE FURTHER
PROPOSED CHANGES DOCUMENT**



**CYNOR SIR
YNYS MÔN
ISLE OF ANGLESEY
COUNTY COUNCIL**

DECEMBER 2020

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1.0 BACKGROUND

Purpose of Supplementary Planning Guidance (SPG)

- 1.1 The Purpose of SPGs are to:
- assist the applicants and their agents in preparing planning applications and in guiding them in discussions with officers about how to apply relevant policies in the Joint Local Development Plan before submitting planning applications,
 - assist officers to assess planning applications, and officers and councillors to make decisions about planning applications
 - help Planning Inspectors make decisions on appeals.
- 1.2 The general aim is to improve the quality of new developments and facilitate a consistent and transparent way of making decisions that align with relevant policies in the Joint Local Development Plan.

The Policy Context

Local Development Plan

- 1.3 Under planning legislation, the planning policies for every area are contained within the 'development plan'. The Gwynedd and Anglesey Joint Local Development Plan was adopted on 31 July 2017. It relates to the Gwynedd and Anglesey Planning Authority areas.
- 1.4 The Plan provides wide-ranging policies along with allocations for the main land uses, such as housing, employment and retail; it will help shape the future of the Plan area physically and environmentally, and will also influence it economically, socially and culturally. The Plan, therefore:
- enables the Local Planning Authorities to make rational and consistent decisions on planning applications by providing a policy framework that is consistent with national policy; and
 - guides developments to suitable areas during the period up to 2026.

The need for Supplementary Planning Guidance

- 1.5 Although the Plan contains policies that enable the Local Planning Authority to make consistent and transparent decisions on development applications, it cannot provide all the detailed advice required by officers and prospective applicants to steer proposals locally. In order to provide this detailed advice, the Councils are preparing a range of SPGs to support the Plan that will provide more detailed guidance on a variety of topics and matters to help interpret and implement the Plan's policies and proposals.

The Status of Supplementary Planning Guidance

- 1.6 Supplementary Planning Guidance (SPG) will be material planning considerations during the process of assessing and determining planning applications. Welsh Government and the Planning Inspectorate will place considerable weight on supplementary planning guidance that stem from , and are consistent with, a development plan. The SPGs cannot introduce any new planning policies or amend existing policies.

1.7 Once it has been adopted a SPG should, therefore, be given substantial weight as a material planning consideration.

2.0 TOURISM FACILITIES AND ACCOMMODATION SUPPLEMENTARY PLANNING GUIDANCE

2.1 The SPG covers all forms and scales of holiday accommodation and tourism attractions. Tourism is a dynamic sector and is subject to continuous change. It plays a significant role in the plan area's economy. The visitor economy provides jobs, services and facilities that are essential to the well-being and enjoyment of local communities and residents in the plan area. The importance of tourism can be seen in the table1 below:

| 2017 | Gwynedd* | Anglesey |
|--|---------------|-----------------|
| Total economic impact of tourism | £1.06 billion | £304.23 million |
| Total visitor numbers (millions) | 7.28 | 1.71 |
| Number of staying visitors (millions) | 3.53 | 1.03 |
| Number of day visitors (millions) | 3.75 | 0.68 |
| Number of FTE ² jobs supported by tourism spend | 15,601 | 4,102 |

*includes Snowdonia National Park

2.2 Both Anglesey and Gwynedd benefit from extensive natural and cultural assets that offer considerable potential for residents and visitors to enjoy. However new tourism developments can have a negative impact upon the local environment and communities if they are insensitively developed or inappropriately located.

2.3 Both Gwynedd Council and the Isle of Anglesey County Council are committed to the principles of sustainability and the Joint Local Development Plan has sustainable development at its core and recognises that all development in the plan area should embody these principles, balancing the need to support the rural economy, whilst maintaining and enhancing the environmental, social and cultural quality of the plan area.

Public Consultation

2.4 The draft Tourism Facilities and Accommodation Supplementary Planning Guidance (SPG) was originally the subject of a public consultation exercise between the 17th May and the 28th June, 2018. The Councils considered all representations that were received during the original public consultation.

2.5 Most of the changes to the SPG that are considered necessary to respond to issues raised in representations are minor changes that do not lead to any significant changes to the SPG. However, it was considered that representations received on two issues required relatively significant changes to the SPG. These issues were:

1. How to define overconcentration of self-catering accommodation, and;
2. How to deal with applications for the change of use and the loss of hotels.

2.6 As the SPGs will become material planning considerations once adopted, the Councils consider that it is important for stakeholders to have their say in these significant changes before the

¹ STEAM Report 2017

² FTE = Full Time Employment

SPG is adopted and approved the release of a further consultation document for public consultation in the meeting of the Joint Planning Policy Committee on the 26 October 2018.

- 2.7 A total of 8 comments were received: 2 in support of the proposed changes and 6 objections. During a meeting of the Joint Local Development Plan Panel held on 22 March, 2019 the Consultation Report following this further consultation was reported, noting that no further changes would need to be made to the Guidance in light of the comments received during the further consultation period and requesting the right to present the Guidance to the Joint Planning Policy Committee for adoption (see Appendix 2 attached which includes a summary of the comments received and the Councils response).
- 2.8 Since the meeting of the Joint Planning Policy Panel (March, 2019) the Guidance has been presented to Gwynedd Council's Communities Scrutiny Committee on 4 April, 2019. As a result of the discussion held during this meeting it was considered appropriate to make further amendments to the wording of the Guidance. Further, recent appeals decision relating to the considerations associated with the assessment of 'overprovision' of holiday accommodation have highlighted the need to make a further amendment to the Guidance.
- 2.9 A draft of the SPG was approved for public consultation by the Joint Planning Policy Committee on September 4, 2020. This draft has been prepared in consultation with relevant officers from both Authorities. Prior to this, the SPG was reviewed by the Joint Local Development Plan Panel on January 24, 2020.
- 2.10 The SPG was the subject of a public consultation period between 16th October and 27th November, 2020.
- 2.8 Details of the public consultation were placed on both Council's websites and emails/ letters were sent to all Councillors, Community Councils, planning agents, statutory consultees, environmental bodies, neighbouring authorities and those who had made previous comments and declared an interest in the SPG.
- 2.9 A number of platforms were available for interested parties to respond to the consultation which were:
- Online word and pdf response form - available on both websites and
 - Paper copies were made available in all libraries and Siop Gwynedd and also available on request from the JPPU
 - Email
 - Letter
- 2.13 A total of 15 valid comments were received. Detailed consideration was given to all representations received. Further, it is noted that 8 invalid comments have been received (see second table in appendix 1). As these comments relate to parts of the document that were not subject to the public consultation period no further consideration has been given to these comments.
- 2.14 The following section (Appendix 1) summarises the comments received, including the Councils' response to them and, where appropriate, recommends any changes required to the SPG in light of the comment. Any proposed change to the wording of the CCA is noted in an **underlined bold font**.

APPENDIX 1 – SUMMARY OF COMMENTS RECEIVED AND OFFICERS’ RECOMMENDATIONS (OCTOBER/NOVEMBER CONSULTATION PERIOD)

| Rep Id | Type of Comment | Organisation | Part | Summary of Representation | Officer Comments and Recommendation |
|--------|-----------------|-----------------------------|-------------|---|--|
| 1. | Support | Llanengan Community Council | Section 4.6 | <p>Support the proposed changes unanimously.</p> <p>The inclusion of the sentence "Furthermore, it is noted that consideration should be given to the rate of second homes within a community" applies very much to the Llanengan community given that over 50% of Abersoch houses alone are second homes. Reference to AirBnB is also supported because there are so many of them.</p> <p>It is concerns at all Council meetings when discussing planning applications that the owners are expanding to expand the self catering facilities in order to attract more 'heads'. As a result this reduces the availability of 'affordable' housing and increases their value beyond the grasp of local residents.</p> | <p><u>RECOMMENDATION</u> – Accept the supporting comment.</p> |
| 2. | Objection | Bourne Leisure | 4.6.1-4.6.6 | <p>Draft paragraphs 4.6.1- 4.6.6 seeks to include additional criteria within section 4.6 to help define overconcentration of self-catering accommodation within communities. The criteria proposed within section 4.6 has a focus on controlling self-catering units within communities/settlements (e.g. Airbnb and holiday lets). Bourne Leisure has no objection to this in principle, but the Company is keen to ensure that the criteria would not have unintentional consequences by also being applied to purpose-built holiday resorts such as those operated by Bourne Leisure should, if in the future, it wishes to introduce fixed base self-catering accommodation within its established parks. We emphasise that Bourne Leisure’s potential future operations would not add to the saturation or clustering of self-catered accommodation/ Airbnb apartments within settlements which is what this section is trying to achieve.</p> | <p>The wording of the present Guidance is clear in terms of when the principles as contained in part 4.6 needs to be considered when assessing TWR 2 applications. If there was an application for permanent holiday accommodation, meaning a structure that would be built on the site and cannot be dismantled and re-built in another location, regardless of being located in a holiday park would still have to comply with the principles of Policy TWR 2 and the associated SPG.</p> <p><u>RECOMMENDATION</u> – No change</p> |

| Rep Id | Type of Comment | Organisation | Part | Summary of Representation | Officer Comments and Recommendation |
|--------|-----------------|-----------------------|-------|---|---|
| | | | | <p>We therefore request that it is made explicit in the new wording that the criteria do not apply to existing holiday parks or complexes where the sole purpose of the park is to provide holiday accommodation and associated facilities. To achieve this, we suggest that paragraph 4.6.2 is amended as follows (rewording underlined and in bold)</p> <p>“Examples of this type of accommodation include self-catering holiday accommodation (including Airbnb) along with dedicated holiday accommodation (i.e. permanent units that have been granted planning permission for the purpose of holiday use). <u>This type of accommodation does not include self-catering units located within Holiday parks or complexes....</u>”</p> <p>To ensure clarity, we also recommend the following addition to draft paragraph 4.6.6 (rewording underlined and in bold):</p> <ul style="list-style-type: none"> • <u>A proposal located within an existing holiday park or complex”.</u> | |
| 3. | Objection | Cadnant Planning Ltd. | 4.6.1 | <p>Policy TWR 2 does not specifically read that development should not lead to an excess of self-catering holiday accommodation. It relates to self-catering and serviced.</p> | <p>Agree with the comment. In order to ensure consistency with the policy and relevant criteria it is recommended that the reference to self-catering is deleted.</p> <p><u>RECOMMENDATION – Amend the paragraph wording as follows:-</u></p> <p>“Policy TWR 2 (criterion 5) clearly states that no holiday accommodation provision should lead to an 'excess' of self-catering holiday accommodation in a specific area.”</p> |
| 4. | Objection | Cadnant Planning Ltd. | 4.6.2 | <p>Lack of housing supply is not directly linked with the provision of holiday units which are controlled for that purpose. It relates to dwellings which are used for holiday</p> | <p>The list of impact associated with holiday accommodation included in paragraph 4.6.2 are examples only. It is recognised that holiday units that receive specific planning</p> |

| Rep Id | Type of Comment | Organisation | Part | Summary of Representation | Officer Comments and Recommendation |
|--------|-----------------|-----------------------|-------|---|---|
| | | | | <p>purposes but are not controlled for that purpose by way of a condition.</p> <p>Second homes is predominantly the factor that leads to increased house prices rather than the provision of holiday units which are specifically controlled for that purpose.</p> <p>This should be clarified in the SPG.</p> | <p>permission for that purpose do not have a direct impact on house prices. However, an increase in the numbers of holiday accommodation and the growth of an area as a holiday destination can have a knock-on effect on the housing market increasing the demand for housing in the area which results in increasing prices.</p> <p><u>RECOMMENDATION</u> – No change</p> |
| 5. | Objection | Cadnant Planning Ltd. | 4.6.5 | <p>The guidance in the SPG navigates such units to land within the development boundary/within settlements or sites which are close to those settlements. The guidance therefore will inevitably force such units into residential areas within settlements. There is a conflict here and a better balance needs to be struck.</p> <p>The same consideration applies to local businesses providing for the needs of visitors more than the needs of residents. If holiday units are being pushed towards settlements, this is the effect that will be realised.</p> | <p>The locational guidance within the Guidance conforms with the guidance contained in the policy and relevant criteria. Further, it is not considered that there is a conflict as Policy TWR 2 promotes new development within the boundary or suitable previously developed land (which includes sites outside the development boundary).</p> <p><u>RECOMMENDATION</u> – No change</p> |
| 6. | Objection | Cadnant Planning Ltd. | 4.6.5 | <p>For clarity and transparency, the SPG should provide evidence to demonstrate why the figure of 15% has been selected. There is no explanation within the draft SPG to explain this. As this would introduce a threshold which is not currently set by adopted planning policy within the JLDP, the threshold should be robustly examined and scrutinised with an additional opportunity to consult and engage with planning agents and members of the public.</p> | <p>Criterion 'v' of Policy TWR 2 clearly states that holiday accommodation proposals should not lead to an overprovision of such accommodation. In order to define what is meant by 'overprovision' a specific threshold is set within the Guidance.</p> <p>Where there are high numbers of holiday homes, this can mean fewer families in the settlement throughout the year to use services such as schools, buses, post offices, and their viability may be threatened by low occupancy.</p> |

| Rep Id | Type of Comment | Organisation | Part | Summary of Representation | Officer Comments and Recommendation |
|--------|-----------------|-----------------------|--------|--|---|
| | | | | | <p>Research work conducted by the Lake District as part of their Local Development Plan evidence base refers to two research papers in relation to the impact of holiday homes on communities. The first '<i>Housing: An Effective Way to Sustain our Rural Communities</i>' which states '<i>the percentage of holiday homes should not be more than 20 per cent as this appears to affect the sustainability of any village.</i>' The second report, '<i>The Cumbria Housing Strategy 2006/2011</i>' goes a step further through its 'Core Indicators', suggesting that the percentage should not exceed 10 per cent. The National Park Authority uses this information as a guide when examining the impacts that second homes have on the sustainability of any community.</p> <p>Further, when examining the communities in Gwynedd and Anglesey where the combined figure of second homes and holiday accommodation is more than 15% of the housing stock, there appears to be a pattern in terms of, higher house prices, impact on the Welsh language and lack of facilities for the local population.</p> <p>The figure of 15% as included in the SPG is therefore considered to be fully justified and reasonably.</p> <p><u>RECOMMENDATION</u> – No change</p> |
| 7. | Support | Cadnant Planning Ltd. | 4.6.6. | The recognition of exceptional circumstances are welcomed as otherwise the Plan will lead to an abundance of disused | <u>RECOMMENDATION</u> – Accept the supporting comment. |

| Rep Id | Type of Comment | Organisation | Part | Summary of Representation | Officer Comments and Recommendation |
|--------|-----------------|--------------------------|--------|--|---|
| | | | | outbuildings which are capable of being re-used which would fall into disrepair. | |
| 8. | Objection | Cadnant Planning Ltd. | 4.6.6 | If the enterprise has suitable PDL, what is the harm of including this? | <p>The exception in order to support a rural enterprise is made specifically to protect derelict out-buildings that may be re-used. It is noted that these should only be an exception and that there is a need to ensure that the LPA has full control over this exception.</p> <p>Further, it is noted that land where there was agricultural use is excluded from the definition of from previously developed land (Planning Policy Wales).</p> <p><u>RECOMMENDATION</u> – No change</p> |
| 9. | Objection | Cadnant Planning Ltd. | 4.6.6 | <p>A legal agreement should not be unnecessarily restrictive. As per guidance set out in TAN 6 'Practice Guidance', regard should be had to the normal 'churning' of land assets through their sale and acquisition and the effect of doing so upon the operation of the enterprise.</p> <p>In order to deal with similar policy requirements, other LPA's use a condition to require the unit to be run and managed in association with the farm holding to include the Agricultural Holding Number of the farm. This is considered to be a more appropriate mechanism rather than a legal agreement.</p> | <p>The comment relating to the requirement not to be unnecessarily restrictive is noted. The appropriate mechanism will be used to ensure that the holiday accommodation is tied with the rural enterprise. For example the holiday accommodation may be legally bound by a condition or legal agreement.</p> <p><u>RECOMMENDATION</u> – No change</p> |
| 10. | Support | Cyngor Cymuned Llanelian | 4.6 | Support the amendment to section 4.6. | <u>RECOMMENDATION</u> – Accept the supporting comment. |
| 11. | Objection | Cyngor Tref Porthmadog | 4.6.5. | Supportive of the change to clause 4.6 It is noted that applications for self-service holiday accommodation will not be given favourable consideration when a combination of the current number of holiday accommodation and second | The point that has been raised is fair, particularly in relation to the example referred to as there may be differences between settlements located within the Community/Town/City Council area. |

| Rep Id | Type of Comment | Organisation | Part | Summary of Representation | Officer Comments and Recommendation |
|--------|-----------------|--------------|------|--|--|
| | | | | <p>homes 'within the Community/Town/City council area' exceeds 15%.</p> <p>Porthmadog Town Council strongly supports this, but asks to consider adding 'within a county council ward' or 'within a particular settlement' to these definitions (it would not replace them). This is because the number of second homes may be significantly higher in one part of a community/town council area than in another. For example, in the Porthmadog Town Council area which includes Porthmadog, Tremadog, Borth-y-Gest and Morfa Bychan, the problem is considerably worse in Borth-y-Gest and Morfa Bychan than it is in other parts of the town council area. If the figure for the town council area happened to fall below 15% slightly, it may still be appropriate to implement this policy in those parts of the area that would be above the threshold.</p> | <p>It is therefore considered necessary to amend the Guidance to give greater flexibility and to enable the LPA to take account of a local area when considering the current provision of holiday accommodation in exceptional/special cases.</p> <p><u>RECOMMENDATION</u> – Amend the SPG as follows:-</p> <p>“Area</p> <p>4.6.3 The provision of holiday accommodation should be considered within the area/settlement where the proposal is located, along with the wider area. Council Tax figures in terms of second homes and non-domestic holiday accommodation (business rate) are based on Community/Town/City Council area. In some cases, especially rural areas which border with a neighbouring community/town/city council, or are clearly influenced by it, it will be appropriate to give consideration to the level of provision in that area as well. <u>Further, there could be examples of cases where there is a high number of holiday accommodation in a particular settlement/area within a Community/Town/City Council area. In such exceptions the LPA may consider the local provision (i.e. beyond Town/City Community Council level) if it is considered appropriate and fair to do so.</u>”</p> <p>Last bullet point of paragraph 4.6.5:-</p> |

| Rep Id | Type of Comment | Organisation | Part | Summary of Representation | Officer Comments and Recommendation |
|--------|-----------------|--------------|------------------------|---|--|
| | | | | | <ul style="list-style-type: none"> Quantity of holiday accommodation - Favourable consideration will not be given to applications for self-serviced holiday accommodation when the existing combination of holiday accommodation and second homes within the Community/Town/City Council area is higher than 15%. Council Tax information should be used as the information source in order to find this information. <u>Exceptions may arise, where it is considered that there is a high level (more than 15%) of holiday accommodation in a particular settlement/area within a Community/Town/City Council. In such circumstances, consideration may need to be given to provision beyond the Community/Town/City Council level.</u> |
| 12. | Objection | Rod Bulmer | 4.6.5 (bullet point 6) | <p>Whilst I understand and am supportive of the drivers behind the overall policy to limit over-provision I believe the simplified use of 15% is incorrect and will lead to unintended consequences unless the figures itself is adjusted or alternatively section 4.6.6 is further updated to detail additional exceptional circumstances.</p> <p>The threshold of 15% has already been met in many communities in Gwynedd. The primary driver for meeting this threshold has been the conversion of existing residential properties to furnished self catering holiday let properties. This has been driven by the attraction of avoiding the council tax premium and in many circumstances moving the property on to a zero level of business rates due to the low rateable value.</p> | <p>The comment made in relation to the taxation system and the current incentive to transfer over to pay business tax is noted. Changing the taxation system would mean a change in primary legislation. However having control over holiday accommodation that require planning permission is the responsibility of the LPA, therefore setting the threshold as set out in the SPG would assist with that aim.</p> <p>Criterion 'v' of Policy TWR 2 clearly states that holiday accommodation proposals should not lead to an overprovision of such accommodation. In order to define what is meant by 'overprovision' a specific threshold is set within the Guidance.</p> |

| Rep Id | Type of Comment | Organisation | Part | Summary of Representation | Officer Comments and Recommendation |
|--------|-----------------|--------------|------|--|---|
| | | | | <p>For people who genuinely converting existing run down buildings in to holiday accommodation the 15% threshold will stop this from happening. This will have detrimental local impact as follows:</p> <ul style="list-style-type: none"> - significant trade will be removed from the area - building, maintenance, hospitality - existing derelict buildings will remain in place as an “eyesore” - over time the attractiveness of the area for inward investment will be reduced <p>As such imposing the 15% threshold as proposed will to all intents and purposes stops new development and conversion of derelict properties whilst allowing the continued transfer of existing residential properties in to furnished self catering holiday lets.</p> <p>It is proposed that the this guidance (and potentially other guidance) is updated in one or more of the ways set out below to address the real issue and not penalise:-</p> <ol style="list-style-type: none"> 1. Additional Exceptional Circumstances - the exceptional circumstances list should be updated to allow a greater level of flexibility for local planning authorities where the threshold is exceeded. Where the individual case can be evidenced to show “a positive impact on the local area” then there should be flexibility. As an example were derelict buildings are being converted from not being used to create jobs and trade. 2. Include a tolerance - 15-20% - In areas where the 15% threshold is breached there should a be a tolerance (say up to 20%. This would feel fair and would allow control to be maintained without a “blanket refusal” policy which in certain circumstances will not be beneficial to the local area. | <p>Where there are high numbers of holiday homes, this can mean fewer families in the settlement throughout the year to use services such as schools, buses, post offices, and their viability may be threatened by low occupancy.</p> <p>Research work conducted by Lake District as part of their Local Development Plan evidence base refers to two research papers in relation to the impact of holiday homes on communities. The first '<i>Housing: An Effective Way to Sustain our Rural Communities</i>' which states '<i>the percentage of holiday homes should not be more than 20 per cent as this appears to affect the sustainability of any village.</i>' The second report, '<i>The Cumbria Housing Strategy 2006/2011</i>' goes a step further through its 'Core Indicators', suggesting that the percentage should not exceed 10 per cent. The National Park Authority uses this information as a guide when examining the impacts that second homes have on the sustainability of any community.</p> <p>Further, when examining the communities in Gwynedd and Anglesey where the combined figure of second homes and holiday accommodation is more than 15% of the housing stock, there appears to be a pattern in terms of, higher house prices, impact on the Welsh language and lack of facilities for the local population.</p> |

| Rep Id | Type of Comment | Organisation | Part | Summary of Representation | Officer Comments and Recommendation |
|--------|-----------------|--------------------------|-------|---|--|
| | | | | 3. Change Residential Property Transfer to Business Property so that Planning Permission is required before doing so. In reality this is the primary driver of the issue in the local areas that exceed 15%. If this guidance was updated and required planning permission then a far more effective. | The figure of 15% as included in the SPG is therefore considered to be fully justified and reasonably. <u>RECOMMENDATION</u> – No change |
| 13. | Support | Cyfoeth Naturiol Cymru | 6.2.1 | We welcome the amendment of paragraph 6.2.1 of the Tourism Accommodation and Facilities SPG to include the consideration of cumulative landscape impacts. | <u>RECOMMENDATION</u> – Accept the supporting comment. |
| 14. | Support | Cyngor Cymuned Llanengan | 6.21 | Support the change. | <u>RECOMMENDATION</u> – Accept the supporting comment. |
| 15. | Objection | Cadnant Planning Ltd. | 6.2.1 | Clarification is required here on the scale or number of additional units which may trigger a requirement for cumulative assessment of impact on services or transport, The requirement should only relate to development of 10 or more units of accommodation. | It is difficult to be prescriptive in terms of the thresholds where cumulative impact needs to be taken into account. Each case should be considered on its own merit. Matters such as form, location and sensitivity of the landscape can all be factors when considering the cumulative impact of development. <u>RECOMMENDATION</u> – No change |

The consultation held on the CCA specifically concerned the amendments to section 4.6 and paragraph 6.2.1 of the SPG. The sections which were the subject of the amendment were shown in bold writing and underlined. The following comments were received in relation to other parts of the Guidance which were not subject of the formal consultation period. Therefore, no further consideration has been given to the representations and it is not proposed to amend the Guidance in response to these comments:-

| Type of Comment | Organisation | Part | Summary of Representation | Officer Comments and Recommendation |
|-----------------|----------------|---------|---|--|
| Objection | Dafydd Roberts | General | The principle of overprovision is expressed in 4.6.1 with respect to self-catering holiday accommodation. | Not a valid comment. The comment does not specifically relate to a part of |

| Type of Comment | Organisation | Part | Summary of Representation | Officer Comments and Recommendation |
|-----------------|----------------|-------|--|---|
| | | | <p>There has been a huge increase in the number of "shepherd huts" recently. It would also be prudent to consider an overprovision test for touring caravan parks, camping and temporary alternative camping accommodation, to commit to sustainability principles and to reduce the risk of congestion and overcrowding at the island's main visitor attractions, as seen in summer 2020.</p> <p>Facing a "gridlock" when trying to visit our beaches is likely to deter visitors from re-visiting.</p> <p>There are several references to "the local area" in the report. Where is the definition of "local area", and if visitors have cars - unless the whole island is a "local area".</p> | <p>the SPG that was the subject of the consultation period.</p> <p><u>RECOMMENDATION</u> – No change</p> |
| Objection | Bourne Leisure | 1.1.7 | <p>The Status of Supplementary Planning Guidance</p> <p>Draft paragraph 1.1.7 states:-</p> <p>“This document should, therefore, be given substantial weight as a material planning consideration”</p> <p>Chapter 9 of the Development Plans Manual (edition 3) (DPM) states:-</p> <p>“Only the policies in the adopted development plan have special status under section 38(6) of the PCPA 2004 in deciding planning applications. However, Supplementary Planning Guidance (SPG) can be taken into account as a material consideration provided it is derived from and is consistent with the adopted development plan and has itself been the subject of consultation, which will carry more weight.”</p> <p>Whilst it is recognised that limited weight can only be given to SPG’s that have not followed the steps set out in the DPM, it is not automatically the case that significant weight is given where these procedures have been followed.</p> <p>Reference to the 2015 (edition 2) DPM in the Councils’ Procedural Note for preparing SPG has now been superseded by the latest manual, which does not give significant or substantial weight. To ensure “consistency” with</p> | <p>Not a valid comment. The comment does not specifically relate to a part of the SPG that was the subject of the consultation period.</p> <p><u>RECOMMENDATION</u> – No change</p> |

| Type of Comment | Organisation | Part | Summary of Representation | Officer Comments and Recommendation |
|-----------------|-----------------------|--------|--|---|
| | | | <p>chapter 9, we suggest that the word “substantial” is removed from draft paragraph 1.1.7. This will ensure that the weight given to the SPG is for the decision-maker to decide when permitting planning applications, and not automatically substantial, reflecting national policy and guidance.</p> <p>Bourne Leisure suggests that draft paragraph 1.1.7. is reworded as follows (rewording underlined and in bold):</p> <p>“This document should, therefore, be given substantial material weight as a planning consideration”</p> | |
| Objection | Cadnant Planning Ltd. | 3.1.3. | Not all rural businesses are agricultural. This should be amended to include rural diversification rather than solely agriculture. | <p>Not a valid comment. The comment does not specifically relate to a part of the SPG that was the subject of the consultation period.</p> <p><u>RECOMMENDATION</u> – No change</p> |
| Objection | Cadnant Planning Ltd. | 3.3.2 | <p>Table 1 of the SPG in relation to ‘Maintaining and Creating Distinctive and Sustainable Communities’ considers retail and commercial development as those which maintain and improve the vitality and viability of settlements and that relates to policies MAN 1-MAN 6 of the JLDP. Tourism developments do not fall into those categories.</p> <p>Policy PS1 does not therefore require tourism developments to be subject to WLS or WLIA, only to comply with criteria 4 and 5 of the policy.</p> | <p>Not a valid comment. The comment does not specifically relate to a part of the SPG that was the subject of the consultation period.</p> <p><u>RECOMMENDATION</u> – No change</p> |
| Objection | Cadnant Planning Ltd. | 4.4.2 | This should read “Location – As the plan promotes sustainable development, proposals involving development on poorly sited development will not be considered to align with the Policy’s approach. In line with national planning policy it is expected that new development will be located within or close to existing settlements which already have the infrastructure to service the development and/or which are accessible via sustainable means of transport.” | <p>Not a valid comment. The comment does not specifically relate to a part of the SPG that was the subject of the consultation period.</p> <p><u>RECOMMENDATION</u> – No change</p> |

| Type of Comment | Organisation | Part | Summary of Representation | Officer Comments and Recommendation |
|-----------------|-----------------------|--------------------------------|--|---|
| Objection | Cadnant Planning Ltd. | 4.6.8 (Business Plan) | <p>Business owners by their very nature have the expertise to prepare business plans and this needs to be reflected in the SPG. A business plan should not be considered inadequate purely on the basis of who has prepared that document. Architects are not commonly known for preparing business plans for example.</p> <p>If business plans prepared by a business person is acceptable by banks and lenders, the LPA should not be so prescriptive.</p> <p>It is considered to be more appropriate to suggest that support could be sought by a professional. If the LPA consider the business plan to be inadequate, then it would be reasonable to request for an adequate business plan to be submitted.</p> | <p>Not a valid comment. The comment does not specifically relate to a part of the SPG that was the subject of the consultation period.</p> <p><u>RECOMMENDATION</u> – No change</p> |
| Objection | Cadnant Planning Ltd. | 5.5.1 (Definition of a chalet) | <p>This should reflect the definition provided in the adopted JLDP.</p> | <p>Not a valid comment. The comment does not specifically relate to a part of the SPG that was the subject of the consultation period.</p> <p><u>RECOMMENDATION</u> – No change</p> |
| Objection | Cadnant Planning Ltd. | 6.6.1 | <p>“Where possible, measures should be taken to restore the site to its original state when not in use / during the closed season.”</p> <p>This is considered to be an excessive requirement and should be removed. It is unsustainable to remove hard or even permeable stone surfaces during the closed season. More damage would be made to sites and the landscape generally, through the use of heavy machinery and plant required to replace stone-based touring pitches or tracks. Some sites only have “closed season of 4-6 weeks – it would be wholly impracticable to restore sites to their original state for these limited periods.</p> | <p>Not a valid comment. The comment does not specifically relate to a part of the SPG that was the subject of the consultation period.</p> <p><u>RECOMMENDATION</u> – No change</p> |

**SUPPLEMENTARY PLANNING
GUIDANCE**

CONSULTATION DRAFT

**TOURISM FACILITIES
AND
ACCOMMODATION**



MARCH 2021

ANGLESEY AND GWYNEDD JOINT LOCAL DEVELOPMENT PLAN

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1.0 Introduction and Purpose of the Supplementary Planning Guidance

1.1 Purpose

1.1.1 The Purpose of this Guidance is to:

- assist the public and their agents in preparing planning applications and in guiding them in discussions with officers before submitting planning applications,
- assist officers to assess planning applications, and officers and councillors to make decisions about planning applications, and
- help Planning Inspectors make decisions on appeals.

1.1.2 The general aim is to improve the quality of new developments and facilitate a consistent and transparent way of making decisions.

The Policy Context

Local Development Plan

1.1.3 Under planning legislation, the planning policies for every area are contained within the 'development plan'. The Gwynedd and Anglesey Joint Local Development Plan was adopted on 31 July 2017. It relates to the Gwynedd and Anglesey Planning Authority area.

1.1.4 The Plan provides wide-ranging policies along with allocations for the main land uses, such as housing, employment and retail; it will help shape the future of the Plan area physically and environmentally, and will also influence it economically, socially and culturally. The Plan, therefore, attempts to:

- guide the Local Planning Authorities to make rational and consistent decisions on planning applications by providing a policy framework that is consistent with national policy; and
- guide developments to suitable areas during the period up to 2026.

The need for Supplementary Planning Guidance

1.1.5 Although the Plan contains policies that enable the Local Planning Authority to make consistent and transparent decisions on development applications, it cannot provide all the detailed advice required by officers and prospective applicants to steer proposals locally. In order to provide this detailed advice, the Councils are preparing a range of Supplementary Planning Guidances to support the Plan that will provide more detailed guidances on a variety of topics and matters to help interpret and implement the Plan's policies and proposals.

The Status of Supplementary Planning Guidance

1.1.6 Supplementary Planning Guidance (SPG) may be considered to be material planning considerations during the process of assessing and determining planning applications. Welsh Government and the Planning Inspectorate will place considerable weight on supplementary planning guidance that stem from, and are consistent with, a development plan. The SPGs do not introduce any new planning policies.

1.1.7 In accordance with Welsh Government advice, the SPG has been the subject of a public consultation and a resolution to adopt by the Joint Planning Policy Committee on behalf of the Councils. A draft version of this SPG was approved for public

consultation on *date* by *Committee name*. The supplementary planning guidance was the subject of a public consultation exercise between *date*. The x observations presented to the Councils were considered and, where appropriate, appropriate changes have been included in the final draft approved by the *Joint Planning Policy Committee* on *date* to be used as a material consideration when assessing and determining planning applications and appeals. A summary of the observations and the Councils' response are given in *Appendix or location of a Committee report*.

This document should, therefore, be given substantial weight as a material planning consideration.

1.2 Introduction

- 1.2.1 This SPG covers all forms and scales of holiday accommodation and tourism attractions. Tourism is a dynamic sector and is subject to continuous change. It plays a significant role in the plan area's economy. The visitor economy provides jobs, services and facilities that are essential to the well-being and enjoyment of local communities and residents in the plan area. The importance of tourism can be seen in the table¹ below:

| 2017 | Gwynedd* | Anglesey |
|--|---------------|-----------------|
| Total economic impact of tourism | £1.06 billion | £304.23 million |
| Total visitor numbers (millions) | 7.28 | 1.71 |
| Number of staying visitors (millions) | 3.35 | 1.03 |
| Number of day visitors (millions) | 3.75 | 0.68 |
| Number of FTE ² jobs supported by tourism spend | 15,601 | 4,102 |

*includes Snowdonia National Park

- 1.2.2 Both Anglesey and Gwynedd benefit from extensive natural and cultural assets that offer considerable potential for residents and visitors to enjoy. However new tourism developments can have a negative impact upon the local environment and communities if they are insensitively developed or inappropriately located.
- 1.2.2 Both Gwynedd Council and the Isle of Anglesey County Council are committed to the principles of sustainability and the Joint Local Development Plan has sustainable development at its core and recognises that all development in the plan area should embody these principles, balancing the need to support the rural economy, whilst maintaining and enhancing the environmental, social and cultural quality of the plan area. See policy PS 5 Sustainable Development in Appendix 1.

¹ STEAM Report 2017

² FTE = Full Time Employment

2.0 Planning Policy Context

2.1 National Planning Policy

- 2.1.1 National planning policy guidance on tourism is set out in Planning Policy Wales (PPW, Edition 10, Dec 2018) and recognises that it involves a wide range of activities, facilities and types of development and is vital to economic prosperity and job creation in many parts of Wales and that tourism can be a catalyst for regeneration, improvement of the built environment and environmental protection (5.5.1).
- 2.1.2 It recognises that in rural areas, tourism-related development is an essential element in providing for a healthy and diverse economy. New tourism developments should be sympathetic in nature and scale to the local environment (5.5.3). It also recognises that there may be a need to limit new development to avoid damage to the environment or the amenity of residents and visitors (5.5.2).
- 2.1.3 Further guidance is also contained in the Technical Advice Notes (TAN) TAN13: Tourism (1997) which provides advice on hotel development, static and touring caravans and seasonal occupancy conditions. TAN6: Planning for Sustainable Communities (2010) contains advice such as the location of development and the conversion of buildings for holiday use.

2.2 Joint Local Development Plan

- 2.2.1 The Anglesey and Gwynedd Joint Local Development Plan (JLDP) was adopted on the 31st July 2017 and provides the planning policy framework for this SPG. The important role of tourism in the plan area is reflected in the JLDP which seeks to support and enable sustainable tourism development while at the same time ensuring that the natural and built environment are preserved and enhanced.
- 2.2.2 The overarching strategic policy for tourism in the JLDP is policy PS14: The Visitor Economy as set out below:

STRATEGIC POLICY PS14: THE VISITOR ECONOMY

Whilst ensuring compatibility with the local economy and communities and ensuring the protection of the natural, built and historic environment the Councils will support the development of a year-round local tourism industry by:

1. Focusing larger scale, active and sustainable tourism, cultural, the arts and leisure development in the sub-regional centre, urban service centres, and, where appropriate, local service centres;
2. Protecting and enhancing existing serviced accommodation and supporting the provision of new high quality serviced accommodation in the sub-regional, urban and local service centres and villages;
3. Managing and enhancing the provision of high quality un-serviced tourism accommodation in the form of self-catering cottages and apartments, camping, alternative luxury camping, static or touring caravan or chalet parks;
4. Supporting appropriately scaled new tourist provision and initiatives in sustainable locations in the countryside through the reuse of existing buildings, where appropriate, or as part of farm diversification, particularly where these would also benefit local communities and support the local economy and where they are in accordance with sustainable development objectives;
5. Preventing development that would have an unacceptable adverse impact on tourist facilities, including accommodation and areas of visitor interest or their setting, and maximise opportunities to restore previous landscape damage.

2.2.3 This SPG contains the following information:

- Section 3 – Overarching Planning Considerations
- Section 4 – Permanent Serviced and Self-Serviced Accommodation
- Section 5 – Static Caravan, Chalet and Permanent Alternative Camping Accommodation Sites
- Section 6 – Touring Caravans, Camping and Temporary Alternative Camping Accommodation Sites
- Section 7 – Holiday Occupancy
- Section 8 – Visitor Attractions and Facilities

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3.0 Tourism – Overarching Planning Considerations

There are a number of considerations that are relevant to the majority of proposals for new or extensions to tourism facilities and holiday accommodation which are set out below. Other considerations may, however, be relevant to the different types of proposals being put forward. These issues will be considered in later sections of this SPG.

3.1 High Quality Development

(Policy TWR 1 criterion ii; Policy TWR 2; Policy TWR 3 criterion 1; Policy TWR 5 criterion 1)

3.1.1 This refers to the quality of the development in terms of land-use considerations and not to any recognised grading scheme operated by the tourism industry. In addition to local policy requirements, national policy guidance states that development in rural areas should embody sustainability principles, balancing the need to support the rural economy, whilst maintaining and enhancing the environmental, social and cultural quality of rural areas (TAN13: Transport, para 3.11).

3.1.2 All proposed tourism developments should be high quality in terms of design, layout and appearance. A primary consideration will be the overall quality of the ‘scheme’, measured against the requirements of the plan’s development management policies (see Appendix 1):

- Policy PCYFF2: Development Criteria, which states that development proposals should not have an adverse impact on the health, safety or amenity of the local community due to increased activity, disturbance, vibration, noise, dust, fumes, litter, drainage, light pollution, or other forms of pollution or nuisance.
- Policy PCYFF3: Design and Place Shaping, which states that all proposals will be expected to demonstrate high quality design which fully takes into account the natural, historic and built environment context and contributes to the creation of attractive, sustainable places, and,
- Policy PCYFF4: Design and Landscaping, which states that all proposals should integrate into their surroundings. Proposals that fail to show (in the manner appropriate to the nature, scale and location of the proposed development) how landscaping had been considered from the outset as part of the design proposal will be refused.

3.1.3 Central to deciding the land use effects of applications are the criteria which help to define a high quality development. No policy document can be prescriptive, or exhaustive, in describing the opportunities that may arise. In terms of the planning of high quality development the issues will normally relate to the type of factors identified below. (Please note this is not an exhaustive list and each application will be assessed on its merit).

Criteria which help define high quality development in terms of land use considerations include:

- Sites located in a sustainable location i.e. within or close to existing settlements where new development can be best be accommodated in terms of infrastructure, access and habitat and landscape conservation and sites not normally lying in open countryside unless there is robust justification for this;

- Sites that are close to the main highway network and have good links to various modes of transport;
- Sites that are not visually intrusive on the landscape, are well screened and do not cause adverse harm to protected landscapes (e.g. the AONB and SLAs) or heritage assets (e.g. World Heritage Sites and Scheduled Ancient Monuments);
- Sites that are not located within zone C of the development advice maps (TAN15);
- Sites that are of a suitable scale to fit in with their surroundings;
- Sites that have existing landscape cover and no major visual impact;
- Protecting the undeveloped coast;
- Protecting and promoting biodiversity interest;
- Respect for the historic and natural environment;
- Helps reinforce and strengthen an existing tourism centre and makes better use of land by consolidating areas of existing tourism activity (tourist attractions, marina etc.);
- Enhancing suitable previously developed (brown field) land;
- Part of a scheme for agricultural diversification and supporting the rural economy.

3.2 Landscape/Environmental Considerations

(Policy TWR 3 criterion 1; Policy TWR 5 criterion 1)

- 3.2.1 Landscape character, natural and built conservation features, setting, the availability of views, site layout and screening are important considerations in assessing tourism proposals. The JLDP policies state that new developments should be located in an unobtrusive location. An unobtrusive location is defined in the plan as one which is well screened by existing landscape features and/or where units can be readily assimilated into the landscape without the need for excessive man made features.
- 3.2.2 Policy PCYFF4: Design and Landscaping states that all proposals should integrate into their surroundings. Proposals that fail to show (in a manner appropriate to the nature, scale and location of the proposed development) how landscaping has been considered from the outset as part of the design proposal will be refused. The policy gives guidance on the contents of a landscape scheme, and should, where relevant:
1. Demonstrate how the proposed development has given due consideration to the Landscape Character Area Assessment or Seascape Character Area Assessment;
 2. Demonstrate how the proposed development respects the natural contours of the landscape;
 3. Demonstrate how the proposed development respects and protects local and strategic views;
 4. Respect, retain and complement any existing positive natural features, landscapes, or other features on site;
 5. Identify trees, hedgerows, water courses and topographical features to be retained;
 6. Provide justification for circumstances where the removal/loss of existing trees, hedgerows, water courses and topographical features cannot be avoided and provides details of replacements;
 7. Provide details of any proposed new landscaping together with a phased programme of planting;

8. Demonstrate that any proposed new planting includes plants and trees of mainly native species of local provenance and does not include any non-native invasive species;
 9. Ensure that selection of species and planting position of any trees allows for them to grow to their mature height without detriment to nearby buildings, services and other planting; and
 10. Provide permeable hard surface landscaping.
- 3.2.3 Where appropriate, visuals, landscape visual impact assessment, where appropriate, and photomontages from viewpoints agreed with the LPA to demonstrate potential visual impacts of a proposed development should be provided along with mitigation measures to address the identified impacts.
- 3.2.4 A landscaping scheme by a suitably qualified person should be submitted with the application. Conditions will be used to ensure that the agreed landscaping scheme is implemented before the development becomes operational and is maintained in perpetuity.
- 3.2.5 There will be unsuitable sites in an open countryside location i.e. where there are no existing natural screening or when the development is in a prominent location, where no amount of landscaping will mitigate any impacts.
- 3.2.6 Applicants will be expected to demonstrate how they have considered the information provided by the Gwynedd Landscape Strategy³, Anglesey Landscape Strategy⁴, Landscape Sensitivity and Capacity Study⁵ and the LANDMAP resource⁶. LANDMAP is an all-Wales landscape resource where landscape characteristics, qualities and influences on the landscape are recorded and evaluated. It contains detailed surveys for individual areas called Collector Files. An example of a collector file can be found in Appendix 2.
- 3.2.7 Within the AONBs and SLAs all developments must have regard for the AONB and SLA special qualities. Applications that have a significant impact on these special qualities will be refused.

Further information regarding the special qualities can be found:

- Isle of Anglesey AONB Management Plan (2015 – 2020): <https://www.anglesey.gov.uk/documents/Docs-en/Countryside/Anglesey-AONB-Management-Plan-2015---2020.pdf>
- Llyn AONB Management Plan: <https://www.ahne-llyn-aonb.org/7/en-GB/Managing-the-AONB>
- Review of Special Landscape Areas in Gwynedd and Anglesey (2012): <https://www.gwynedd.llyw.cymru/en/Council/Documents---Council/Strategies->

³ [https://www.gwynedd.llyw.cymru/en/Council/Documents---Council/Strategies-and-policies/Environment-and-planning/Planning-policy/Supporting-documents/Landscape-Sensitivity-and-Capacity-Assessment-\(DC.020\).pdf](https://www.gwynedd.llyw.cymru/en/Council/Documents---Council/Strategies-and-policies/Environment-and-planning/Planning-policy/Supporting-documents/Landscape-Sensitivity-and-Capacity-Assessment-(DC.020).pdf)

⁴ [https://www.gwynedd.llyw.cymru/en/Council/Documents---Council/Strategies-and-policies/Environment-and-planning/Planning-policy/Supporting-documents/Angesey-Landscape-Strategy---Update-2011-\(DC.011\).pdf](https://www.gwynedd.llyw.cymru/en/Council/Documents---Council/Strategies-and-policies/Environment-and-planning/Planning-policy/Supporting-documents/Angesey-Landscape-Strategy---Update-2011-(DC.011).pdf)

⁵ [https://www.gwynedd.llyw.cymru/en/Council/Documents---Council/Strategies-and-policies/Environment-and-planning/Planning-policy/Supporting-documents/Gwynedd-Landscape-Strategy-Update-2012-\(DC.010\).pdf](https://www.gwynedd.llyw.cymru/en/Council/Documents---Council/Strategies-and-policies/Environment-and-planning/Planning-policy/Supporting-documents/Gwynedd-Landscape-Strategy-Update-2012-(DC.010).pdf)

⁶ <https://landmap-maps.naturalresources.wales/>

[and-policies/Environment-and-planning/Planning-policy/Supporting-documents/Review-of-SLAs-in-Gwynedd-and-Anglesey-\(DC.008\).pdf](#)

3.3 Welsh Language Considerations

(Policy PS 1; Policy PS 5 criterion 4)

- 3.3.1 The Welsh language plays an important role in the social, cultural and economic life of the Plan area's residents and visitors. Where development is proposed, consideration must be given to the enhancement and protection of the language and culture. Strategic Policy PS1 sets out the context for the assessment of the potential impact of proposals upon the language and culture (see Appendix 1).
- 3.3.2 In terms of tourism development the larger proposals that involve employing more than 50 people and/or with an area of 1,000sq metres will require a Welsh Language Statement, which will protect, promote and enhance the Welsh language. All proposals, irrespective of type, size or location, will be expected to comply with criterion 4 and 5 of PS1 which is the requirement of a bilingual signage scheme to deal with all operational signage in the public domain that are proposed in a planning application by public bodies and by commercial and business companies. It is expected that existing Welsh names are retained and appropriate Welsh names are used for new developments.
- 3.3.3 Criteria 3 of PS1 states that the Councils will refuse proposals which would cause significant harm to the character and language balance of a community that cannot be avoided or suitably mitigated by appropriate planning mechanisms.
- 3.3.4 Further information on the above can be found in the "Maintenance and creation of distinctive and sustainable communities" SPG.

4.0 Permanent Serviced and Self-Serviced Holiday Accommodation

Policy TWR 2: Holiday Accommodation (see Appendix 1) provides the primary policy framework for the provision of new or the extension of existing permanent serviced and self-serviced holiday accommodation facilities. The main policy considerations are as follows:

- Type of Units
- Scale of development
- Converting existing buildings
- Suitable previously developed land
- Extensions to existing permanent holiday accommodation development
- Over-concentration of permanent self-catering holiday accommodation
- Planning Conditions

4.1 Type of units

- 4.1.1 The type of units considered under this policy are permanent buildings that are constructed on site over a period of time, unable to be dismantled and rebuilt elsewhere.

4.2 Scale of development

- 4.2.1 Criteria ii. of TWR 2 states that all proposed developments should be appropriate in scale having regard to the site, location and/or settlement in question. To ensure that this is achieved, the applicant will be expected to demonstrate that the proposal fully takes into account the character of both site and its surrounds and the site's existing or potential relationships with any important focal points, views, historic buildings etc. This assessment should be proportionate to the scale and context of the proposals. In line with national planning policy it is expected that large scale new developments will be located within to existing settlements or on suitable previously developed land, which already have the infrastructure to service the development, and protect the open countryside from inappropriate development. Factors that will be taken into account when assessing the scale of a proposal include:

1. That the site is of sufficient size to accommodate the proposal without prejudicing any appropriate provision of ancillary facilities such as soft landscaping and parking and service areas. (See policy PCYFF 4, Appendix 1).
2. That the scale of the development is compatible with, and fits comfortably into its surrounding (See policy PCYFF 3, Appendix 1).
3. In accord with the principles of promoting sustainable development it is important that new developments (including those on previously developed sites), which could substantially increase the number of journeys made by private vehicles, should be located within or as close as possible to, or within reasonable walking distance of the service centres identified in the Plan's settlement hierarchy, and/or within reasonable safe walking distance to public transport interchanges or routes, where feasible. In assessing the transport aspects of a proposal the LPA will balance the functional need for the proposal's location and its benefits to the local economy with the need to promote the most sustainable modes of transport.
4. That the scale of the development does not adversely impact on the cultural character of the local community but is proportionate to the size and character of existing buildings/business and any settlement it is located within or nearby.

4.3 Converting existing buildings

- 4.3.1 When assessing planning applications for the re-use or adaption of a building to either serviced or self-serviced holiday accommodation facilities, the primary consideration will be whether the nature and extent of the new use proposed for the building is acceptable in planning terms. Further information can be found in the “Conversion of Buildings in the Open Countryside SPG”.
- 4.3.2 The following is a list of issues that will be considered in order to assess the building’s suitability to be used specifically as holiday accommodation:
- i. The building is structurally sound and capable of conversion without major or complete reconstruction, large extensions or major alterations;
 - ii. The building is suitable for the specific use;
 - iii. Any inherent characteristics of merit in the building are retained and any features of historical or architectural importance are safeguarded;
 - iv. The conversion does not result in unacceptable impacts upon the structure, form, character or setting where the building is of historic and / or architectural interest;
 - v. Protecting biodiversity interests such as bats;
 - vi. The conversion respects the character, scale and setting of the existing building;
 - vii. Their form, bulk and general design are in keeping with their surroundings;
 - viii. The conversion does not lead to dispersal of activity on such scale as to prejudice town and village vitality;
 - ix. The need for new services to the property;
 - x. Whilst it should not normally be necessary to consider whether a building is no longer needed for its present purposes, it will be appropriate to investigate (a) the history of the building to establish whether it was ever used for the purpose for which it was claimed to have been built, and/or (b) the impact of its loss on any adjoining/nearby properties (e.g. loss of any curtilage buildings);
 - xi. The proposed use’s compatibility with existing adjoining/ nearby property’s use in terms of noise, traffic disturbance, lack of privacy for any adjoining property/ nearby property;
 - xii. The existing building’s effect on the landscape in terms of visual amenity and whether the proposal would secure an improvement in the external appearance of the building.
 - xiii. The proposal would not harm the amenities of neighbouring properties
- 4.3.3 Any application to convert an existing building must be accompanied by a full structural survey by a qualified person which demonstrates that the building is structurally capable of conversion without extensive rebuilding, alterations and extensions. The structural survey must relate to the proposed plans i.e. that the building can take the works proposed, and should include trial pits so that fundamental issues are known e.g. what foundations exist, is underpinning required etc.
- 4.3.4 Further guidance can be found in national planning policy guidance. Paragraph 3.2.1 of TAN 23: Economic Development⁷ states that the re-use and adaptation of existing rural buildings has an important role in meeting the needs of rural areas for commercial and industrial development, **and tourism**, sport and recreation. In recognising this, local planning authorities are expected to adopt a positive approach to the conversion of rural buildings for business re-use, especially those buildings located within or adjoining farm building complexes.

⁷ <http://gov.wales/topics/planning/policy/tans/tan-23/?lang=en>

4.4 Suitable previously developed land

4.4.1 In the case of proposals for new visitor attractions and serviced and self-serviced holiday accommodation, all development proposals will have to be either located within a development boundary or on **suitable** previously developed land. The JLDP uses the definition of previously developed land found in Planning Policy Wales (9th Edition, Nov 2016: Figure 4.4) which states:

Previously developed land is that which is or was occupied by a permanent structure (excluding agricultural or forestry buildings) and associated fixed surface infrastructure. The curtilage (see note 1 below) of the development is included, as are defence buildings, and land used for mineral extraction and waste disposal (see note 2 below) where provision for restoration has not been made through development management procedures.

Excluded from the definition are:

- land and buildings currently in use for agricultural or forestry purposes;
- land in built-up areas which has not been developed previously, for example parks, recreation grounds and allotments, even though these areas may contain certain urban features such as paths, pavilions and other buildings;
- land where the remains of any structure or activity have blended into the landscape over time so that they can reasonably be considered part of the natural surroundings;
- previously developed land the nature conservation value of which could outweigh the re-use of the site; and
- previously developed land subsequently put to an amenity use.

Notes:

1. The curtilage is defined as the area of land attached to a building. All of the land within the curtilage of the site will also be defined as previously-developed. However this does not mean that the whole area of the curtilage should therefore be redeveloped. For example, where the footprint of a building only occupies a proportion of a site of which the remainder is open land (such as a hospital) the whole site should not normally be developed to the boundary of the curtilage. The local planning authority should make a judgement about site layout in this context, bearing in mind other planning considerations such as policies for the protection of open space, playing fields or development in the countryside. They should consider such factors as how the site relates to the surrounding area and requirements for on-site open space, buffer strips and landscaped areas.
2. This relates to minerals and waste sites which would otherwise remain unrestored after use because the planning permission allowing them did not include a restoration condition. All other such sites will be restored to greenfield status, by virtue of the planning condition.

4.4.2 Once established that the development is located on previously developed land (as defined in the box above) an assessment of its suitability must be undertaken. Factors that define the suitability of the previously developed land include:

- Location – As the plan promotes sustainable development, proposals involving development on poorly sited development will not be considered to align with the Policy’s approach. In line with national planning policy it is expected that new development will be located within or close to existing settlements which already

have the infrastructure to service the development and which are accessible via sustainable means of transport.

- Nature of the previously developed land – Urban development (nature of and appearance) in the open countryside can often be considered as alien to its natural surroundings therefore careful consideration should be given to the visual/landscape impact of such development, i.e. new buildings located above a ridgeline or which occupy a top of slope/ridge location or would otherwise be a prominent feature in the landscape will be unacceptable. It should be ensured that any proposed development will not have a tangible greater impact on the character and openness of the surrounding area in comparison to that of the previously developed land.

4.4.3 All applications for demolition and rebuilding of an existing building must be accompanied by a structural survey in order to assess the structural condition of the existing building to ascertain whether it is capable of conversion or not. It is not the policy's intention to allow for the demolition of an existing structurally sound building in order to engineer new brownfield land.

4.5 Extensions to existing permanent holiday accommodation development business

4.5.1 Any application for extensions to existing permanent holiday accommodation developments must prove that there is an established link between the proposed and current development i.e. will form part of the same planning unit, must be part the same business and the application to extend the holiday accommodation business is part of a wider scheme to improve the business and tourist offer in the Plan area.

4.5.2 The scale and design of the proposed development should be commensurate with the existing business.

4.6 Defining over-provision

4.6.1 A high number of holiday accommodation or a concentration of holiday accommodation in a specific area can have a detrimental impact on the social fabric of those communities. Policy TWR 2 (criterion 5) clearly states that no holiday accommodation provision should lead to an 'excess' holiday accommodation in a specific area.

Defining the types of units that need to be considered

4.6.2 In considering an over-provision of self-catering holiday accommodation, consideration should be given to the provision and range of permanent self-catering holiday accommodation available. Examples of this type of accommodation include self-catering holiday accommodation (including Airbnb) along with dedicated holiday accommodation (i.e. permanent units that have been granted planning permission for the purpose of holiday use). Furthermore, consideration should be given to the rate of second homes within a community. Matters associated with the impact of second homes on communities often correspond to matters associated with 'self-catering holiday accommodation', for example high levels of second homes, along with holiday accommodation, can mean:

- A lack of housing supply in order to meet the local need;
- Impact on local services, the amenities of local residents and the community;

- A lack a permanent population in order to maintain and support local community facilities;
- Seasonal employment opportunities only;
- Impact on local house prices.

Area

- 4.6.3 The provision of holiday accommodation should be considered within the area/settlement where the proposal is located, along with the wider area. Council Tax figures in terms of second homes and non-domestic holiday accommodation (business rate) are based on Community/Town/City Council area. In some cases, especially rural areas which border with a neighbouring community/town/city council, or are clearly influenced by it, it will be appropriate to give consideration to the level of provision in that area as well. Further, there could be examples of cases where there is a high number of holiday accommodation in a particular settlement/area within a Community/Town/City Council area. In such exceptions the LPA may consider the local provision (i.e. beyond Town/City Community Council level) if it is considered appropriate and fair to do so.

Information sources

- 4.6.4 Council Tax information, along with any information deriving from the relevant Bed Stock Survey, should be used when attempting to gather information regarding the existing provision of holiday accommodation and second homes. Applicants are encouraged to contact the Joint Planning Policy Service to receive guidance in order to ensure that accurate and up to date information is used.

Defining over-provision

- 4.6.5 In assessing whether or not there is an over-provision of holiday accommodation, the following should be considered:
- Whether or not there is an even distribution of holiday accommodation across the area - A provision of holiday accommodation that has been distributed evenly across the area is a way of ensuring that it does not lead to pockets of empty properties during the winter and ensures that excess pressure is not applied on local services and infrastructure at the peak of the season;
 - Sociocultural impact – If holiday accommodation permeates into a traditionally residential area it can lead to a change in people's values and behaviour, and consequently, lead to them losing their cultural identity.
 - Impact on the amenities of local residents, e.g. complaints regarding noise, disturbance, increase in traffic etc.
 - Lack of community facilities and services - Local businesses providing for the needs of visitors more than the needs of local residents and only opening on a seasonal basis.
 - Pressure on local infrastructure - The capability and capacity of local infrastructure to cope at the peak of the season.

- Quantity of holiday accommodation - Favourable consideration will not be given to applications for self-serviced holiday accommodation when the existing combination of holiday accommodation and second homes within the Community/Town/City Council area is higher than 15%. Council Tax information should be used as the information source in order to find this information. Exceptions may arise, where it is considered that there is a high level (more than 15%) of holiday accommodation in a particular settlement/area within a Community/Town/City Council. In such circumstances, consideration may need to be given to provision beyond the Community/Town/City Council level

4.6.6 It is recognised that some exceptional circumstances can arise where there are clear advantages to allowing holiday accommodation in an area that already has a high number of holiday accommodation and second homes (beyond the 15% threshold). These exceptional cases include:

- An enterprise associated with rural diversification. There would be a requirement to prove that the proposal is associated with an existing rural enterprise (in accordance with the definition included in Technical Advice Note 6: Planning for sustainable rural communities) and that the proposal contributes to sustaining that enterprise. Any such enterprise (the exception) should involve the conversion of a unoccupied traditional building(s) that are structurally sound, rather than new developments. Furthermore, the proposal should be legally bound to the existing rural enterprise.
- A proposal that would involve preserving and making alternative use of a listed building of historical value.

The business plan

4.6.7 The Business Plan is not expected to be a long and complex document, however detailed information supported by quantitative and qualitative information will be required (as applicable). Further, the level of detail/information expected to be included within the Business Plan needs to be commensurable with the proposal. Evidence which support any assumptions within the Business Plan should be included and annexed as appropriate within the Plan.

4.6.8 The Business Plan should be prepared by a qualified individual/company. For example, those undertaking the Business Plan could be an Architect, Professional Planner, Chartered Surveyor, Financial Advisor or an expert in the field of tourism (or a combination of these individuals) with the applicant's input in terms of the business' vision for the future. The 'Business Plan' should clearly state who has undertaken the Plan along with the individual's qualification in relation to undertaking the work.

4.6.9 All Business Plans will be assessed by the Planning Officer in consultation with competent officers within the Council. Further assistance may be required by external experts at the applicants' expense.

4.6.10 In order to give advice to applicants relating to what information should be included within the Business Plan a template has been included in appendix 4. Please note that the template is not definitive but it does give guidance on the type of information which is required. The template is an adaptation of guidance given by 'Business Wales' [<https://businesswales.gov.wales/zones/starting-up/business-plan>].

4.7 Applications to delete the Occupancy Condition

4.7.1 A planning condition will be placed on all applications that the property(ies) will be used for holiday accommodation purposes only. A number of these properties are located in the open countryside, away from the settlements identified in the JLDP, in areas where new residential development would not normally be permitted. If robust evidence is provided to demonstrate that the property is no longer viable as a holiday let, a sequential approach will be taken to manage the property's occupation, in line with national planning policy guidance. In the first instance, the applicant will need to demonstrate sound planning reasons that the property cannot be adapted for another employment use. Then, if it can be proven that no other employment uses can be found for the building then it could be suitable for workers who work on a rural enterprise locally and there are no existing dwellings available on the enterprise (subject to planning consent).

4.7.2 Finally, if the LPA is satisfied that there are no eligible rural enterprise workers seeking accommodation, the eligibility will be extended to local persons who would be eligible for consideration for affordable housing. In this respect, the views of the Housing Service should be sought regarding the local need for affordable housing.

4.7.3 For this purpose the occupancy of the property shall be restricted as follows:

The holiday unit/s shall be occupied for holiday purposes only and shall not be occupied as a person's sole or main place of residence. The owners / operators of the holiday unit/s shall maintain an up-to-date register, log of the names of all owners / occupiers of the holiday unit/s on the site and of their main home addresses and shall make the information available at all reasonable times, to the Local Planning Authority.

If it can be demonstrated that the holiday unit is no longer viable, the following uses will be considered:

- a) a suitable alternative employment use, or occupied by a person solely or mainly working on a rural enterprise in the locality; where there is/was a defined functional need; or if it can be demonstrated that there is no eligible alternative employment use, to those:
- b) who would be eligible for consideration for affordable housing under the local authority's housing policies; or if it can be demonstrated that there are no persons eligible for occupation under (a);
- c) widows, widowers or civil partners of the above and any resident dependants.

4.7.4 The size of the converted or new holiday unit must not be excessive or it may not be affordable if, for some reason, the holiday property is no longer viable. Please note that this is relevant to properties classified as C3 use in the use class order.

4.8 Change of Use of Existing Hotels

4.8.1 Criteria 2 of Strategic Policy PS 14: The Visitor Economy states the Councils will support the development of a year-round local tourism industry by protecting and enhancing existing serviced accommodation. Applications for the change of use of hotels will be refused unless strong evidence is provided to prove that the hotel is no longer viable.

4.8.2 If the hotel is vacant and no longer functions as a business the applicant must prove that there has been a genuine attempt to market the business for sale for at least 12 months.

- 4.8.3 The evidence should include copies of the marketing/sales advertisements of the hotel together with written confirmation from the sales agents regarding the interest / proposals that have existed. It should be ensured that the marketing strategy to sell the business has targeted the most appropriate market i.e. the use of specialist agents that have an experience of marketing and selling hotels.
- 4.8.4 When considering proposals that would result in the change of use of a hotel, it will be necessary to receive financial evidence that the current business is not viable. A Financial Report should be submitted which proves that the current business has ceased to be financially viable and that it could not be expected to become financially viable in the future.

FINAL DRAFT

5.0 Static Caravan, Chalets and Permanent Alternative Camping Accommodation

Policy TWR 3: Static Caravan, Chalets and Permanent Alternative Camping Accommodation (see Appendix 1) provides the primary policy framework for the provision of new or the extension of existing sites. The main policy considerations are as follows:

- Type of units
- Standalone developments
- Significant intensification
- Coastal change management areas
- Using static caravans and chalets for residential purposes

5.1 Type of Units

5.1.1 The type of units that are acceptable under this policy are units which are capable of being dismantled and re-assembled elsewhere if required, they include prefabricated units which involve little construction on site.

- Caravan – means any structure designed for human habitation which is capable of being moved from one place to another as defined under the Caravan Sites and Control of Development Act 1960 (and amended by the Caravan Sites Act 1968).
- Chalet – A single storey semi-permanent prefabricated unit which can be dismantled and built elsewhere.
- Permanent Alternative Camping Accommodation - These are units, because of their degree of permanency, physical attachment to the ground and due to the nature of their design, cannot be entirely removed off site when not in use.

5.2 Standalone developments

5.2.1 Applications for standalone single caravans or chalets placed in a field or within the curtilage of residential dwellings without any associated facilities are not considered to be high quality development and therefore do not align with Policy TWR 3. These type of developments do not enhance the type and quality of tourist offer in the plan area and the cumulative effects of such developments can have a negative impact on the landscape.

5.3 Significant intensification

5.3.1 Policy TWR 3 stipulates that proposals for new static caravan or chalet developments which lie outside the Areas of Outstanding Natural Beauty (AONB) and Special Landscape Areas (SLAs) will only be permitted provided that the proposal conforms with the criteria listed within the policy. The first criteria states as follows:-

“i) it can be demonstrated that it doesn’t lead to a significant intensification in the provision of static caravan or chalet sites in the locality.”

5.3.2 In order to define ‘intensification’ within the remit of Policy TWR 3, the explanation to the Policy refers to the ‘Isle of Anglesey, Gwynedd and Snowdonia National Park

Landscape Sensitivity and Capacity Study’ (Gillespies, 2014)⁸. Within the study each ‘Landscape Character Area’ (as defined by the Anglesey Landscape Strategy⁹ and the Gwynedd Landscape Strategy¹⁰) is assessed to determine the landscapes overall capacity for further caravan and chalet park developments. When considering applications for new developments, reference should therefore be made to the capacity of the local landscape as specified within the Landscape Sensitivity and Capacity Study.

- 5.3.3 The tables in Appendix 3 specify the various typologies for caravan and chalet park developments along with the overall capacity and sensitivity for each Landscape Character Area. The maps in Appendix 3 shows each Landscape Character Area and their capacity for static caravan and chalet developments.

5.4 Coastal Change Management Areas

- 5.4.1 Shoreline Management Plans (SMP) are developed by Coastal Groups with members mainly from local councils and the Environment Agency (which now forms part of Natural Resources Wales). They identify the most sustainable approach to managing the flood and coastal erosion risks to the coastline in the:

- short-term (up to 2025)
- medium term (2026 to 2055)
- long term (2056 to 2105)

The West Wales SMP 2¹¹ covers the plan area and provides a large-scale assessment of the risks associated with coastal processes during the above epochs and is the primary source of evidence in defining coastal change management areas. It sets a range of policies for the coastline which are:

- Hold the line
- No active intervention
- Managed realignment

- 5.4.2 Planning Policy Wales states that Local Authorities should help reduce the risk of flooding and the impact of coastal erosion by avoiding inappropriate development in vulnerable areas. A Coastal Change Management Area (CChMA) is defined where the accepted shoreline management plan policy is for ‘no active intervention’ or ‘managed realignment’ during the Plan period. Appendix 5 provides a schedule of coastal areas defined as the CChMA. The coastal areas included in the CChMA are those where the SMP 2 sets a ‘no active intervention’ or ‘managed realignment’ policy approach either up to 2025 or between 2026 and 2055 policy epochs or both policy epochs.

- 5.4.3 Policy TWR 3 does not allow for new units in the AONBs and SLAs. Criteria 2 of the policy, however, states that, in exceptional circumstances, proposals involving the relocation of an existing site already located in the AONBs or SLAs and the CChMA to another site outside CChMA provided that the new site is:

⁸ [https://www.gwynedd.llyw.cymru/en/Council/Documents---Council/Strategies-and-policies/Environment-and-planning/Planning-policy/Supporting-documents/Landscape-Sensitivity-and-Capacity-Assessment-\(DC.020\).pdf](https://www.gwynedd.llyw.cymru/en/Council/Documents---Council/Strategies-and-policies/Environment-and-planning/Planning-policy/Supporting-documents/Landscape-Sensitivity-and-Capacity-Assessment-(DC.020).pdf)

⁹ [https://www.gwynedd.llyw.cymru/en/Council/Documents---Council/Strategies-and-policies/Environment-and-planning/Planning-policy/Supporting-documents/Angesey-Landscape-Strategy---Update-2011-\(DC.011\).pdf](https://www.gwynedd.llyw.cymru/en/Council/Documents---Council/Strategies-and-policies/Environment-and-planning/Planning-policy/Supporting-documents/Angesey-Landscape-Strategy---Update-2011-(DC.011).pdf)

¹⁰ [https://www.gwynedd.llyw.cymru/en/Council/Documents---Council/Strategies-and-policies/Environment-and-planning/Planning-policy/Supporting-documents/Gwynedd-Landscape-Strategy-Update-2012-\(DC.010\).pdf](https://www.gwynedd.llyw.cymru/en/Council/Documents---Council/Strategies-and-policies/Environment-and-planning/Planning-policy/Supporting-documents/Gwynedd-Landscape-Strategy-Update-2012-(DC.010).pdf)

¹¹ http://www.westofwalesmp.org/content.asp?nav=23&parent_directory_id=10

- i. of a high quality in terms of design, layout and appearance, and is sited in an unobtrusive location which is well screened by existing landscape features and/or where the units can be readily assimilated into the landscape in a way which does not significantly harm the visual quality of the landscape; and
- ii. located close to the main highway network and that adequate access can be provided without significantly harming landscape characteristics and features. Preference will be given to brownfield sites.

5.5 Using static caravans and chalets for residential purposes

5.5.1 Caravans and other forms of non-permanent accommodation are generally considered to be unacceptable as permanent homes. However they may have a part to play in providing short term low cost accommodation where there is a proven need. Policy TAI 14: Residential Use of Caravans, Mobile Homes or other forms of Non-Permanent Accommodation provides the local policy framework to deal with such scenarios (see Appendix 1).

5.5.2 One of the possible scenarios includes making use of caravans and other forms of non-permanent accommodation as temporary accommodation required in association with an approved building project.

5.5.3 The following matters need to be considered when assessing a proposal for using caravans, mobile homes or other forms of non-permanent accommodation for temporary residential purposes:

1. Need
 - i. There is a demonstrable need for temporary residential accommodation for a limited period of time and the proposed use of caravans, mobile homes and other forms of non-permanent accommodation forms part of a robust construction worker accommodation strategy; ;
2. Location and accessibility
 - i. The proposed site is not located within an AONB or Special Landscape Area
 - ii. Outside an AONB or Special Landscape Area, the proposal doesn't lead to a significant intensification in the provision of static caravans, chalet or permanent alternative camping sites in the locality
 - iii. The proposed site is located within an agreed traveling distance from the approved building project and set out in the construction worker accommodation strategy.
 - iv. The proposed sites is well related to existing settlements in order to facilitate access to services and facilities such as health and retail.
 - v. The proposed site is located close to the main highway network and is close to public transport interchanges, bus routes and any park and ride parks/pickups in order to reduce dependency on the use of the private car.
 - vi. Adequate access can be provided without significantly harming landscape characteristics and features
3. Type and suitability of the accommodation and site
 - i. The unit must be suitable for year round occupancy in terms of, for example, adequate heating, ventilation and air conditioning
 - ii. The site must be deemed suitable for year round occupancy especially during the winter months where adverse weather could cause problems.
 - iii. The proposed development is of a high quality in terms of design, layout and appearance and is sited in an unobtrusive location, which is well screened by existing landscape features

- 5.5.4 For the avoidance of doubt, the use of touring caravans, camping or temporary alternative camping sites for temporary residential use is not promoted by Policy TWR 5 as touring caravan, tents and temporary alternative camping accommodation sites provide pitches for caravans, etc that are ‘on tour’, are not open throughout the year and are not deemed suitable for occupation during the winter months.

FINAL DRAFT

6.0 Touring Caravan, Camping and Temporary Alternative Camping Accommodation

Policy TWR 5: Touring Caravan, Camping and Temporary Alternative Camping Accommodation (see Appendix 1) provides the primary policy framework for the provision of new or the extension of existing sites. The main policy considerations are as follows:

- Type of Units
- Landscape considerations
- Highway considerations
- Periods of operation
- Ancillary facilities
- Excessive use of hardstanding and man-made features

6.1 Type of Units

6.1.1 The type of units covered by this policy include touring caravans, motorhomes, campervans, tents and temporary alternative camping accommodation such as bell tents and tee pees. Typically the holiday accommodation units covered by this policy have infrastructure requirements in the form of amenity blocks as many forms of units do not contain facilities such as toilets, showers and kitchens.

6.1.2 Temporary alternative camping units have less impacts on the landscape than permanent alternative camping accommodation (please see paragraph 5.1.1) and can be removed when not in use. Applicants will have to demonstrate how the unit will be removed when not in use.

6.2 Landscape considerations

6.2.1 Although in use for only part of the year, touring caravan and camping sites are often situated in prominent and open locations and can be very intrusive in the open countryside, particularly on the coast. Particularly heavily pressurised areas exist in many communities located on or near to the coast, including extensive parts of the Areas of Outstanding Natural Beauty. Appropriate consideration needs to be given to the cumulative impact of the proposal. As part of the considerations of the cumulative impact the Authority will require evidence to demonstrate that proposals for further units of accommodation in such areas will not add to servicing problems, or generate unacceptable traffic impacts or unacceptable harm the character or natural resources of these areas, following mitigation.

6.2.2 National Planning Policy guidance states that the primary objective for designating AONBs is the conservation and enhancement of their natural beauty. Development plan policies and development management decisions affecting AONBs should favour conservation of natural beauty, although it will also be appropriate to have regard to the economic and social well-being of the areas. Local authorities, other public bodies and other relevant authorities have a statutory duty to have regard to AONB purposes (PPW 5.3.5).

6.2.3 Both AONBs have a management plan that sets out the characteristics and special qualities of the landscape of the designation and how they will be conserved and enhanced¹². All developments within the AONBs (and areas that contribute to their

¹² <http://www.ahne-llyn-aonb.org/1/en-GB/Home>

setting) must have regard for these special qualities (Policy PS 19 and Policy AMG 1). Applications that have a significant impact on these special qualities will be refused (Policy PS 19).

6.2.4 As with all applications, the scale of development, landscape setting, site layout and screening are important considerations in assessing proposals. In all cases the applicant will need to submit a landscaping scheme (Policy PCYFF 4 – see section 3.2). Site design considerations can include:

- Avoid dense layouts with regimented rows
- Respond to the shape of landform, field patterns, and location of trees and other natural/ cultural features of the site for sustainable integration
- Use recessive natural colours for better visual integration within the landscape
- Minimise the influence of night time lighting. Use shielded lamps to avoid obtrusive lighting and locate lighting to protect night time character of the countryside

6.3 Highway considerations

6.3.1 It is important that new sites are located as close as possible to the main highway network (i.e. 'A' and 'B' class roads). Unclassified rural roads are generally single track lanes and are considered unsuitable for heavy volumes of traffic. Any proposal which in the Authority's opinion is not sited within close proximity to the main highway network will not be supported. Furthermore, these roads are generally bounded by natural/man made features (e.g. stone walls, cloddiau, hedgerows) which are important to the visual character of rural areas. Providing suitable access from new sites onto these roads may require the removal of important landscape features. The importance of such features are identified in the LANDMAP study and the Authority will be guided by the findings of this study. The Authority will expect applicants to demonstrate how they have considered the information provided by the LANDMAP study (see paragraph 6.2.1).

6.4 Periods of Operation

6.4.1 New touring, camping and temporary alternative camping sites may be permitted in areas where static caravan, chalets and permanent alternative camping sites are not i.e. AONBs and SLAs, because they can be considered acceptable in land use planning terms as having less impact on the landscape than static sites because, by their very nature, they have transient features which do not impose permanent, year round effects on the local environment. Policy TWR 5 does not promote the development of 'static touring sites' whereby the unit is left permanently on site throughout the whole holiday season and used only occasionally by its owner or other visitors. By allowing the units to stay on site all year round they have the same effect, in terms of land use planning and visual impact, as a new static caravan or chalet site. Criterion 7 of policy TWR 4 clearly stipulates that the site is used for touring purposes only and that any units are removed from site during periods when not in use. Where planning permission is granted for new touring sites a planning condition will be attached to the permission limiting the use of the site for touring purposes only.

6.4.2 Paragraph 6.3.87 states that since the countryside looks very different during the winter months, a condition will be attached to planning permissions for all new sites

<http://www.anglesey.gov.uk/planning-and-waste/countryside/areas-of-outstanding-natural-beauty-aonbs>

approved, limiting the operational period of the site to between 1st March and 31st October of the same year.

6.5 Ancillary facilities

- 6.5.1 Amenity blocks (showers, toilets, laundry and kitchen areas) are often required to accompany new touring caravan, camping and temporary alternative camping accommodation sites because these facilities are not usually incorporated within the accommodation itself. In such instances, the first preference for these facilities would be for the conversion of suitable existing buildings (as stated in criteria 4 of policy TWR 5. Where this is not possible, the need for new facilities needs to be clearly demonstrated, commensurate with the scale of the development, situated as near as possible to existing buildings, well screened and subject to other relevant policy considerations, including landscape impact. Careful consideration should be given to the scale and design of amenity facilities so that they are proportionate to the scale of the permitted site and to ensure the any harmful landscape and environmental impacts are minimised.
- 6.5.2 Ancillary facilities should be shared facilities and not individual facilities per pitch as to minimise the effect on the landscape.

6.6 Excessive use of hard standings and man-made features

- 6.6.1 In order to ensure minimum visual impact upon the landscape, especially during the closed season when there are no units on site, the proposed development should avoid excessive use of hard standings and man-made features. Where possible, measures should be taken to restore the site to its original state when not in use / during the closed season.
- 6.6.2 The use of hard standing for every touring units is not considered appropriate as they become a permanent feature on the landscape. Sites that require excessive hard standing because of local site conditions are considered unsuitable.
- 6.6.3 The JLDP and national planning policy guidance promotes the use of Sustainable Urban Drainage Systems (SUDS) (policy PS 5; Sustainable Development and policy PCYFF 6: Water Conservation). Policy PCYFF 4 states that permeable surfaces should be used.

7.0 Occupancy Conditions

- 7.1 Statistics¹³ show that the nature of holidays in the Plan area has become more diverse in location, season and duration in recent years. More people are choosing short breaks outside the traditional summer months. Both national and local planning guidance recognises the importance of having a year round sustainable tourism economy.
- 7.2 Whilst extending the season has many advantages in terms of supporting the tourist economy and reducing the disadvantages of seasonal staff, the demand for holiday accommodation may occur in areas which the provision of permanent housing would be contrary to national planning guidance. In all cases, the use of such visitor accommodation for permanent occupancy will not be acceptable. Holiday accommodation of all types must remain for the intended tourism purpose only so that the wider economic benefits are secured. Planning conditions will be used to ensure compliance.
- 7.3 Policy TWR 4 allows for proposals to extend the holiday season provided that:
- It can be demonstrated that the accommodation is being used exclusively for holiday purposes and does not become the occupant's main residence;
 - The accommodation **and** site is suitable for occupation during the winter months;
 - The extended season would not increase the consequences of an extreme flooding event;
 - The extended season will not have a detrimental effect on the local environment.
- 7.4 In order to ensure that the holiday accommodation is being used exclusively for the use intended the owners must keep an up to date register of the names of all owner/occupiers of the units and their main home address and be made available at all reasonable times to the local planning authority.
- 7.5 A seasonal occupancy condition will be imposed on all proposals which do not comply with the criteria in policy TWR4. Seasonal occupancy conditions will be placed on all new touring caravan, camping and temporary glamping sites.

¹³ STEAM Report 2016

8.0 Visitor Attractions and Facilities

Policy TWR 1: Visitor Attractions and Facilities (see Appendix 1) provides the primary policy framework for the provision of new or the extension of existing visitor attractions and facilities.

8.1 Location of Development

8.1.1 This policy aims to encourage the development of high quality sustainable tourism attractions and facilities in the right place. New attractions and facilities should be located, where possible, within settlement development boundaries where visitors can access a range of services by a choice of travel modes.

8.1.2 The policy stipulates that where there are no opportunities are available for development within the development boundary the Authority would consider other locations as follows:

- i. Re-using a suitable existing building – outside development boundaries proposals should first look at re-using existing buildings. More information regarding converting existing buildings can be found in section 5.2
- ii. Suitable previously developed land – please see section 5.3
- iii. A site closely related to other existing buildings that forms part of an existing tourist facility – new build developments could be permitted in certain areas of the open countryside if it can be demonstrated there are no sequentially preferable sites within development boundaries or no suitable existing building to re-use. On sites outside existing settlements, the Councils will permit tourism developments only in exceptional circumstances where the applicant has been able to demonstrate specific locational requirements and economic benefits which would justify allowing the proposal.
- iv. An activity restricted to a specific location due to its appropriate use of an existing historical or natural resource or its proximity to the attraction which it relates – the Plan recognises that some new tourism attractions and facilities will have specific locational requirements such as a lake or woodland. The criteria used to assess the its proximity to the attraction it relates includes the degree of separation and physical distance from the attraction. The landscape and visual impact of the proposed development and the ability to integrate the development into the landscape and townscape will also be important considerations in assessing the proposed development's suitability.

9.0 Further Information & Contacts

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<https://www.gwynedd.llyw.cymru/en/Council/Strategies-and-policies/Environment-and-planning/Planning-policy/Joint-Local-Development-Plan/Joint-Local-Development-Plan.aspx>

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Appendix 1 – Relevant JLDP Policies¹⁴

STRATEGIC POLICY PS 1: WELSH LANGUAGE AND CULTURE

The Councils will promote and support the use of the Welsh language in the Plan area. This will be achieved by:

1. Requiring a Welsh Language Statement, which will protect, promote and enhance the Welsh language, where the proposed development falls within one of the following categories:
 - a. Retail, industrial or commercial development employing more than 50 employees and/or with an area of 1,000 sq. m. or more; or
 - b. Residential development which will individually or cumulatively provide more than the indicative housing provision set out for the settlement in Policies TAI 1 – TAI 6; or
 - c. Residential development of 5 or more housing units on allocated or windfall sites within development boundaries that doesn't address evidence of need and demand for housing recorded in a Housing Market Assessments and other relevant local sources of evidence.
2. Requiring a Welsh Language Impact Assessment, which will set out how the proposed development will protect, promote and enhance the Welsh Language, where the proposed development is on an unexpected windfall site for a large scale housing development or large scale employment development that would lead to a significant workforce flow;
3. Refusing proposals which would cause significant harm to the character and language balance of a community that cannot be avoided or suitably mitigated by appropriate planning mechanisms;
4. Requiring a bilingual Signage Scheme to deal with all operational signage in the public domain that are proposed in a planning application by public bodies and by commercial and business companies;
5. Expect that Welsh names are used for new developments, house and street names.

STRATEGIC POLICY PS 5: SUSTAINABLE DEVELOPMENT

Development will be supported where it is demonstrated that they are consistent with the principles of sustainable development. All proposals should:

1. Alleviate the causes of climate change and adapting to those impacts that are unavoidable in accordance with Strategic Policy PS 6;
2. Give priority to effective use of land and infrastructure, prioritizing wherever possible the reuse of previously developed land and buildings within the development boundaries of Sub Regional Centre, Urban and Local Service Centres, Villages or in the most appropriate places outside them in accordance with Strategic Policy PS 17, PS 13 and PS 14;
3. Promote greater self-containment of Centres and Villages by contributing to balanced communities that are supported by sufficient services; cultural, arts, sporting and entertainment activities; a varied range of employment opportunities; physical and social infrastructure; and a choice of modes of travel;

¹⁴ www.gwynedd.gov.uk/ldp

4. Protect, support and promote the use of the Welsh language in accordance with Strategic Policy PS 1;
5. Preserve and enhance the quality of the built and historic environment assets (including their setting), improving the understanding, appreciation of their social and economic contribution and sustainable use of them in accordance with Strategic Policy PS 20;
6. Protect and improve the quality of the natural environment, its landscapes and biodiversity assets, including understanding and appreciating them for the social and economic contribution they make in accordance with Strategic Policy PS 19;
7. Reduce the effect on local resources, avoiding pollution and incorporating sustainable building principles in order to contribute to energy conservation and efficiency; using renewable energy; reducing / recycling waste; using materials from sustainable sources; and protecting soil quality;
8. Reduce the amount of water used and wasted; reducing the effect on water resources and quality; managing flood risk and maximizing use of sustainable drainage schemes; and progressing the objectives of the Western Wales River Basin Water Management Plan.

Proposals should also where appropriate:

9. Meet the needs of the local population throughout their lifetime in terms of their quality, types of tenure and affordability of housing units in accordance with Strategic Policy PS 16;
10. Promote a varied and responsive local economy that encourages investment and that will support Centres, Villages and rural areas in accordance with Strategic Policy PS 13;
11. Support the local economy and businesses by providing opportunities for lifelong learning and skills development in accordance with Strategic Policy PS 13;
12. Reduce the need to travel by private transport and encourage the opportunities for all users to travel when required as often as possible by means of alternative modes, placing particular emphasis on walking, cycling and using public transport in accordance with Strategic Policy PS 4;
13. Promote high standards of design that make a positive contribution to the local area, accessible places, that can respond to future requirements and that reduce crime, antisocial behaviour and the fear of crime in accordance with Policy PCYFF 3.

POLICY PCYFF 2: DEVELOPMENT CRITERIA

A proposal should demonstrate its compliance with:

1. Relevant policies in the Plan;
2. National planning policy and guidance.

Proposals should:

3. Make the most efficient use of land, including achieving densities of a minimum of 30 housing units per hectare for residential development (unless there are local circumstances or site constraints that dictate a lower density);
4. Provide appropriate amenity space to serve existing and future occupants;

5. Include provision for storing, recycling and waste management during the construction period and occupancy period;
6. Include, where applicable, provision for the appropriate management and eradication of invasive species;

Additionally, planning permission will be refused where the proposed development would have an unacceptable adverse impact on:

7. The health, safety or amenity of occupiers of local residences, other land and property uses or characteristics of the locality due to increased activity, disturbance, vibration, noise, dust, fumes, litter, drainage, light pollution, or other forms of pollution or nuisance;
8. Land allocated for other development/ uses.

POLICY PCYFF 3: DESIGN AND PLACE SHAPING

All proposals will be expected to demonstrate high quality design which fully takes into account the natural, historic and built environmental context and contributes to the creation of attractive, sustainable places. Innovative and energy efficient design will be particularly encouraged.

Proposal, including extensions and alterations to existing buildings and structures will only be permitted provided they conform to all of the following criteria, where relevant:

1. It complements and enhances the character and appearance of the site, building or area in terms of siting, appearance, scale, height, massing and elevation treatment;
2. It respects the context of the site and its place within the local landscape, including its impact on important principal gateways into Gwynedd or into Anglesey, its effects on townscape and the local historic and cultural heritage and it takes account of the site topography and prominent skylines or ridges;
3. It utilises materials appropriate to its surroundings and incorporates hard and soft landscaping and screening where appropriate, in line with Policy PCYFF 4;
4. It achieves and creates attractive, safe places and public spaces, taking account of 'Secured by Design' principles (including where appropriate natural surveillance, visibility, well lit environments and areas of public movement);
5. It plays a full role in achieving and enhancing a safe and integrated transport and communications network promoting the interests of pedestrians, cyclists and public transport and ensures linkages with the existing surrounding community;
6. Its drainage systems are designed to limit surface water run-off and flood risk and prevent pollution;
7. The layout and design of the development achieves inclusive design by ensuring barrier free environments, allowing access by all and making full provision for people with disabilities;
8. Where practical, include infrastructure for modern telecommunications and information;
9. Encourage active frontages at ground level where development is non-residential;
10. It helps create healthy and active environments, and considers the health and well-being of future users.

POLICY PCYFF 4: DESIGN AND LANDSCAPING

All proposals should integrate into their surroundings. Proposals that fail to show (in a manner appropriate to the nature, scale and location of the proposed development) how landscaping has been considered from the outset as part of the design proposal will be refused. A landscape scheme should, where relevant:

1. Demonstrate how the proposed development has given due consideration to the Landscape Character Area Assessment or Seascape Character Area Assessment;
2. Demonstrate how the proposed development respects the natural contours of the landscape;
3. Demonstrate how the proposed development respects and protects local and strategic views;
4. Respect, retain and complement any existing positive natural features, landscapes, or other features on site;
5. Identify trees, hedgerows, water courses and topographical features to be retained;
6. Provide justification for circumstances where the removal/loss of existing trees, hedgerows, water courses and topographical features cannot be avoided and provides details of replacements;
7. Provide details of any proposed new landscaping together with a phased programme of planting;
8. Demonstrate that any proposed new planting includes plants and trees of mainly native species of local provenance and does not include any non-native invasive species;
9. Ensure that selection of species and planting position of any trees allows for them to grow to their mature height without detriment to nearby buildings, services and other planting; and
10. Provide permeable hard surface landscaping.

POLICY ARNA 1: COASTAL CHANGE MANAGEMENT AREA

A Coastal Change Management Area (CChMA) is identified in Appendix 6.

New Residential Development

Proposals for new dwellings, replacement dwellings, subdivisions of existing buildings to residential use or conversion of existing buildings to residential use will be refused in the CChMA.

Relocation of Existing Permanent Dwellings in the Countryside

Proposals for the relocation of existing permanent dwellings in the countryside located in the CChMA predicted to be affected by coastal erosion and/or flood risk will be permitted provided they conform to the following criteria:

1. The development replaces a permanent dwelling which is affected or threatened by erosion and/or flood risk within 20 years of the date of the proposal; and
2. The relocated dwelling is located an appropriate distance inland with regard to CChMA and other information in the Shoreline Management Plan and where possible it is in a location that is:
 - i. in the case of an agricultural dwelling, within the farm holding or within or immediately adjacent to existing settlements, or

- ii. within or immediately adjacent to existing settlements close to the location from which it was displaced;
3. The existing site is cleared and made safe; and
4. The proposal should result in no detrimental impact on the landscape, townscape or biodiversity of the area.

New or Existing Non-Residential Buildings

5. New non-residential permanent buildings not associated with an existing use or building will not be permitted in areas within the CChMA predicted as being at risk from coastal change during the first indicative policy epoch up to 2025.
6. Proposals for the following types of new non-residential development will be permitted on sites within the CChMA predicted as being at risk from coastal change during the second indicative policy epoch (2026 – 2055), subject to a compliant Flood Consequence Assessment or a Stability Assessment:
 - i. development directly linked to the coastal area (e.g. beach huts, cafés, tea rooms, shops, short let holiday accommodation, touring caravan sites, camping sites, leisure activities); and
 - ii. providing substantial economic and social benefits to the community; and
 - iii. where it can be demonstrated that there will be no increased risk to life, nor any significant risk to property; and
 - iv. subject to either time-limited and/ or season-limited planning permission, as appropriate.
7. Redevelopment of, or extensions to, existing non-residential property or intensification of existing non-residential land uses on sites within the CChMA, will be permitted where it can be demonstrated by a TAN 15 compliant Flood Consequences Assessment or a Stability Assessment that there will be no increased risk to life, nor any significant risk to property and subject to a time-limited planning permission (where appropriate) and that the development complies with TAN 15 over the period of its permission.

Extensions to Existing Dwellings, Community Facilities or Services or Infrastructure

Proposals for the following types of development will be permitted in the CChMA, subject to a TAN 15 compliant Flood Consequences Assessment or a Stability Assessment:

8. Limited residential extensions that are closely related to the existing scale of the property and therefore doesn't result in a potential increase in the number of people living in the property;
9. Ancillary development within the curtilage of existing dwellings that require planning permission;
10. Key community infrastructure, which has to be sited in the CChMA to provide the intended benefit for the wider community and there are clear plans to manage the impact of coastal change on it and the services it provides;
11. Essential infrastructure, e.g. roads, provided that there are clear plans to manage the impact of coastal change on it, and that it will not have an adverse impact on rates of coastal change elsewhere.

New or Replacement Coastal Defence Scheme

Proposals for new or replacement coastal defence schemes will only be permitted where it can be demonstrated that the works are consistent with the management approach for the frontage presented in the Shoreline Management Plan, and there will be no material adverse impact on the environment.

Managing Development

Planning conditions will be applied or a planning obligation will be secured where there is a need to: limit the planned life of a development or seasonal use; remove a time-limited development or existing dwellings on cessation of use; review relevant planning permissions; manage the occupancy of a relocated dwelling.

POLICY TWR 1: VISITOR ATTRACTIONS AND FACILITIES

Proposals to develop new visitor attractions and facilities or to improve and extend the standard of existing facilities will be encouraged to locate to sites within the development boundary.

Where there are no suitable opportunities within the development boundary, only proposals that involve the following will be granted:

1. The re-use of an existing building(s) or a suitable previously used site; or
2. The re-use of an existing building(s) or a site closely related to other existing buildings that forms part of an existing tourist facility; or
3. An activity restricted to a specific location due to its appropriate use of a historical or natural resource or its proximity to the attraction which it relates.

All proposals will be required to comply with all the following criteria:

- i. The scale, type and character of the proposed development is appropriate for its urban/rural setting;
- ii. The proposed development is of high quality in terms of design, layout and appearance;
- iii. The proposed development will support and extend the range of facilities within the Plan area;
- iv. The proposal is supported by evidence to demonstrate that there would be local employment opportunities.

Where appropriate, the development can be accessed by various modes of transport, especially sustainable modes of transport, such as walking, cycling and public transport.

POLICY TWR 2: HOLIDAY ACCOMMODATION

Proposals for:

1. The development of new permanent serviced or self-serviced holiday accommodation, or
2. The conversion of existing buildings into such accommodation, or
3. Extending existing holiday accommodation establishments,

will be permitted, provided they are of a high quality in terms of design, layout and appearance and that all the following criteria can be met:

- i. In the case of new build accommodation, that the development is located within a development boundary, or makes use of a suitable previously developed site;
- ii. That the proposed development is appropriate in scale considering the site, location and/or settlement in question;
- iii. That the proposal will not result in a loss of permanent housing stock;
- iv. That the development is not sited within a primarily residential area or does not significantly harm the residential character of an area;
- v. That the development does not lead to an over-concentration of such accommodation within the area.

POLICY TWR 3: STATIC CARAVAN AND CHALET SITES AND PERMANENT ALTERNATIVE CAMPING ACCOMMODATION

1. Proposals for the development of new static caravan¹⁵ (i.e. single or twin caravan), holiday chalet¹⁶ sites or permanent alternative camping accommodation will be refused within the Anglesey Coast Area of Outstanding Natural Beauty, Llŷn Area of Outstanding Natural Beauty and the Special Landscape Areas. In other locations proposals for new static caravan or holiday chalet sites and permanent alternative camping accommodation will only be granted where:
 - a. It can be demonstrated that it doesn't lead to a significant intensification in the provision of static caravan or chalet or permanent alternative camping sites in the locality; and
 - b. That the proposed development is of a high quality in terms of design, layout and appearance, and is sited in an unobtrusive location which is well screened by existing landscape features and/or where the units can be readily assimilated into the landscape in a way which does not significantly harm the visual quality of the landscape; and
 - c. That the site is close to the main highway network and that adequate access can be provided without significantly harming landscape characteristics and features.
2. In exceptional circumstances, proposals involving the relocation of an existing static or chalet site already located in the Anglesey Coast Area of Outstanding Natural Beauty, Llŷn Area of Outstanding Natural Beauty and the Special Landscape Areas that forms part of the Coastal Change Management Area to another site will only be permitted providing that criteria 1. i – iii are met and the new site is located outside the Coastal Change Management Area.
3. Within the Anglesey Coast Area of Outstanding Natural Beauty, Llŷn Area of Outstanding Natural Beauty and the Special Landscape Areas proposals to improve existing static and chalet sites by:
 - i. minor extensions to the site area, and/or

¹⁵ Defined under the Caravan Sites and Control of Development Act 1960 (as amended by the Caravan Sites Act 1968)

¹⁶ For the purpose of this Plan, a holiday chalet will be defined as any structure or suitable building intended for use as holiday accommodation, which is not defined by the statutory definition of caravan, that is:

- when it is not possible to transport the structure to the site in one piece, and/or
- that the structure/building prior to assembly is composed of more than two parts; and/or
- that the structure is placed on a purpose-built foundation, and /or
- that the structure, once assembled, cannot be removed from the site in one piece

- ii. the relocation of units from prominent settings to less prominent locations,

will be permitted providing all of the following criteria can be met:

- iii. the improvements does not increase the number of static caravan or chalet units on the site unless, in exceptional circumstances, proposals involve the relocation of existing static and chalet parks that fall within the Coastal Change Management Area;
- iv. that the proposed development is part of a scheme to improve the range and quality of tourist accommodation and facilities on the site;
- v. in the case of a site located within the Coastal Change Management Area, that the proposed development is also part of a scheme to improve the safety of occupiers or occupiers of caravans or chalets;
- vi. that the proposed development offers significant and permanent improvements to the design, layout and appearance of the site and its setting in the surrounding landscape;
- vii. is appropriate when considered against other policies in the Plan

4. Outside the Anglesey Coast Area of Outstanding Natural Beauty, Llŷn Area of Outstanding Natural Beauty and the Special Landscape Areas proposals to improve existing static caravan and chalet sites by:

- i. minor extensions to the site area, and/or
- ii. the relocation of units from prominent settings to less prominent locations, and/or,
- iii. a minor increase in the number of units on site,

will be permitted providing all of the following criteria can be met:

- iv. That the proposed development is part of a scheme to improve the range and quality of tourist accommodation and facilities on the site;
- v. That the proposed development offers significant and permanent improvements to the design, layout and appearance of the site and its setting in the surrounding landscape;
- vi. In the case of a site located within the Coastal Change Management Area, that the proposed development is part of a scheme to improve the safety of occupiers of occupiers of caravans or chalets;
- vii. That any increase in the number of static holiday caravan or holiday chalet units is minor and is commensurate with the scale of any improvements to the site;
- viii. Is appropriate when considered against other policies in the Plan

POLICY TWR 4: HOLIDAY OCCUPANCY

Proposals for new static caravans and chalets or proposals to extend the holiday season of existing static caravan and chalet sites will be granted provided it can be demonstrated that the accommodation is being used exclusively for holiday purposes and does not become the occupant's main or sole place of residence.

In cases involving extending the holiday season of existing static caravan and chalet sites, the following criteria must be satisfied:

1. The accommodation and site is suitable for occupation during the winter months;
2. The extended season would not increase the consequences of an extreme flooding event;

3. The extended season will not have a detrimental effect on the local environment.

POLICY TAI 14: RESIDENTIAL USE OF CARAVANS

New caravan or other forms of non-permanent accommodation sites for temporary residential use

As an exception to Strategic Policy PS 17 and Policy TAI 16, a proposal for a new site involving the siting of caravans or other forms of non-permanent accommodation for the purpose of temporary residential use will be granted planning permission, provided it conforms to all the following criteria:

1. The siting is for a limited period of time, and is required to accommodate temporary workers during construction of a specific approved building project; or
2. There is a proven need for a single caravan or other form of non-permanent accommodation in connection with the establishment of a new rural based enterprise, in line with national planning policy and guidance.

In the case of scenario 1 above:

- i. the siting of temporary residential caravans or other forms of non-permanent accommodation will be subject to the same locational considerations as set out in Policy TWR 3; and
- ii. the site is located so as to minimise the need to travel and promotes the use of sustainable transport modes to the approved building project site or a park and ride facility provided by the building project promoter; and
- iii. it can be demonstrated that the accommodation facilitates the delivery of the building project's construction workers' accommodation strategy.

Existing holiday caravans or other forms of non-permanent holiday accommodation

A proposal involving occupation of existing holiday caravans or other forms of non-permanent accommodation outside the usual occupancy season or the extension of existing sites for the purpose of temporary residential use will be granted planning permission, provided they conform to all the following criteria:

3. There is a proven need for temporary residential accommodation in association with an approved building project; and
4. The site is located so as to minimise the need to travel and promotes the use of sustainable transport modes to the approved building project site or a park and ride facility provided by the building project promoter; and
5. It can be demonstrated that the construction worker accommodation facilitates the delivery of the building project's construction workers' accommodation strategy; and
6. It can be demonstrated that the proposal would not have a significant detrimental impact on the tourism industry;
7. The proposal is appropriate when considered against Policy TWR 3.

Mechanisms to manage the development

Where planning permission is granted a planning condition will be attached, or an obligation will be secured, to ensure that:

8. Occupancy of the caravans or other form of non-permanent accommodation is confined to persons able to demonstrate the essential need for the accommodation; and
9. The permission is for a time-limited period only and, after which time the need for the accommodation ceases, the caravan or other form of non-permanent accommodation shall be removed from the site and the land restored to its former condition within a specified period, or serviced plots are retained for a future policy conforming use.

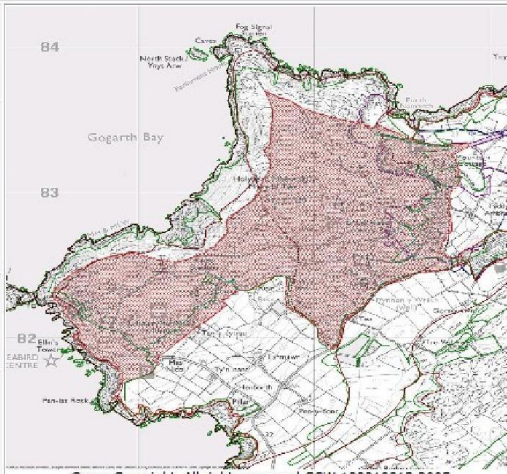
In the case of temporary residential caravans approved in accordance with this Policy, applications to renew temporary permissions will be assessed against the above criteria.

POLICY TWR 5: TOURING CARAVAN, CAMPING AND TEMPORARY ALTERNATIVE CAMPING ACCOMMODATION

Proposals for new touring caravan, camping or temporary alternative camping sites, extensions to existing sites or additional pitches will be granted provided they conform to the following criteria:

1. That the proposed development is of a high quality in terms of design, layout and appearance, and is sited in an unobtrusive location which is well screened by existing landscape features and/or where the units can be readily assimilated into the landscape in a way which does not significantly harm the visual quality of the landscape;
2. Avoids excessive areas of hard standing;
3. Have limited physical connection to the ground and is capable of being removed off the site out of season;
4. Any ancillary facilities should, if possible, be located within an existing building or as an extension to existing facilities. If no suitable buildings are available, the need for additional facilities needs to be clearly demonstrated and commensurate with the scale of the development.
5. That the site is close to the main highway network and that adequate access can be provided without significantly harming landscape characteristics and features;
6. Occupation is limited to holiday use.
7. That the site is used for touring purposes only and any units are removed from the site during periods when not in use.

Appendix 2 – LANDMAP Collector File Example (paragraph 3.6.2)

| Visual and Sensory | |
|--|--|
| Aspect Area Name | Holyhead Mountain |
| Aspect Area Classification | Upland/Hills, Lower Plateau & Scarp Slopes/Hillside & Scarp Slopes Moorland (Level 3) |
| Aspect Area Code | YNSMNV001 |
| Date Of Survey : 25/01/2007 | |
|  | |
| Description | |
| Physical Form And Elements: Topographic Form? | High Hills/Mountains |
| Physical Form And Elements: Landcover Pattern? | Open Land |
| Aesthetic Qualities: Scale? | Vast |
| Aesthetic Qualities: Sense of Enclosure? | Exposed |
| Aesthetic Qualities: Diversity? | Simple |
| Aesthetic Qualities: Texture? | Rock Exposure |
| Aesthetic Qualities: Lines? | Angular |
| Aesthetic Qualities: Colour? | Moderate Contrasts |
| Aesthetic Qualities: Balance? | Harmonious |
| Aesthetic Qualities: Unity? | Unity |
| Aesthetic Qualities: Pattern? | Random |
| Aesthetic Qualities: Seasonal Interest? | Summer (Heather & gorse) |
| Other Factors: Level of Human Access? | Occasional |
| Other Factors: Night Time Light Pollution? | Negligible (Few buildings) |
| Other Factors: Use of Construction Materials? | Appropriate |
| What materials? Give Details: | Local stone |
| There are attractive views... | ...both in and out (In from coastal path, Holyhead, much of Holy Island & n-w Anglesey. Out across sea to Llyn, Anglesey coast, Isle of Man, Ireland, Lake District, etc.) |
| There are detractive views... | ...neither in or out (No major detractors in view) |
| Perceptual and Other Sensory Qualities | Attractive Tranquil Exposed Threatening Remote Wild Spiritual Smell |
| What is the sense of place/local distinctiveness | Strong (Unique location overlooking Anglesey & sea. Wildest part of Anglesey, but close to Holyhead.) |
| Evaluation | |
| Value: | Outstanding (Isolated wild mountain rising from sea, unspoilt, distinct landmark, fine views) |
| Condition: | Good (Mainly managed for wildlife) |
| Trend: | Constant (No change anticipated) |
| Recommendations | |
| Define the key qualities that should be conserved: | wildness, remoteness |
| Define the key qualities that should be enhanced: | |
| Define the key qualities that should be changed: | |
| Define the key elements that should be conserved: | Upland moor habitats. Prehistoric & recent historic remains. Footpaths. |
| Define the key elements that should be enhanced: | Footpaths |
| Define the key elements that should be changed: | |
| Principal management recommendation: | Continue management with limited public access and interpretation, plus natural & historic conservation. |
| Tolerance To Change | |
| Are there any significant threats to the current integrity and condition of the visual & sensory features of the area? | Not known |
| Aspect Area Boundary | |
| To what level was this information site-surveyed? | Level 3 |
| At 1:10,000, how much of the Aspect Area boundary is precise? | Most (Mainly follows walls) |
| What baseline information source was used for Aspect Area boundary mapping? | OS Raster |
| If OS Data was used, what was the scale? | 1:25,000 |
| What is the justification for the Aspect Area boundaries? | Boundary with fields to south. Break in slope with cliffs to seaward sides. |
| Bibliography | |
| List the key sources used for this assessment | "Mon Mam Cymru - The Guide to Anglesey" by P. Steele & R. Williams 2006 |
| Assessment | |

| | |
|--|--|
| Additional Assessments | |
| Additional Comments | |
| Evaluation Matrix | |
| Evaluation Criteria: Overall Evaluation | Outstanding (Isolated wild mountain rising from sea, unspoilt, distinct landmark, fine views) |
| Justification of overall evaluation | mainly outstanding |
| Evaluation Criteria: Scenic quality | Outstanding (Isolated wild craggy mountain adjacent to coast. Fine panoramic views.) |
| Evaluation Criteria: Integrity | High (No major intrusive development, but masts, former quarries, etc.) |
| Evaluation Criteria: Character | Outstanding (Very distinctive landmark.) |
| Evaluation Criteria: Rarity | Outstanding (Only high hill on Anglesey. Isolated, unlike most mountains in Wales.) |
| Description | |
| Summary Description | On the north-west end of Holy Island, this is the highest hill on Anglesey, at 220m, rising steeply from the sea. It has a distinctive rounded profile seen from many parts of western Anglesey and as a landmark on approaching Holyhead from Ireland. Most of the mountain is open rocky moorland, with wildlife and historic interest. At the base of the eastern slopes is the Breakwater Quarry, now a country park, and Gorlan, its associated quarry village with scattered houses and smallholdings. Considering its close proximity to Holyhead there is surprisingly little access, making it feel remote. There are fine panoramic views across Anglesey and the sea to Lleyn peninsula and Snowdonia in the distance. On a clear day the Lake District, Isle of Mann and Ireland can also be seen. |
| Physical form and elements: Settlement pattern | Linear |
| Physical form and elements: Boundary type | Stone Walls |
| Recommendations | |
| Existing management | Generally Appropriate |
| Existing management remarks: | Open access & country park. |
| Monitoring | |
| Has the information ever been verified in the field? | Yes (1:25000) |
| Does this area have a special or functional link with an adjacent area? | Yes (South Stack/North Stack cliffs (055). Backdrop to Holyhead (056)) |
| During which season(s) was fieldwork carried out? | Late Summer |
| Date of monitoring? | 2015-02-06 |
| Monitoring undertaken by | Stages 1, 2 and 3 change detection, field verification and amendment completed by Bronwen Thomas, in conjunction with the planning authority. Quality Assurance completed by White Consultants. |
| Has this record been updated following monitoring work? | This record remains unchanged following monitoring work |
| Change indicated by | |

Appendix 3 – Sensitivity and Capacity Maps (paragraph 5.3.3)

Development typologies

| Site Typology | Indicative Criteria |
|---------------|---|
| Very Small | Up to 10 units (typically below 1 hectare in area) |
| Small | 11 – 25 units (typically below 2 hectares in area) |
| Medium | 26 – 75 (typically below 10 hectares in area) |
| Large | 76 – 200 (typically below 15 hectares in area) |
| Very Large | Over 200 units (typically over 15 hectares in area) |

Sensitivity Levels

| Sensitivity | Definition |
|-------------|---|
| Very High | The key characteristics and qualities of the landscape are very highly sensitive to change from the type and scale of development being assessed. |
| High | The key characteristics and qualities of the landscape are highly sensitive to change from the type and scale of development being assessed. |
| Medium-High | The key characteristics and qualities of the landscape are sensitive to change from the type and scale of development being assessed. |
| Medium | Some of the key characteristics and qualities of the landscape are sensitive to change from the type and scale of development being assessed. |
| Low-Medium | Few of the key characteristics and qualities of the landscape are sensitive to change from the type and scale of development being assessed. |
| Low | Key characteristics and qualities of the landscape are robust and less likely to be adversely affected by the type and scale of development being assessed. |

Capacity within each LCA

| LCA | Indicative Overall Capacity | Sensitivity |
|----------------|--|-------------|
| Gwynedd | | |
| G01 | Within all areas that contribute to the setting of the National Park there is typically no capacity for static caravan/chalet park developments . However, outside these areas there may be some capacity for very small to small , well designed and sited static caravan/chalet park developments. | |
| G02 | Within the SLAs (and all areas that contribute to their setting and the setting of the National Park), there is typically no capacity for static caravan/chalet park developments . Outside these areas there may be some capacity for sensitively sited and well-designed very small to small scale developments , which should relate well to the existing built environment/urban landcover. | |
| G03 | Within the SLA (and all areas that contribute to its setting and the setting of the National Park), there is typically no capacity for static caravan/chalet park developments . Outside these areas there may be some capacity for sensitively sited and well-designed very small to small scale developments , which should relate well to the existing built environment/urban landcover. | |

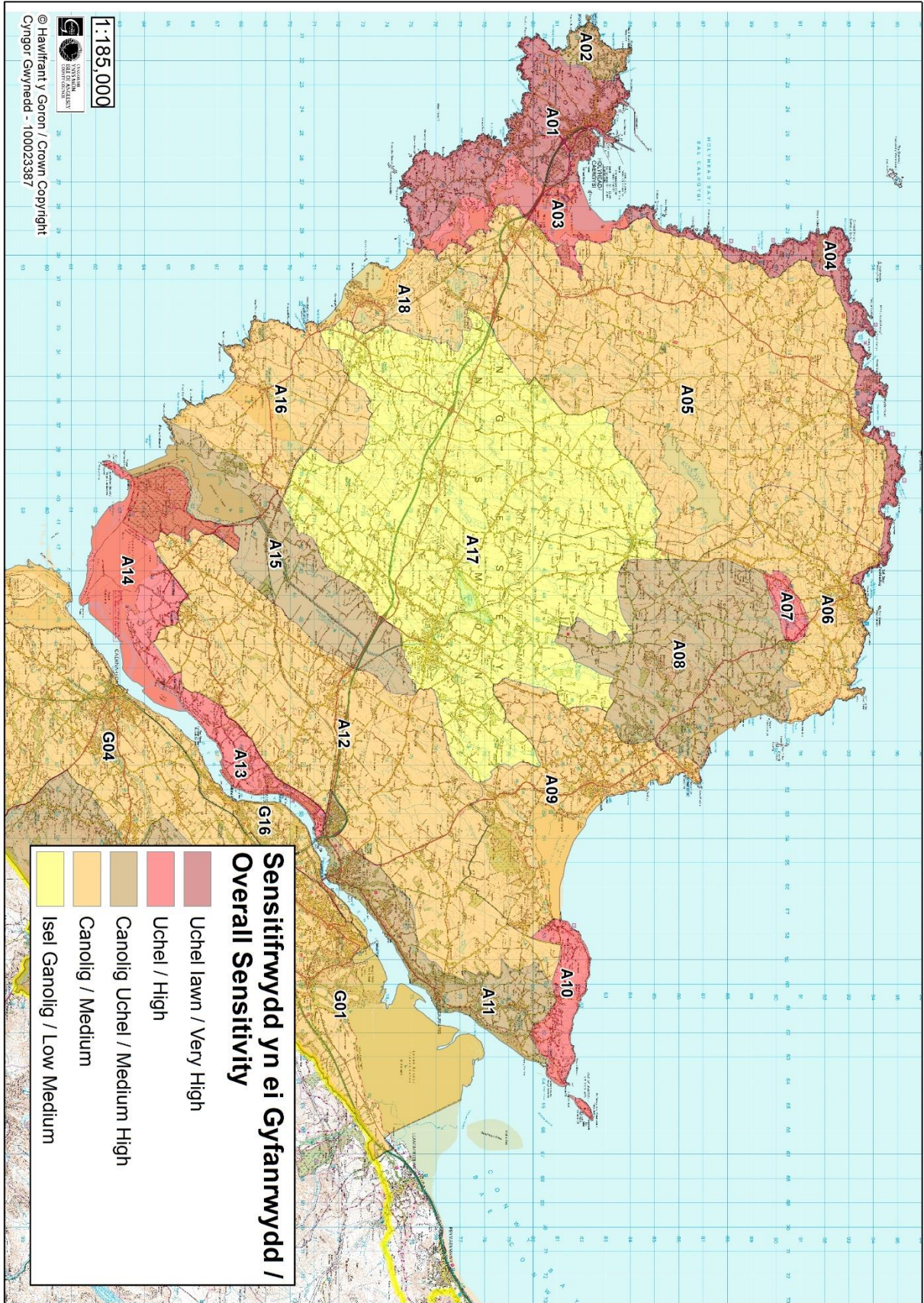
| LCA | Indicative Overall Capacity | Sensitivity |
|-----|---|-------------|
| G04 | <p>Within the AONB and SLAs (and all areas that contribute to their setting and the setting of the National Park and WHS), there is typically no capacity for static caravan/chalet park developments.</p> <p>Outside these areas there may be some capacity for sensitively sited and well-designed very small to small scale developments, which should relate well to the existing built environment/urban landcover.</p> | |
| G05 | <p>Within the SLA (and all areas that contribute to its setting and the setting of the AONB and National Park), there is typically no capacity for static caravan/chalet park developments.</p> <p>Outside these areas there may be some capacity for sensitively sited and well-designed very small developments, which should relate well to the existing built environment/urban landcover.</p> | |
| G06 | <p>Typically no capacity for static caravan/chalet park developments (with the exception of very infrequent, very small scale development which should relate well to existing settlement/buildings).</p> | |
| G07 | <p>Due to the considerable numbers of static caravan/chalet parks, there is very limited capacity, if any, for further static caravan/chalet park developments and extensions.</p> | |
| G08 | <p>Within the areas that contribute to the setting of the SLAs and the National Park, there is typically no capacity for static caravan/chalet park developments.</p> <p>Outside these areas there may be some capacity for sensitively sited and well-designed very small to small scale developments, which should relate well to the existing built environment/urban landcover.</p> <p>In all cases development should avoid the undeveloped coastal edge and its immediate setting and should be clearly separated so that their effects remain local and there is no collective/cumulative defining influence on the landscape.</p> | |
| G09 | <p>Due to the considerable numbers of static caravan/chalet parks, in combination with the overall higher sensitivity, there is no capacity for further static caravan/chalet park developments and extensions.</p> | |
| G10 | <p>Within the AONB and SLAs (and all areas that contribute to their setting and the setting of the National Park), there is typically no capacity for static caravan/chalet park developments.</p> <p>Outside these areas there may be some capacity for sensitively sited and well-designed very small to small scale developments, which should relate well to the existing built environment/urban landcover.</p> <p>In all cases development should avoid the undeveloped coastal edge and its immediate setting and should be clearly separated so that their effects remain local and there is no collective/cumulative defining influence on the landscape.</p> | |
| G11 | <p>Within areas that contribute to the outlook and setting of the National Park and ELDP Areas of Natural Beauty, there is typically no capacity for static caravan/chalet park developments.</p> | |

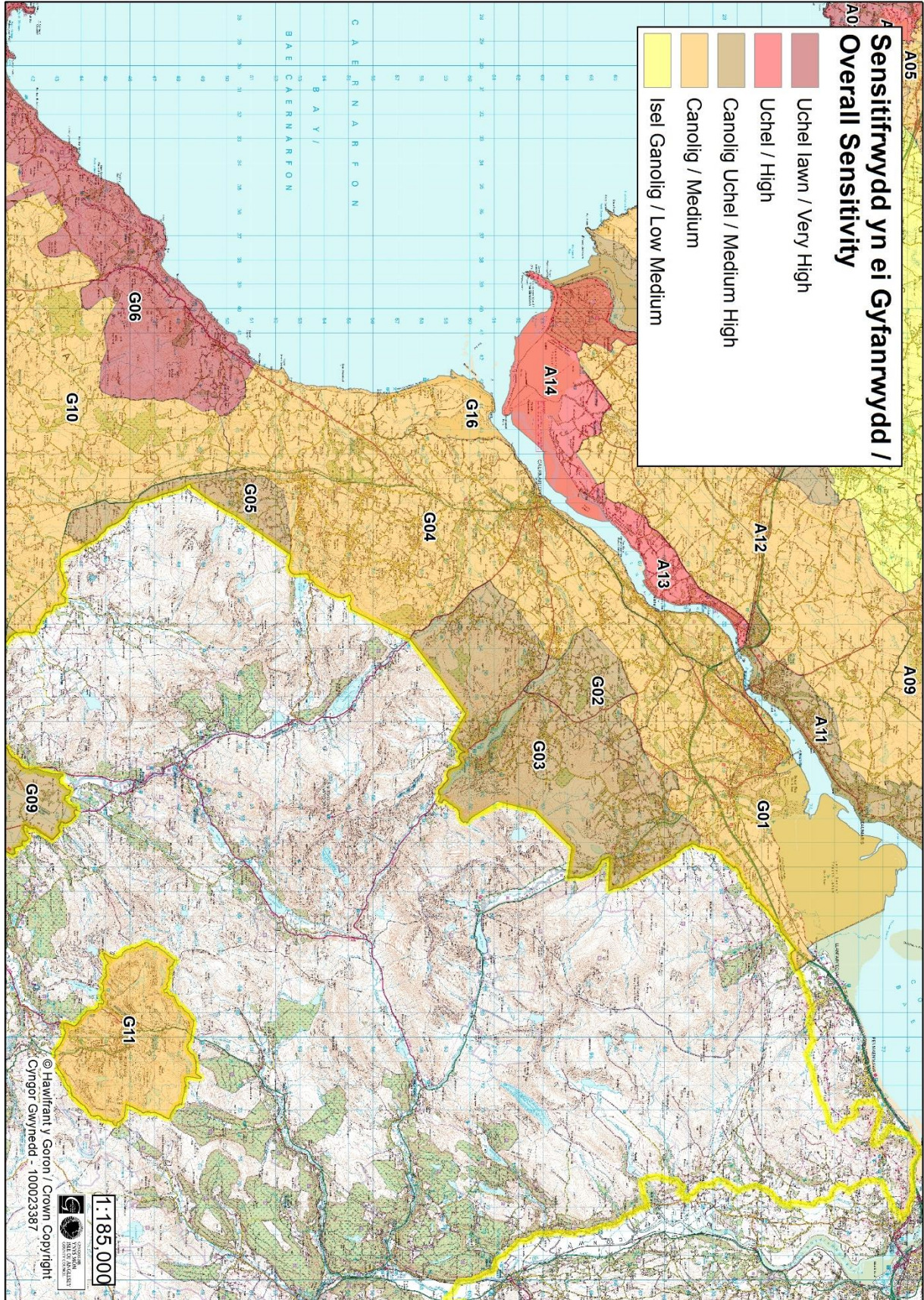
| LCA | Indicative Overall Capacity | Sensitivity |
|-----------------|---|-------------|
| | Outside these areas there may be some capacity for sensitively sited and well-designed very small to small scale developments , which should relate well to the existing built environment/urban landcover. | |
| G12 | There is typically no capacity for static caravan/chalet park developments throughout much of this LCA, although there may be limited capacity for very small to small, well designed and sited static caravan/chalet park developments to the south / south east of the LCA. | |
| G13 | Due to the considerable numbers of static caravan/chalet parks, there is typically very limited capacity, if any, for further static caravan/chalet park developments and extensions. | |
| G14 | Typically no capacity for static caravan/chalet park developments (with the exception of very infrequent sensitively sited and well-designed very small developments, which should relate well to the existing built environment/urban). | |
| G15 | Due to the considerable numbers of static caravan/chalet parks, there is typically very limited capacity, if any, for further static caravan/chalet park developments and extensions. | |
| G16 | Within the SLA (and all areas that contribute to its setting and the setting of the National Park, WHS and AONBs), there is typically no capacity for static caravan/chalet park developments. Outside these areas there may be some capacity for sensitively sited and well-designed very small to small scale developments , which should relate well to the existing built environment/urban landcover. | |
| Anglesey | | |
| A01 | Typically no capacity for static caravan/chalet park developments within this LCA. | |
| A02 | Within the AONB, and areas that contribute to its setting, there is typically no capacity for further static caravan/chalet park developments and extensions. Outside the AONB there may be very limited capacity for static caravan/chalet park developments and extensions, typically comprising very infrequent, very small scale well sited developments. In all cases development should avoid the undeveloped coastal edge and its immediate setting and should be clearly separated so that their effects remain local and there is no collective/cumulative defining influence on the landscape. | |
| A03 | Typically no capacity for static caravan/chalet park developments or extensions within this LCA. | |
| A04 | Typically no capacity for further static caravan/chalet park developments or extensions within this LCA. | |
| A05 | Within the AONB and SLA (and all areas that contribute to their setting), there is typically no capacity for further static caravan/chalet park developments and extensions. Outside the AONB and SLA it is considered there may be some capacity for sensitively sited and well-designed very small to small scale developments , which should relate well to the existing built environment/urban landcover. | |

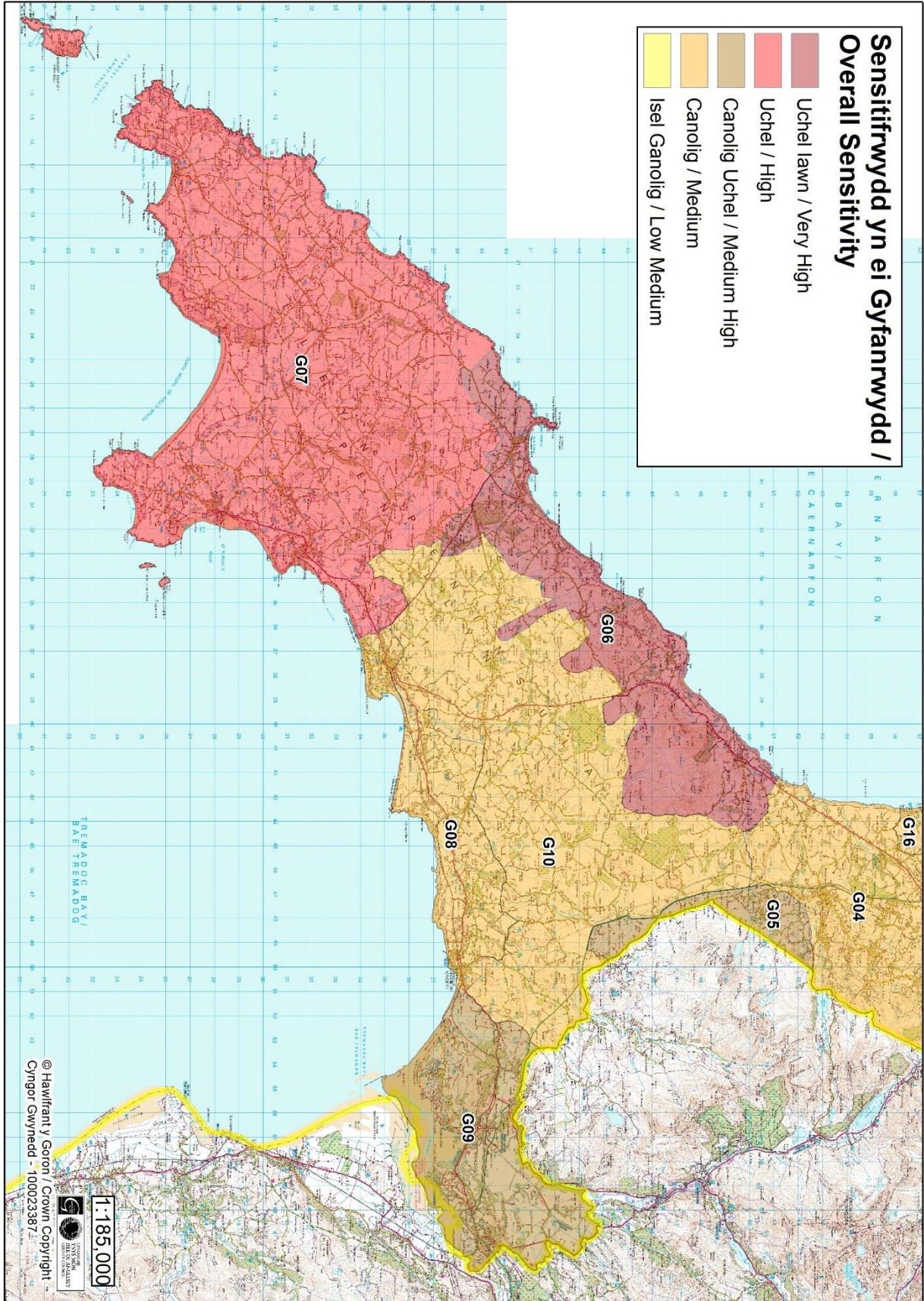
| LCA | Indicative Overall Capacity | Sensitivity |
|-----|--|-------------|
| A06 | <p>Within the AONB and SLAs (and all areas that contribute to their setting), there is typically no capacity for further static caravan/chalet park developments or extensions.</p> <p>Outside the AONB and SLAs it is considered there may be some capacity for well sited very small to small scale developments.</p> | |
| A07 | <p>Typically no capacity for static caravan/chalet park developments.</p> | |
| A08 | <p>Within the AONB and SLAs (and all areas that contribute to their setting), there is typically no capacity for further static caravan/chalet park developments or extensions.</p> <p>Outside the AONB and SLAs it is considered there may be some capacity for very small to small scale developments, in particular where these may relate well to the existing built environment/settlements.</p> | |
| A09 | <p>Within the AONB and SLA (and areas that contribute to their setting), there is typically no capacity for further static caravan/chalet park developments and extensions.</p> <p>Outside the AONB there may be limited capacity for further very small to small well sited static caravan/chalet park developments and extensions.</p> <p>In all cases development should avoid the undeveloped coastal edge and its immediate setting.</p> | |
| A10 | <p>Typically no capacity for static caravan/chalet park developments within this LCA.</p> | |
| A11 | <p>Within the AONB and SLA (and all areas that contribute to their setting), there is typically no capacity for further static caravan/chalet park developments or extensions.</p> <p>Outside the AONB and SLA it is considered there may be limited capacity for very small to small scale well sited developments.</p> | |
| A12 | <p>Within the AONB and SLAs (and all areas that contribute to their setting), there is typically no capacity for static caravan/chalet park developments.</p> <p>Outside the AONB and SLAs it is considered there may be some capacity for sensitively sited very small to small scale developments which should relate well to the existing built environment/urban landcover.</p> | |
| A13 | <p>Typically no capacity for further static caravan/chalet park developments and/or extensions within this LCA.</p> | |
| A14 | <p>Typically no capacity for static caravan/chalet park developments.</p> | |
| A15 | <p>Typically no capacity for static caravan/chalet park developments within this LCA.</p> | |
| A16 | <p>Within the AONB and SLA (and all areas that contribute to their setting), there is typically no capacity for static caravan/chalet park developments.</p> <p>Outside the AONB and SLA it is considered there may be limited capacity for very small to small scale developments, which should relate well to the existing built environment/urban landcover.</p> | |

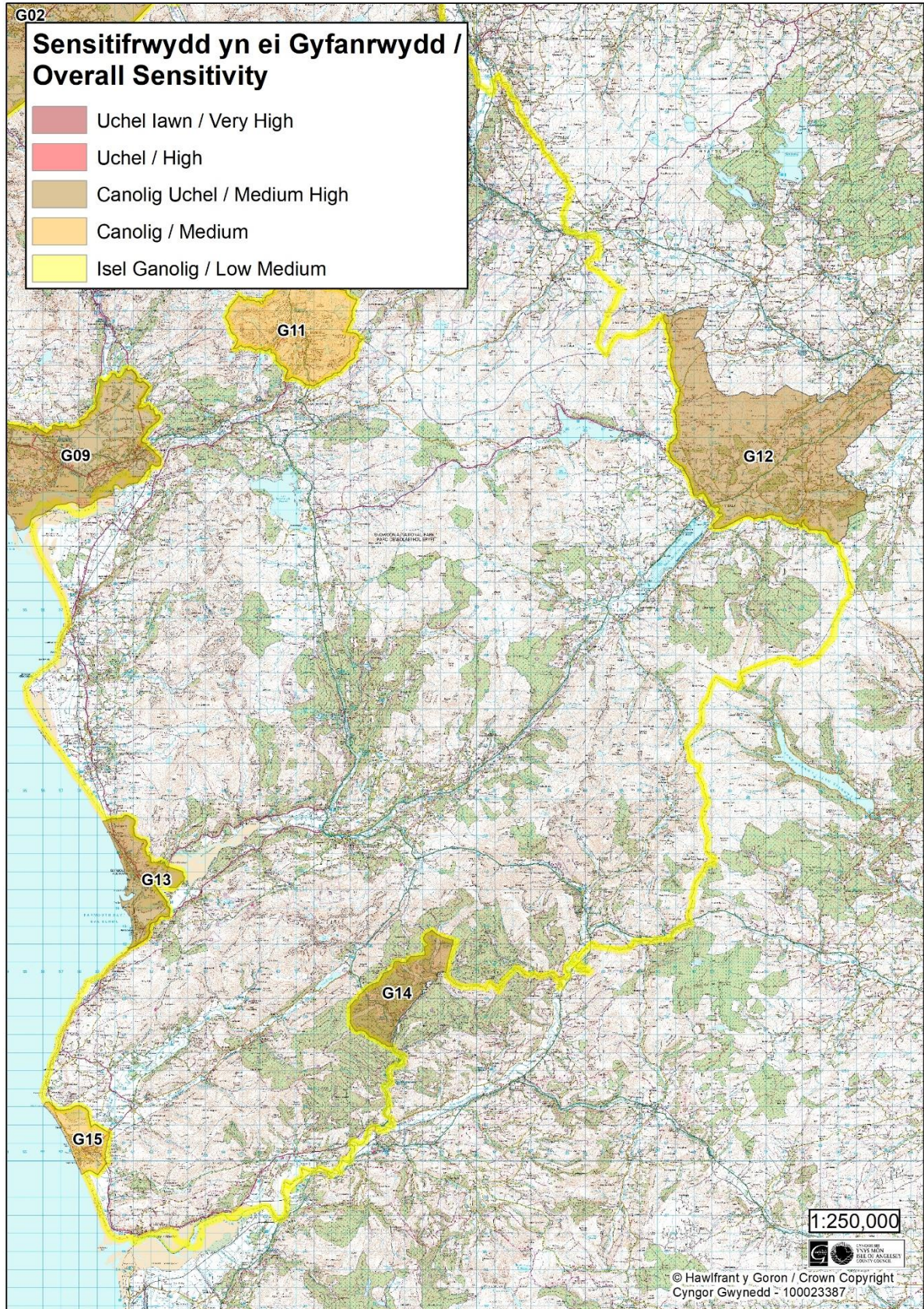
| LCA | Indicative Overall Capacity | Sensitivity |
|-----|---|-------------|
| A17 | <p>Within the AONB and SLAs (and all areas that contribute to their setting), there is typically no capacity for further static caravan/chalet park developments and extensions.</p> <p>Outside the AONB and SLAs it is considered there may be some capacity for very small to small scale developments, and/or limited capacity for well-designed and sensitively sited larger scale developments, which should, in all cases relate well to the existing built environment/urban landcover.</p> | |
| A18 | <p>Although a lower sensitivity to static caravan/chalet park developments may indicate a higher capacity in this LCA, there may be very limited capacity, if any, for further static caravan/chalet park developments and extensions. This is due to the relatively small size of the LCA together with the amount of modern development which already influences the landscape (including RAF Valley Airfield and several larger scale static caravan/chalet parks).</p> | |

FINAL DRAFT









Appendix 4 - Business Plan Template (paragraph 4.6.8)

| |
|---|
| Authors Name (including relevant qualification) Business Name |
| 1. Business Name Business Contact Details |
| 2. Executive Summary (Suggest that this section is completed after completing other sections of the Business Plan). |
| 3. Introduction and Overview of the Business (Provide a brief description of the business, who’s involved, what do you want to achieve and how will success be measured. Please remember to include a description of the type of accommodation which you will offer and explain if you have a Unique Selling Point (USP)). |
| 4. The market and competitors – what is the current provision? What is the demand? |

(Provide an overview of the market which you work within, including an analysis of your competitors, and explain how you will compete with them. Give details relating to your target market, customer needs and your means of satisfying those needs).

5. Sales and marketing strategy

(Explain your marketing strategy and how you're distinctive. Who are your customers? Is the business likely to create local job opportunities and contribute to the local economy? How does your business relate to any local, regional or national tourism strategies? Remember to include your pricing strategy and occupancy projections for the holiday units along with any supporting evidence relating to the marketing strategy).

6. Financial Information

(Information relating to the amount of equity required for the business to become operational should be included, i.e. what is the cost of building/conversion. In this section information should also be provided relating to weekly/monthly profit forecast (including the costing for the day to day running of the business utilities, insurance, wages etc). It will be best practice to include a number of projections, e.g. based upon occupancy rate of

25%, 50%, 75% and 100% and over a period of time (projections for a period of 5 years is suggested or until the business is economically viable).

7. Appendices

(All of the Business Plan supporting documents should be provided. They could include, research into the market, letters of intent or specific orders which relate to the business, references, portfolio of previous businesses, legal documentation and examples of marketing information. Please ensure that the appendices are referenced within the business plan).

Appendix 5 – Coastal Change Management Areas (section 5.4)

| PDZ | SMP2 Policy Boundaries | | | Preferred Policies | | |
|-----|------------------------|---------|--|---|------|------|
| | MAN | PU | Policy Name | Policy Comments | 2025 | 2055 |
| 11 | 22 | PU11. 4 | Ro Wen coast | This would involve relocation of property owners and businesses from Fairbourne | HTL | MR |
| | | PU11. 5 | Ro Wen spit | | MR | MR |
| | | PU11. 6 | Fairbourne Embankment | | HTL | MR |
| | 24 | PU11.15 | Barmouth North | This may include the relocation of properties | HTL | MR |
| 12 | 27 | PU12.10 | Briwet & Dwyrud Gorge | Maintain toll road and railway line | NAI | NAI |
| | | PU12.11 | Upper Dwyrud Estuary | Local Management of defences to maintain main roads | MR | NAI |
| | | PU12.12 | Penrhyndeudraeth Headland | This might not preclude local private management of defences subject to normal approvals | NAI | NAI |
| | 28 | PU12.15 | Samson Bay | | NAI | NAI |
| | | PU12.16 | Morfa Bychan | Sustain natural dune defence with management of access. Develop a long term management plan for adaptation within Holiday Park area and potential future flood risk to village. | MR | MR |
| | 29 | PU12.17 | Criccieth Shingle Banks | Consideration of potential to realign the railway | HTL | MR |
| | | PU12.19 | Castle Headland | | NAI | NAI |
| | 30 | PU12.21 | Y Dryll | | NAI | NAI |
| | | PU12.22 | Dwyfor | Consider impact on railway | MR | NAI |
| | | PU12.23 | Glanllynnau Cliffs | Maintain geological exposure | NAI | NAI |
| | | PU12.24 | Afon Wen | Concerns over long term sustainability. Consider possible realignment in land of the railway. | HTL | MR |
| | | PU12.25 | Penychain east | This might not preclude local private management of defences subject to normal approvals. | NAI | NAI |
| 13 | 31 | PU13.1 | Penychain and western section of the bay | | NAI | NAI |
| | | PU13.2 | Abererch | Subject to national consideration of railway | HTL | MR |
| | | PU13.7 | Golf Course | Detailed study to allow transition between Traeth Crugan and South Beach | HTL | MR |
| | | PU13.8 | Traeth Crugan | Intent to create new entrance estuary to the Afon Penrhos and to manage new defence to the core of Pwllheli | HTL | MR |
| | | PU13.9 | Llanbedrog | This would not preclude local management of the slipway area. | NAI | NAI |
| | 32 | PU13.10 | Mynydd Tir Cwmwd | | NAI | NAI |
| | | PU13.11 | The Warren | Progressive management of the retreating shoreline to maintain the beach | HTL | MR |

| PDZ | SMP2 Policy Boundaries | | | Preferred Policies | | |
|-----|------------------------|-----------------|---|--|------|------|
| | MAN | PU | Policy Name | Policy Comments | 2025 | 2055 |
| | | PU13.12 | Abersoch | Consider opening up tidal flooding of the Afon Soch and planning of future use of the entrance | HTL | MR |
| | | PU13.14 | Borth Fawr Central | Opportunity for adaptation | HTL | MR |
| | | PU13.15 | Machroes | This would not preclude local management of the road. | HTL | MR |
| | 33 | PU13.16 | Machroes headland | | NAI | NAI |
| | | PU13.17 | St Tudwal's islands | | NAI | NAI |
| | | PU13.18 | Porth Ceiriad | | NAI | NAI |
| | | PU13.19 | Cilan Headland | | NAI | NAI |
| 14 | 34 | PU14.1 | Mynydd Cilan West | | NAI | NAI |
| | | PU14.2 | Porth Neigwl East | Local readjustment and dune management | NAI | NAI |
| | | PU14.3 | Porth Neigwl Centre | | NAI | NAI |
| | | PU14.4 | Porth Neigwl West | Future realignment or loss of road | NAI | NAI |
| | | PU14.5 | Rhiw | | NAI | NAI |
| | 35 | PU14.6 | Ysgo | | NAI | NAI |
| | 36 | PU14.7 | Aberdaron East | Consider how the transition between Aberdaron Village frontage and this unit is managed to allow adaptation. | NAI | NAI |
| | | PU14.8 | Aberdaron Village and coastal slope | Develop Managed Realignment within a framework for sustainable development of the village. Address transport issues. | HTL | MR |
| | | PU14.9 | Uwchmynydd | | NAI | NAI |
| | 37 | PU14.10 | Ynys Enlli | Consider adaptation to landing stage | NAI | NAI |
| 38 | PU14.11 | North West Llyn | Local management would not be precluded to allow adaptation of use within a principle of allowing natural evolution of the coast. | NAI | NAI | |
| 15 | 39 | PU15.1 | Carreg Ddu to Trwyn y Tal | Overarching policy setting the base intent for the zone. | NAI | NAI |
| | | PU15.2 | Porth Dinllaen, including Morfa Nefyn | This would require detailed planning for adaptation at Porth Dinllaen and managed retreat at the access at Morfa Nefyn | HTL | MR |
| | 40 | PU15.4 | Trwyn y Tal to Trwyn Maen Dylan | Overarching policy setting the base intent for the zone. | NAI | NAI |
| | | PU15.5 | Trefor | A detailed local plan would be needed to sustain amenity value of the area. | MR | MR |
| | | PU15.6 | Aberdesach | Local management of the shingle bank and river discharge to sustain natural defence of the area. | MR | MR |
| | | | | | | |
| 16 | 41 | PU16.1 | Pontllyfni | This would not preclude maintenance of private defence during the first epoch. Review flood risk to main road and sewage works | NAI | NAI |
| | | PU16.2 | Pontllyfni to Dinas Dinlle | Maintain sediment supply to the north | NAI | NAI |

| PDZ | SMP2 Policy Boundaries | | | Preferred Policies | | |
|-----|------------------------|---------|--|---|------|------|
| | MAN | PU | Policy Name | Policy Comments | 2025 | 2055 |
| | | PU16.3 | Dinas Dinlle | Manage transition between Dinas Dinlle Head and open coast with the intent to manage flood risk to village on higher ground. | HTL | MR |
| | | PU16.4 | Morfa Dinlle | Develop management to self sustaining dune frontage. This would not specifically preclude management of the local area at Fort Belan subject to normal approvals. | MR | MR |
| | | PU16.5 | Foryd bay | Manage flood defence initially with the intention of returning the bay to a naturally functioning system. | HTL | MR |
| | | PU16.6 | Traeth Abermenai | This would include further examination of potential flood risk to Dwyran, with the intent to provide defence. | NAI | NAI |
| | | PU16.7 | Abermenai Spit and Traeth Llanddwyn | Removal of forestry to allow width for coastal adjustment | NAI | NAI |
| | 42 | PU16.8 | Newborough Forest | Removal of forestry to allow width for coastal adjustment | NAI | NAI |
| | | PU16.10 | Bodowen Cliffs | | NAI | NAI |
| | 43 | PU16.13 | Waterloo Port to Glan y Mor -Y Felinheli | This would not preclude local management through private funding subject to normal approvals. | NAI | NAI |
| | | PU16.15 | Glan-y-mor Lodge to Bridge | | NAI | NAI |
| | | PU16.16 | Bridge to Barras | | NAI | NAI |
| | | PU16.17 | Barras to Mermaid Inn | Intent to maintain access but with future need for adaptation to increased flood risk. | HTL | MR |
| | 44 | PU16.18 | Llanfair Bay | | NAI | NAI |
| | | PU16.20 | Pont Cadnant to Gallows point | This would not preclude private works subject to normal approvals. | NAI | NAI |
| | | PU16.23 | Drumlin | | NAI | NAI |
| | | PU16.25 | Llanfaes to Penmon | Potential need to realign road | NAI | NAI |
| | 45 | PU16.26 | Bridge to Garth | | NAI | NAI |
| | | PU16.30 | Penrhyn Headland | | NAI | NAI |
| | 46 | PU16.31 | Afon Ogwen to Madryn | | NAI | NAI |
| | | PU16.32 | Afon Aber | Adapt defences to maintain natural sediment drift with long term intent to protect transport route from potential flooding. | MR | MR |
| | 17 | 47 | PU17.1 | Trwyn y Parc Headland | | NAI |
| | | PU17.2 | Traeth mawr | Maintain natural function of dune system and estuary | NAI | NAI |
| | | PU17.3 | Aberffraw | Adapt road and quay to support natural function of the estuary | HTL | MR |

| PDZ | SMP2 Policy Boundaries | | | Preferred Policies | | | |
|-----|------------------------|---------|-----------------------------------|---|---|------|-----|
| | MAN | PU | Policy Name | Policy Comments | 2025 | 2055 | |
| | | PU17.4 | Aberffraw cliffs | This might not preclude appropriate management of the road at Porth Trecastell | NAI | NAI | |
| | 48 | PU17.5 | Porth Nobla to Rhosneigr | This would not preclude management of defences at Cerrig Defaid in the first two epochs. | MR | MR | |
| | | PU17.8 | Traeth Crigyll and Traeth Cymyran | Relocation of facilities to RAF Valley | NAI | NAI | |
| | 49 | PU17.9 | General policy for Southwest | Management to local bays is defined below. | MR | MR | |
| | | PU17.10 | Borthwen | This would not preclude local private defence subject to normal approvals | MR | MR | |
| | | PU17.14 | Northwest coast | | NAI | NAI | |
| | 50 | PU17.16 | Penrhos Bay | Examination of potential flood risk | MR | MR | |
| | | PU17.17 | Penrhos Headland | This would not preclude local private defence subject to normal approvals | NAI | NAI | |
| | 51 | PU17.19 | General policy for Inland Sea | Local defence to sustain Four Mile Bridge and local defence against flood within hinterland | MR | MR | |
| | 52 | PU17.21 | Newlands | Co-ordinated approach to slowing erosion | MR | MR | |
| | | PU17.22 | Afon Alaw | Long term planning to reduce residual flood risk | MR | MR | |
| | | PU17.23 | Traeth Gribin to Trwyn Cliperau | This would not preclude local private defence subject to normal approvals | MR | MR | |
| | 18 | 53 | PU18.1 | Twyn Cliperau to Wylfa Head | Overarching policy for whole area, with local policy as set out below | NAI | NAI |
| | | | PU18.2 | Porth Tywynmawr | Local adaption | NAI | NAI |
| | | | PU18.3 | Porth Trefadog | Local adaption | MR | NAI |
| | | | PU18.4 | Porth Trwyn | | NAI | NAI |
| | | | PU18.5 | Porth Swtan | | NAI | NAI |
| | | | PU18.6 | Cemlyn Bay and Headland | Requires a development of a detailed management plan | MR | NAI |
| 54 | | PU18.8 | Cemaes Bay west | | NAI | NAI | |
| | | PU18.12 | Pig y Barcud Cliffs | | NAI | NAI | |
| 55 | | PU18.13 | Trwyn y Parc to Trwyn Cwmryd | Overarching policy for whole area, with local policy as set out below | NAI | NAI | |
| | | PU18.14 | Porth Wen Brickworks | Critically examine need for maintain defence to support key historic feature | MR | MR | |
| | | PU18.16 | Trwyn Costog | Develop a planning frame to minimise future need for defence | MR | MR | |
| | | PU18.18 | Porth Elian | Relocate road and necessary. | HTL | MR | |
| 56 | | PU19.1 | General | Overarching policy for whole area with local policy as set out below. | NAI | NAI | |
| | | PU19.2 | Portobello | Local private management subject to normal approvals. | MR | MR | |
| | | PU19.3 | Traeth Dulas | Allow natural development of the estuary | NAI | NAI | |
| 57 | | PU19.4 | Porth Lydan | This would quite specially not exclude local works subject to normal approvals | MR | MR | |

| PDZ | SMP2 Policy Boundaries | | | Preferred Policies | | |
|-----|------------------------|---------------------|--|--|------|------|
| | MAN | PU | Policy Name | Policy Comments | 2025 | 2055 |
| | | PU19.6 | Moelfre to Traeth Bychan | | NAI | NAI |
| | | PU19.7 | Traeth Bychan Centre | Local management towards allowing natural development of the beach | MR | NAI |
| | | PU19.8 | Traeth Bychan South | | NAI | NAI |
| | 58 | PU19.9 | Borth Wen Cliffs | | NAI | NAI |
| | PU19.11 | Trwyn Dwlban | | NAI | NAI | |
| | PU19.13 | Croesfryn | | NAI | NAI | |
| | PU19.14 | Afon Nodwydd | Development of a local management plan | MR | MR | |
| | PU19.15 | Llanddona Beach | | NAI | NAI | |
| | PU19.16 | Trwyn Penmon Cliffs | | NAI | NAI | |
| | PU19.17 | Puffin Island | | NAI | NAI | |

Key:

PDZ = Policy Development Zones

MAN = Management Area

PU = Policy Unit

HTL = Hold the Line

NAI = No Active Intervention

MR = Managed Realignment

| ISLE OF ANGLESEY COUNTY COUNCIL Scrutiny Report Template | |
|---|--|
| Committee: | Partnership & Regeneration Scrutiny Committee |
| Date: | 9 February, 2021 |
| Subject: | Partnership & Regeneration Scrutiny Committee Forward Work Programme |
| Purpose of Report: | Assist the Scrutiny Committee in considering, agreeing and reviewing its forward work programme for 2020/21 |
| Scrutiny Chair: | Cllr Gwilym Owen Jones |
| Portfolio Holder(s): | Not applicable |
| Head of Service: | Lynn Ball, Head of Function (Council Business) / Monitoring Officer |
| Report Author: | Anwen Davies, Scrutiny Manager |
| Tel: | 01248 752578 |
| Email: | AnwenDavies@ynysmon.gov.uk |
| Local Members: | Applicable to all Scrutiny Members |

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| 1 - Recommendation/s |
|--|
| <p>The Committee is requested to:</p> <p>R1 agree the current version of the forward work programme for 2020/21</p> <p>R2 note progress thus far in implementing the forward work programme.</p> |

| 2 – Link to Council Plan / Other Corporate Priorities |
|--|
| <p>Effective work programming is the foundation of effective local government scrutiny. Our Scrutiny rolling forward work programmes are aligned with the corporate priorities of the 2017/2022 Council Plan and corporate transformation programmes – ensuring the role of Member scrutiny makes a tangible contribution to the Council’s improvement priorities.</p> |

| 3 – Guiding Principles for Scrutiny Members |
|---|
| <p>To assist Members when scrutinising the topic:-</p> <p>3.1 Impact the matter has on individuals and communities [focus on customer/citizen]</p> <p>3.2 A look at the efficiency & effectiveness of any proposed change – both financially and in terms of quality [focus on value]</p> <p>3.3 A look at any risks [focus on risk]</p> <p>3.4 Scrutiny taking a performance monitoring or quality assurance role [focus on performance & quality]</p> <p>3.5 Looking at plans and proposals from a perspective of:</p> <ul style="list-style-type: none"> • Long term • Prevention • Integration • Collaboration • Involvement <p>[focus on wellbeing]</p> |

4 - Key Scrutiny Questions

5 – Background / Context

1. Background

1.1 Effective work programming is the bedrock of an effective local government scrutiny function¹. Done well, work programming can help lay the foundations for targeted and timely work on issues of local importance demonstrating where Member scrutiny can add value. Good practice advocates two key issues at the heart of the scrutiny forward work programme:

- i. Challenge around prioritising work streams
- ii. Need for a member-led approach and interface with officers.

1.2 Basic principles of good work programming²

- Work programming should not be a “start-stop” process
- Complementary work programmes for separate scrutiny committees
- Balance between different methods of work
- An effective process for reporting / escalating issues to the Executive
- Input and views of internal stakeholders
- Close working with the Executive
- Links with the Annual Scrutiny Report (evaluation and improvement tool).

2. Local context

2.1 There is now a well-established practice of forward work programming which are now rolling programmes focusing on the quality of scrutiny with fewer items, to add value. They are an important tool to assist Members in prioritising their work and are discussed with the Senior Leadership Team and Heads of Service. Both committees review the content of their work programmes on a regular basis, to ensure that they remain relevant and keep abreast with local priorities. Our local forward planning arrangements now ensure greater focus on:

- Strategic aspects
- Citizen / other stakeholder engagement and outcomes
- Priorities of the 2017/2022 Council Plan and transformation projects
- Risks and the work of inspection and regulation
- Matters on the forward work programme of the Executive.

Outcome: rolling work programmes for scrutiny committees which are aligned with corporate priorities.

2.2 Committee chairs lead on developing the forward work programmes and are submitted to the monthly Scrutiny Chairs and Vice-chairs Forum and for approval at each ordinary meeting of the scrutiny committees. The Forum is

¹ A Cunning Plan? Devising a scrutiny work programme, Centre for Public Scrutiny (March, 2011)

² A Cunning Plan? Devising a scrutiny work programme, Centre for Public Scrutiny (March, 2011)

considered an important vehicle to oversee these programmes and jointly negotiate priorities.

2.3 **“Whole council” approach to Scrutiny:** our work programmes provide a strong foundation for our improvement programme, ensuring the role that Scrutiny plays in the Authority’s governance arrangements:

- i. Supports robust and effective decision-making
- ii. Makes a tangible contribution to the Council’s improvement priorities
- iii. Continues to evolve

2.4 **Impact of the current Emergency on the Committee’s Work Programme**

The current period (**managing the emergency response to the Pandemic, the Recovery Period and gradually returning to the New Norm**) are extremely challenging periods for the Council and every other public organisation throughout Wales as we continue to face the challenges of the Covid-19 emergency and it is inevitable that this will impact on the Committee’s work programme. As a result, the Council has changed its way of working as a result of the global health emergency. During an emergency period, governance and accountability are of key importance.

The Centre for Public Scrutiny proposes a specific scrutiny model as a result of the pandemic, which in conjunction with the Council’s Committee Strategy provides a structure to inform the Committee’s work programme. A summary is provided below:

- i. Focus on a smaller number of key issues around “life and limb” aspects of local people’s lives
- ii. Maintain a “watching brief” over Council services, performance and financial matters
- iii. **Specific elements of the Scrutiny Model**
 - Overview of the Council’s response to Covid-19
 - Specific overview of *life and limb* matters (social care legislation, safeguarding children and adults; public health)
 - Continued overview of the Council’s financial matters
 - Act as a conduit for community experiences.

3. **Issues for consideration**

3.1 The Scrutiny Committee receives regular update reports on the implementation of its forward work programme. A copy of the current 2020/21 work programme is attached as **APPENDIX 1** to this report for reference and includes changes made to the work programme since the Committee last considered the document.³

3.2 Where appropriate, items may be added to the Committee’s forward work programme during the municipal year. Requests for additional matters to be considered for inclusion on the work programme can be submitted via the Members Request Form for an item to be considered for Scrutiny. Requests are initially considered by the Scrutiny Chairs and Vice-chairs Forum, using the following criteria:

³ Meeting of the Partnership and Regeneration Scrutiny Committee convened on 11th March, 2020

- the Council's strategic objectives and priorities (as outlined in the Council Plan 2017/2022)
- the ability of the Committee to have influence and/or add value on the subject (A Scrutiny Test of Significance Form will be completed).

6 – Equality Impact Assessment [including impacts on the Welsh Language]

Not applicable for this overarching issue but will be considered as an integral part of preparing for specific proposals to be submitted for consideration by the Committee.

7 – Financial Implications

Not applicable.

8 – Appendices:

Partnership & Regeneration Scrutiny Committee Forward Work Programme 2020/21

9 - Background papers (please contact the author of the Report for any further information):

Anwen Davies, Scrutiny Manager, Isle of Anglesey, Council Offices, Llangefni. LL77 7TW

ITEMS SCHEDULED FOR SCRUTINY → SEPTEMBER 2020 – APRIL, 2021
[Version dated 28/01/21]

Note for Stakeholders and the Public:

A [Protocol for Public Speaking at Scrutiny Committees](#) has been published by the Council.

Should you wish to speak on any specific item at a Scrutiny Committee then you should register your interest by submitting a written request using the form available as soon as possible and at least 3 clear working days prior to the specific Committee meeting. You can access information about the meeting and which items being discussed by reading this Forward Work Programme. Contact the Scrutiny Manager if you have any queries

[\[AnwenDavies@ynysmon.gov.uk\]](mailto:AnwenDavies@ynysmon.gov.uk)

| CORPORATE SCRUTINY COMMITTEE | PARTNERSHIP AND REGENERATION SCRUTINY COMMITTEE |
|--|--|
| September, 2020 (14/09/20) | September, 2020 (21/09/20) |
| Scrutiny of the Council's Response to Covid-19 Emergency (including the financial impact) | Public Services Board Annual Report 2019/20 |
| Committee Forward Work Programme for 2020/21 | Scrutiny of Partnership Aspects: Council's Response to Covid-19 Emergency |
| | Committee Forward Work Programme for 2020/21 |
| September, 2020 (22/09/20) | |
| Social Services Improvement Plan Progress Report and Social Services Improvement Panel Progress Report | |
| Annual Report of the Statutory Director of Social Services 2019/20 | |
| | |
| October, 2020 (20/10/20) | October, 2020 (22/10/20) |
| Corporate Preventative Strategy | Schools Progress Review Panel Progress Report |
| Annual Performance Report 2019/20 | Community Safety Partnership Annual Report: 2019/20 |
| Committee Forward Work Programme for 2020/21 | Green Waste Collection Fees |
| | Committee Forward Work Programme for 2020/21 |
| November, 2020 (02/11/20) (Meeting cancelled) | November, 2020 (10/11/20) |
| | Public Services Board- scrutiny of governance arrangements |
| | Governance Arrangement 2 - North Wales Economic Ambition Board |
| | Annual Report: Regional Partnership Board (Part 9: Health and Social Services) |
| | Pooled Budgets (Learning Disabilities) |
| | Committee Forward Work Programme for 2020/21 |

| CORPORATE SCRUTINY COMMITTEE | PARTNERSHIP AND REGENERATION SCRUTINY COMMITTEE |
|--|--|
| November, 2020 (17/11/20) [Q2] | |
| Monitoring Performance: Corporate Scorecard Q2: 2020/21 | |
| Annual Delivery Plan 2020/21 | |
| Finance Scrutiny Panel Progress Report | |
| Committee Forward Work Programme for 2020/21 | |
| December, 2020 (10/12/2020) | |
| Schools' Modernisation Programme – Llangefni area (Y Graig & Talwrn) | |
| December, 2020 (17/12/2020) | |
| Schools' Modernisation Programme – Llangefni area (Corn Hir & Bodffordd) | |
| January, 2021 – Cancelled | January, 2021 (19/01/21)- Cancelled |
| February, 2021 (16/02/21) [budget 2021/22] | February, 2021 (09/02/21) |
| Final Draft Budget Proposals 2021/22 | GwE Progress Report 2020/21: supporting schools during Covid 19 pandemic |
| Finance Scrutiny Panel Progress Report | Estyn: Local authority and regional consortia support for schools and PRUs in response to COVID-19 |
| Committee Forward Work Programme for 2020/21 | Supplementary Planning Guidance – Accommodation and Facilities |
| | Committee Forward Work Programme for 2020/21 |
| March, 2021 (08/03/21) | March, 2021 (11/03/21) |
| Social Services Improvement Plan Progress Report and Social Services Improvement Panel Progress Report | Public Services Board - scrutiny of progress on delivery of the Well-being Plan |
| Housing Revenue Account Business Plan (to be confirmed) | Equality Annual Report 2020/21 |
| Monitoring Performance: Corporate Scorecard Q3: 2020/21 | Climate Change (to be confirmed) |
| Llangefni Golf Course | North Wales Safeguarding Board Annual Report 2019/20 |
| Committee Forward Work Programme for 2020/21 | Committee Forward Work Programme for 2020/21 |
| April, 2021 (12/04/21) | April, 2021 (14/04/21) |
| | Update: Gwynedd and Anglesey Additional Learning Needs and Inclusion Partnership |
| Committee Forward Work Programme for 2020/21 | Committee Forward Work Programme for 2020/21 |

Items to be scheduled:

Transformation of Learning Disabilities Day Opportunities

Schools' Modernisation Programme- Llangefni/ Amlwch areas

Council's Response to Covid-19- matters to follow up at the request of the Corporate Scrutiny Committee (14/09/2020):

- **Wellbeing of Council staff and communities**
- **Monitoring the effectiveness of the Track and Trace system**

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