	LNS Type	Eligible School Types Funding Available	Page No.
1	English	Primary - £12,120 (X 2 schools)	5
		Secondary - £12,120 (X 2 schools)	2
2	Welsh (1st Language) Welsh Medium	Primary - £ 12,120 (X 2 schools)	8
		Secondary - £10,000 (X 3 schools)	11
3	Welsh (2nd Language)	Primary - £4,500 (X 9 schools)	13
		Secondary (big) - £12,120 (X 1 school)	17
		Secondary - £6,300 (X 2 schools)	17
4	Welsh Charter (Welsh Medium)	Primary - £4,500 (X3 schools)	20
5	MFL	Secondary - £12,500 (X 5 schools)	22
6	Mathematics	Primary (big) - £12,120 (X 2 schools)	5
		Primary(small) £6,300 (X3 schools)	5
		Secondary – £12,120 (X 2 schools)	2
7	Science	Secondary – £12,120 (X 2 schools)	2
		Primary - £6,300 (X 3 schools)	25
8	STEM	Primary - £4,500 (X 5 schools)	27
		Secondary - £6,300 (X 1 school)	27
9	Foundation Phase	Primary - £6,300 (X 3 schools)	30
10	Non-maintained settings	NMS - £3960 (X 3 schools)	33
11	Good Schools	Primary – £8,100 (x 10 schools)	35
		Secondary - £12,120 (x 5 schools)	35
12	A Level Improvement	Secondary - £2010 (X 3 schools)	38
13	Hwb Support Schools	All - £4500 (x 6 schools)	40
14	Non-core subjects (Skills Challenge, Geography, History, PE, Art, Music, Drama, ICT, Computing, Business Studies, RE, D and T, Food and Nutrition)	Secondary - £6300 (X1 school per subject, 2 X schools for Skills Challenge Certificate)	42
15	Digital Professional Learning Schools	All - £4,500 (x 4)	44
16	Equity and Wellbeing (vulnerable groups)	Primary/PRU/Special - £4,500 (X 3) Secondary - £6,300 (X 3 schools)	47
17	Looked After Children (Cluster)	Cluster - £11,160	50
18	More Able	Primary/PRU/Special – £4500 (X 3)	52
		Secondary - £6300 (X 3 schools)	52
19	Equity and Wellbeing (EAL strategies)	Primary/PRU/Special - £4,500 (X 1)	55
20	Religious Education	Secondary - £6,300 x 2	58

LNS Schools: English, Maths and Science (Secondary) – Specific Criteria Capture

Area / Subject:	English, Secondary Maths, Secondary Science, Secondary
Funding:	£12 120 (x2) - English and Maths £12 120 (x2) - Science

The selection criteria we are applying to schools, our expectations of engaged schools, and the benefits we anticipate these schools enjoying from the work are set out below:

Selection Criteria	**Schools and departments will be selected to provide learning network support to other schools on the basis of:** • GCSE outcomes over the last 3 years evidence that the department has the capacity to sustain high quality and support others. • The department has an effective, engaged and aspirational team of teachers. The quality of provision, including the learning environment and pupils' books is good or excellent overall. • The quality and accuracy of departmental self-evaluation is good or excellent. The Head of Department knows the school's strengths and areas for development. Accurate and robust departmental self-evaluation uses a range of first-hand evidence. • The quality of departmental improvement planning is good or excellent. • The department has a good track record of making improvements which have impacted positively on pupils' learning, progress and well-being. • The department has effective assessment for learning practices and good departmental monitoring, tracking and reporting arrangements which impacts on the progress of individual learners and groups, including vulnerable learners. • There is good provision for skills' development which is well led, coordinated and systematically planned across the department. • Pupils' books and learning environments evidence purposeful opportunities for pupils to develop their skills across the curriculum.
Expectations and Behaviours	**Schools and departments will be expected to work in line with the Professional Learning Model in the region:** • Active and open collaboration with schools across the region and beyond • Engagement in coaching and mentoring • Effective use of data and research

	- Emphasis on reflective practice - Engagement where appropriate in blended learning **There is an expectation that schools engage with and deliver the following:** - Providing one to one support for specific schools identified by EAS. This will involve timely and regular mentoring and coaching of staff and middle leaders, providing model lessons, resources and advice. This support should encourage reflective practice and collaboration with the PL opportunities - Working with the EAS team to prepare and lead training and networking events from within the school, facilitating and leading collaboration and covering aspects of teaching and learning. - Providing planning, monitoring and assessment support for core leads / literacy / numeracy coordinators with the support of Advisers - Sharing good practice visits. Visits to the LNS school may include learning walks, lesson observations and sharing planning and learning resources. (funding to include all aspects of visits and expenses). Visits to other schools as required as part of the collaborative PL model. - Engaging with the ETLF as a mechanism to support school to school and partner school improvement - Engaging in classroom and curriculum design research. - Production of a regional good practice case study. - On-going tracking of activity through Microsoft forms. - Production of an outcome and impact report using the FADE method on a bi-annual basis (via grant monitoring tool). - Supporting the roll out of the EAS Literacy / Numeracy Strategy and collaborating to develop relevant resources to underpin the strategy for oracy, reading and writing (not applicable for Science). **Additional activity could include:** - Visiting participating schools as required as part of the collaborative professional learning model - Engaging in classroom and curriculum design research **There is an expectation that schools will deliver the above over the course of the financial year at their discretion based on an average of one day a week.**
Benefits	**Schools and departments will be provided with the following benefits:**

	- Funding to deliver services and develop practice in the school - Opportunity for staff PL experience as evidence for PLP - Regular collaboration with and support for facilitation of school to school working by a designated EAS Adviser

LNS Schools: Specific Criteria Capture

Area / Subject:	English, Primary Maths, Primary
Funding:	**£12 120 (x2) - English (Big)** **£12 120 (x2) - Maths (Big)** **£6300 (x3) - Maths (Small)**

The selection criteria we are applying to schools, our expectations of engaged schools, and the benefits we anticipate these schools enjoying from the work are set out below:

Selection Criteria	**Schools will be selected to provide learning network support to other schools on the basis of:** • Categorisation outcomes over the last 3 years evidence that the school has the capacity to sustain high quality and support others. • Whole school self-evaluation and improvement planning is good or excellent. • The school has high performing and effective leadership and excellent teaching and learning. Leaders and managers set high expectations for staff, pupils and themselves. • Recent Estyn outcomes evidence that the school is at least good or better. • The school has an effective, engaged and aspirational team of teachers and support staff. The quality of provision, including the learning environment and pupils' books is good or excellent overall. • The school has a good track record of collaboration. There is good evidence of engagement and impact of work with other schools to share best practice in their cluster and / or beyond. • The school has a firm commitment by leadership and staff to the high-level development of English Language and literacy / Maths and numeracy across the school. • The teaching of English and literacy / Maths and numeracy is well led and the quality of teaching and learning across the school is consistently good or excellent. • The quality of pupils' work demonstrates strong progress in skills over time; from one phase to another, and during the school year. • There is effective assessment for learning practice and robust monitoring, tracking and reporting arrangements which impact on the progress of individual learners and groups, including vulnerable learners. • The school has effective quality assurance processes in place with evidence of regular lesson observations, learning walks, scrutiny of pupils' work and discussions with pupils.
Expectations and Behaviours	**Schools will be expected to work in line with the Professional Learning Model in the region:**

- Active and open collaboration with schools across the region and beyond
- Engagement in coaching and mentoring
- Effective use of data and research
- Emphasis on reflective practice
- Engagement where appropriate in blended learning

There is an expectation that schools engage with and deliver the following:

- Providing one to one support for specific schools identified by EAS. This will involve timely and regular mentoring and coaching of staff and middle leaders, providing model lessons, resources and advice. This support should encourage reflective practice and collaboration with the PL opportunities
- Working with the EAS LLC / Maths team to prepare and lead training and networking events from within the school, facilitating and leading collaboration and covering aspects of teaching and learning.
- Providing planning, monitoring and assessment support for senior leadership teams / English or Maths leads / literacy or numeracy coordinators with the support of Advisers.
- Engaging with the ETLF as a mechanism to support school to school and partner school improvement
- Supporting the roll out of the EAS Literacy / Numeracy Strategy and collaborating to develop relevant resources to underpin the strategy.
- Schools will also engage with and promote the key messages of the Oracy Wales project (English only). This will ensure the effective development of skills across the region.
- Hosting good practice sharing events. Visits to the LNS school may include learning walks, lesson observations and sharing planning and learning resources. Sharing impact of best practice to include pupil books
- Visiting participating schools as required as part of the collaborative professional learning model
  - Production of a regional good practice case study.
  - On-going tracking of activity through Microsoft forms.
  - Production of an outcome and impact report using the FADE method on a bi-annual basis (via grant monitoring tool).

Additional activity could include:

- Engaging in classroom and curriculum design research
- Hosting language challenge events

There is an expectation that schools will deliver the above over the course of the financial year at their discretion based on an average of one day a week in Big LNS Schools and one day per fortnight in Small LNS Schools.

Benefits	Schools will be provided with the following benefits:
	• Funding to deliver services and develop practice in the school • Opportunity for staff PL experience as evidence for PLP • Regular collaboration with and support for facilitation of school to school working by a designated EAS Adviser

LNS Schools: Welsh (Welsh medium, Primary) / Languages, Literacy and Communication – Specific Criteria Capture

Area / Subject:	LLC Welsh (Welsh medium), Primary
Funding:	£12 120 (x2)

The selection criteria we are applying to schools, our expectations of engaged schools, and the benefits we anticipate these schools enjoying from the work are set out below:

Selection Criteria	Schools will be selected to provide learning network support to other schools on the basis of:

	• Categorisation outcomes over the last 3 years evidence that the school has the capacity to sustain high quality and support others.
	• Whole school self-evaluation and improvement planning is good or excellent.
	• The school has high performing and effective leadership and excellent teaching and learning. Leaders and managers set high expectations for staff, pupils and themselves.
	• Recent Estyn outcomes evidence that the school is at least good or better.
	• The school has an effective, engaged and aspirational team of teachers and support staff. The quality of provision, including the learning environment and pupils' books is good or excellent overall.
	• The school has a good track record of collaboration. There is good evidence of engagement and impact of work with other schools to share best practice in their cluster and / or beyond.
	    • The school has a firm commitment by leadership and staff to the high-level development of Welsh Language and literacy across the school.
	    • The teaching of Welsh and literacy is well led and the quality of teaching and learning across the school is consistently good or excellent.
	    • The quality of pupils' work demonstrates strong progress in skills over time; from one phase to another, and during the school year.
	    • There is effective assessment for learning practice and robust monitoring, tracking and reporting arrangements which impact on the progress of individual learners and groups, including vulnerable learners.
	    • The school has effective quality assurance processes in place with evidence of regular lesson observations, learning walks, scrutiny of pupils' work and discussions with pupils.

Expectations and Behaviours	**Schools will be expected to work in line with the Professional Learning Model in the region:** • Active and open collaboration with schools across the region and beyond • Engagement in coaching and mentoring • Effective use of data and research • Emphasis on reflective practice • Engagement where appropriate in blended learning **There is an expectation that schools engage with and deliver the following:** • Providing one to one support for specific schools identified by EAS. This will involve timely and regular mentoring and coaching of staff and middle leaders, providing model lessons, resources and advice. This support should encourage reflective practice and collaboration with the PL opportunities • Working with the EAS LLC team to prepare and lead training and networking events from within the school, facilitating and leading collaboration and covering aspects of teaching and learning for the development of Welsh Language and literacy across the curriculum • Providing planning, monitoring and assessment support for senior leadership teams / Welsh leads / literacy coordinators with the support of Advisers • Engaging with the ETLF as a mechanism to support school to school and partner school improvement • Supporting the roll out of the EAS Literacy Strategy and collaborating to develop relevant resources to underpin the strategy for oracy, reading and writing. Schools will also engage with and promote the key messages of the Oracy Wales project. This will ensure the effective development of skills across the region. • Hosting good practice sharing events. Visits to the LNS school may include learning walks, lesson observations and sharing planning and learning resources. Sharing impact of best practice to include pupil books • Visiting participating schools as required as part of the collaborative professional learning model • Production of a regional good practice case study. • On-going tracking of activity through Microsoft forms. • Production of an outcome and impact report using the FADE method on a bi-annual basis (via grant monitoring tool). **Additional activity could include:** • Engaging in classroom and curriculum design research

	• Hosting language challenge events **There is an expectation that schools will deliver the above over the course of the financial year at their discretion based on an average of one day a week.**
Benefits	**Schools will be provided with the following benefits:** • Funding to deliver services and develop practice in the school • Opportunity for staff PL experience as evidence for PLP • Regular collaboration with and support for facilitation of school to school working by a designated EAS Adviser

LNS Schools: Welsh Medium (1ˢᵗ Language) – Specific Criteria Capture

Area / Subject:	Welsh Medium, Secondary (Welsh, English, Mathematics, Science)
Funding:	£10,000 per school

Our expectations of Welsh medium secondary schools, and the benefits we anticipate these schools enjoying from the work are set out below:

Expectations and Behaviours	**Schools and departments will be expected to work in line with the Professional Learning Model in the region:** • Active and open collaboration with schools across the region and beyond • Engagement in coaching and mentoring • Effective use of data and research • Emphasis on reflective practice • Engagement where appropriate in blended learning **This will include the following:** • Demonstrating innovation and constant development of practice in the school • Engaging with the EAS ETLF and EAS Assessment Strategy as a mechanism to support improvement within and across schools • Developing consistently good or excellent leadership, teaching and learning across Core departments • Developing consistently good or excellent departmental improvement plans, drawn from identified priorities, in collaboration with EAS Advisers and in partnership with partner schools • Implementing effective monitoring, tracking, assessment and reporting arrangements across Core departments which impact on the progress of individual learners and groups, including vulnerable learners • Conducting a cycle of visits to the other Welsh medium schools within the region to undertake learning walks, lesson observations / team teaching sessions, book scrutiny exercises and to share planning and learning resources (all Core departments). • Conducting joint standardisation and moderation of work across secondary schools (all Core departments) • Ensuring vibrant and stimulating learning environments that are used effectively to promote learning • Preparing and leading training and networking events from within the school, facilitating and leading collaboration and covering aspects of teaching and learning for the development of Welsh / English / Mathematics and Science • Collaborating on planning, monitoring and assessment across Welsh medium schools and with the CYDAG network of schools

	• Collaborating with the EAS Welsh in Education team and Welsh Government on the Informal Use of Welsh language framework / PCAI, meeting regularly to:
	    ➢ identify priorities for the development of the informal use of Welsh in and across the Welsh medium secondary schools
	    ➢ plan strategically for development of formal and informal use of Welsh across the school
	    ➢ consider progression from the Language Charter in primary schools
	    ➢ share best practice
	    ➢ plan opportunities for identified pupils to meet to share experiences and discuss progress
	• Supporting the roll out of the EAS Literacy Strategy and collaborating with clusters to develop cluster approaches to literacy
	• Working with the EAS, other regions and Welsh Government
	• Engaging in classroom and curriculum design research
	    • Production of a regional good practice case study.
	    • On-going tracking of activity through Microsoft forms.
	    • Production of an outcome and impact report using the FADE method on a bi-annual basis (via grant monitoring tool).
	
	Schools will be expected to allocate a specific number of days per week across the school year for members of staff from each of the four Core areas to deliver activity.

Benefits	**Schools and departments will be provided with the following benefits:** • Funding to deliver services and develop practice in the school • Opportunity for staff PL experience as evidence for PLP • Opportunity to contribute to regional, Local Authority and WG strategies on increasing informal language use, raising literacy standards and supporting the aspiration of a Million of Speakers • Regular collaboration with and support for facilitation of school to school working by a designated EAS Advisers

LNS Schools: Welsh Second Language (Primary) / Languages, Literacy and Communication – Specific Criteria Capture

Area / Subject:	LLC Welsh Second Language, Primary
Funding:	£4500 (x9)

The selection criteria we are applying to schools, our expectations of engaged schools, and the benefits we anticipate these schools enjoying from the work are set out below:

Welsh Second Language LNS Schools and the LLC Welsh in Education Support Team

Due to the high-level language training needs of practitioners and the need to build capacity for the teaching of Welsh across the SE Wales region, the LLC Welsh in Education officers will work in conjunction with partner LNS schools to develop an accessible professional learning model for Welsh Second Language for the future.

We are seeking to work with up to nine partner schools in 2018-19. Each of these nine schools will be the focus of the Welsh in Education team's support throughout the year and therefore will be allocated a designated Welsh in Education Officer (WEO) who will work closely with the school on a weekly basis.
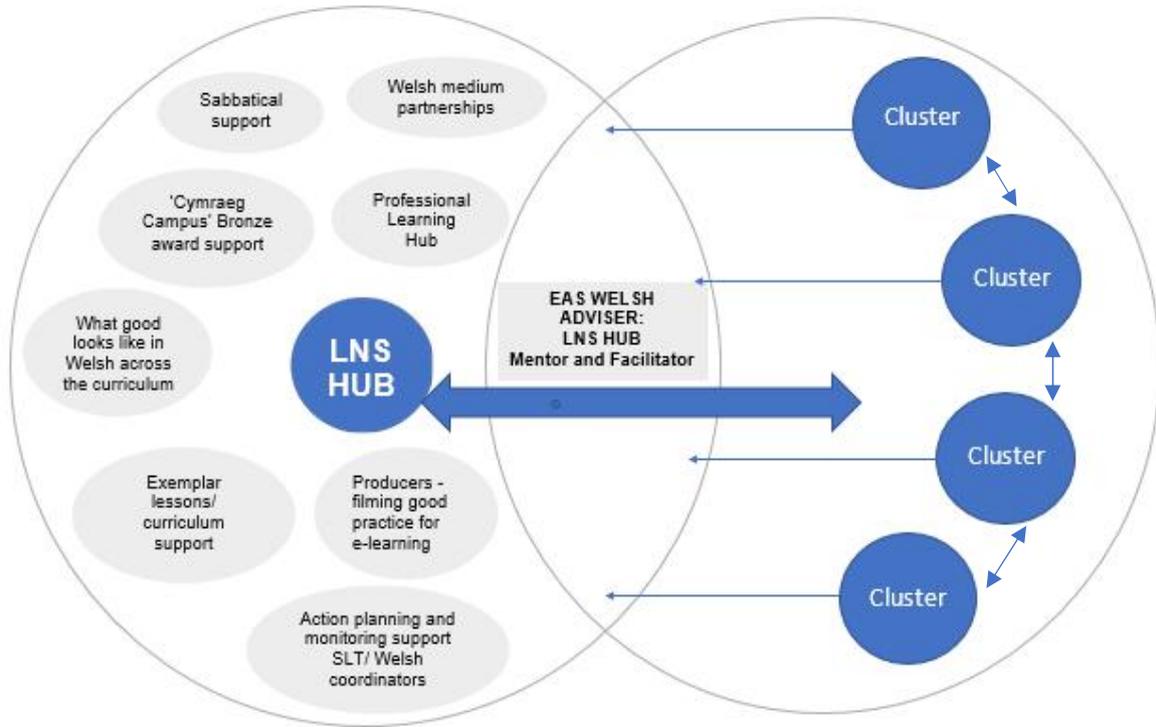
The assigned WEO will:
- Support the continued development of best practice in the delivery of Welsh and bilingualism within the LNS school
- Collaborate with the school to prepare and deliver regular, local networking and professional learning opportunities for their cluster and wider network of schools
- Collaborate with the school to develop and share evidence of best practice
- Collaborate with the school to develop and trial new resources and initiatives in Welsh and bilingualism +1 in line with AoLE developments

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Selection Criteria	**Schools will be selected to provide learning network support to other schools on the basis of:**
	• Categorisation outcomes over the last 3 years evidence that the school has the capacity to sustain high quality and support others.
	• Whole school self-evaluation and improvement planning is good or excellent.
	• The school has high performing and effective leadership and excellent teaching and learning. Leaders and managers set high expectations for staff, pupils and themselves.
	• Recent Estyn outcomes evidence that the school is at least good or better.
	• The school has an effective, engaged and aspirational team of teachers and support staff. The quality of provision, including the learning environment and pupils' books is good or excellent overall.

	• The school has a good track record of collaboration. There is good evidence of engagement and impact of work with other schools to share best practice in their cluster and / or beyond. • The school has a firm commitment by leadership and staff to the high-level development of Welsh Language across the school. • The teaching of Welsh 2nd Language is well led and the quality of teaching and learning across the school is consistently good or excellent. • The quality of pupils' work demonstrates strong progress in skills over time; from one phase to another, and during the school year. • There is effective assessment for learning practice and robust monitoring, tracking and reporting arrangements which impact on the progress of individual learners and groups, including vulnerable learners. • The school has effective quality assurance processes in place with evidence of regular lesson observations, learning walks, scrutiny of pupils' work and discussions with pupils. • The school is committed to the high-level development of Welsh and bilingualism across the school and will work closely with the Welsh in Education Team to develop capacity for the delivery of Welsh across their cluster, local network of schools and the wider region.
Expectations and Behaviours	**Schools will be expected to work in line with the Professional Learning Model in the region:** • Active and open collaboration with schools across the region and beyond • Engagement in coaching and mentoring • Effective use of data and research • Emphasis on reflective practice • Engagement where appropriate in blended learning **There is an expectation that schools engage with and deliver the following:** • Engaging with the regional Welsh language strategy • Demonstrating innovation and constant development of practice in the school with EAS Welsh in Education Officer support and mentoring • Working with the Welsh in Education officers to establish and maintain a network of colleagues from across the region, facilitating and leading collaboration as a new Welsh Second Language LNS Hub • Working with the Welsh in Education Officers to prepare and lead training and networking events from within the school • Providing planning, monitoring and assessment support for senior leadership teams / Welsh leads / coordinators with the support of Welsh in Education Officers.

	- Modelling / sharing agreed strategies with programme participants e.g. best practice in Welsh in and across specific year-groups; Cymraeg Campus developments. - Leading collaboration to support the introduction of the National Language Charter, Cymraeg Campus bilingualism framework (Efydd / Bronze) in other schools - Hosting good practice sharing events. Visits to the LNS school may include learning walks, lesson observations and sharing planning and learning resources. Sharing impact of best practice to include pupil books - Engaging in classroom and curriculum design research e.g. Welsh across the curriculum, bilingual +1 - Engaging in e-learning, producing and filming good practice e-learning clips to post and share on Hwb as part of the blended learning offer - Production of a regional good practice case study. - On-going tracking of activity through Microsoft forms. - Production of an outcome and impact report using the FADE method on a bi-annual basis (via grant monitoring tool). **There is an expectation that schools will deliver the above over the course of the financial year at their discretion based on an average of one day a fortnight.** **The schools will also be expected to receive regular visits from their designated Welsh in Education Officers to build best practice in Welsh, Welsh language skills / bilingualism across the school.**
Benefits	**Schools will be provided with the following benefits:** - Regular, sustained access to a designated Welsh in Education Officer - Funding to deliver services and develop practice in the school - Priority access to partnerships including the Urdd, Mentrau Iaith and HEIs delivering on the WG Sabbatical Scheme - Coaching and mentoring training and development for an identified member of staff with the on-site designated EAS Welsh adviser

Learning Network Schools and EAS Welsh Adviser draft visual model (Version 1)

Sabbatical support

Welsh medium partnerships

'Cymraeg Campus' Bronze award support

Professional Learning Hub

What good looks like in Welsh across the curriculum

LNS HUB

EAS WELSH ADVISER: LNS HUB Mentor and Facilitator

Exemplar lessons/ curriculum support

Producers - filming good practice for e-learning

Action planning and monitoring support SLT/ Welsh coordinators

Cluster

Cluster

Cluster

Cluster

LNS Schools: Welsh (Secondary) / Languages, Literacy and Communication – Specific Criteria Capture

Area / Subject:	Welsh 2nd Language, Secondary
Funding:	£12 120 (x1) – Big £6300 (x 2) - Small

The selection criteria we are applying to schools, our expectations of engaged schools, and the benefits we anticipate these schools enjoying from the work are set out below:

Selection Criteria	**Schools and departments will be selected to provide learning network support to other schools on the basis of:** • GCSE outcomes over the last 3 years evidence that the department has the capacity to sustain high quality and support others. • The department has an effective, engaged and aspirational team of teachers. The quality of provision, including the learning environment and pupils' books is good or excellent overall. • The quality and accuracy of departmental self-evaluation is good or excellent. The Head of Department knows the school's strengths and areas for development. Accurate and robust departmental self-evaluation uses a range of first-hand evidence. • The quality of departmental improvement planning is good or excellent. • The department has a good track record of making improvements which have impacted positively on pupils' learning, progress and well-being. • The department has effective assessment for learning practices and good departmental monitoring, tracking and reporting arrangements which impacts on the progress of individual learners and groups, including vulnerable learners. • There is good provision for skills' development which is well led, coordinated and systematically planned across the department. • Pupils' books and learning environments evidence purposeful opportunities for pupils to develop their skills across the curriculum.
Expectations and Behaviours	**Schools and departments will be expected to work in line with the Professional Learning Model in the region:** • Active and open collaboration with schools across the region and beyond • Engagement in coaching and mentoring • Effective use of data and research • Emphasis on reflective practice • Engagement where appropriate in blended learning

	There is an expectation that schools engage with and deliver the following:
	- Providing one to one support for specific schools identified by EAS. This will involve timely and regular mentoring and coaching of staff and middle leaders, providing model lessons, resources and advice. This support should encourage reflective practice and collaboration with the PL opportunities - Collaboration with the EAS MFL LNS schools to support development of innovation in language teaching - Working with the EAS LLC Welsh in Education team to prepare and lead training and networking events from within the school, facilitating and leading collaboration and covering aspects of teaching and learning for the development of Welsh and Welsh language skills / bilingualism - Providing planning, monitoring and assessment support for core leads / literacy / numeracy coordinators with the support of Advisers - Sharing good practice visits. Visits to the LNS school may include learning walks, lesson observations and sharing planning and learning resources. (funding to include all aspects of visits and expenses). Visits to other schools as required as part of the collaborative PL model. - Engaging with the ETLF as a mechanism to support school to school and partner school improvement - Engaging with the EAS Welsh language strategy and the National Welsh Language Charter framework to support effective skills development across the region - Production of a regional good practice case study. - On-going tracking of activity through Microsoft forms. - Production of an outcome and impact report using the FADE method on a bi-annual basis (via grant monitoring tool). **Additional activity could include:** - Visiting participating schools as required as part of the collaborative professional learning model - Engaging in classroom and curriculum design research **There is an expectation that schools will deliver the above over the course of the financial year at their discretion based on an average of one day a week in Big LNS Schools and one day per fortnight in Small LNS Schools.**
Benefits	**Schools and departments will be provided with the following benefits:** Funding to deliver services and develop practice in the school

	· Opportunity for staff PL experience as evidence for PLP · Regular collaboration with and support for facilitation of school to school working by a designated EAS Adviser

LNS Schools: Welsh Language Charter / Languages, Literacy and Communication – Specific Criteria Capture

Area / Subject:	Welsh Language Charter (Primary – September 2018 - March 2019)
Funding:	£4500 (x3)

The selection criteria we are applying to schools, our expectations of engaged schools, and the benefits we anticipate these schools enjoying from the work are set out below:

Selection Criteria	**Schools will be selected to provide learning network support to other schools on the basis of:** • The effectiveness of their systems and processes • Their track record of leadership and teaching • The outcomes of all of their learners over time • Their track record of collaboration. There is good evidence of engagement and impact of work with other schools to share best practice in their cluster and / or beyond • Their commitment to, engagement with and progress towards the aims of the National Language Charter
Expectations and Behaviours	**Schools will be expected to work in line with the Professional Learning Model in the region:** • Active and open collaboration with schools across the region and beyond • Engagement in coaching and mentoring • Effective use of data and research • Emphasis on reflective practice • Engagement where appropriate in blended learning **Schools will be expected to follow a timetable of visits to participating schools in line with the requirements of the Informal Use of Welsh grant. Schools should allocate one day per fortnight across the school year for a member of staff to undertake visits / collaborate with partner LNS schools and support networking / sharing of best practice.** **The work will also include:** • Demonstrating innovation and constant development of practice in the school and local community • Working with the EAS LLC Welsh team and Welsh Government to implement a programme of support for participant schools • Providing planning, monitoring and language web assessment /analysis support for participating schools' Charter coordinators / leadership teams • Sharing development plans, resources and approaches to support other schools with their journey towards verification of the Silver Award • Hosting good practice sharing events. Visits to the LNS school may include learning walks, sharing planning / resources and

	listening to learners. The learning environment is vibrant and stimulating and used effectively to promote the Charter
	• Using and analysing the Gwe Iaith (Language Web) to inform development of the Charter in and across schools
	• Working with the EAS LLC team to prepare and lead training and networking events
	• Supporting transition activity to ensure continuity and progression in language use in line with Charter objectives
	• Working with EAS, other regions and Welsh Government to consider best practice in language use from a national and international perspective and adopt new ideas and strategies
	• Engaging in e-learning, producing and filming good practice e-learning clips to post and share on Hwb as part of the blended learning offer
	• Providing a log of all support visits and meetings, training on a termly basis
Benefits	**Schools will be provided with the following benefits:**
	• Funding to deliver services and develop practice in the school
	• Regular collaboration with and support for facilitation of school to school working from the EAS LLC Welsh team
	• Access to partnerships with other regional Charter coordinators and the WG Welsh in Education Unit
	• Access to the latest national and international research on language use and development
	• Opportunity to contribute to regional, Local Authority and WG strategies on increasing informal language use, raising literacy standards and supporting the aspiration of a Million of Speakers

LNS Schools: Modern Foreign Languages / Languages, Literacy and Communication – Specific Criteria Capture

Area / Subject:	LLC Modern Foreign Languages / Ieithoedd Tramor Modern
Funding:	£12 500 (x5)

The selection criteria we are applying to schools, our expectations of engaged schools, and the benefits we anticipate these schools enjoying from the work are set out below:

Selection Criteria	**Schools and departments will be selected to provide learning network support to other schools on the basis of:** • GCSE outcomes over the last 3 years evidence that the department has the capacity to sustain high quality and support others • The department has an effective, engaged and aspirational team of teachers. The quality of provision, including the learning environment and pupils' books is good or excellent overall. • The quality and accuracy of departmental self-evaluation is good or excellent. The Head of Department knows the school's strengths and areas for development. Accurate and robust departmental self-evaluation uses a range of first-hand evidence. • The quality of departmental improvement planning is good or excellent. • The department has a good track record of making improvements which have impacted positively on pupils' learning, progress and well-being. • The department has effective assessment for learning practices and good departmental monitoring, tracking and reporting arrangements which impacts on the progress of individual learners and groups, including vulnerable learners. • There is good provision for skills' development which is well led, coordinated and systematically planned across the department. • Pupils' books and learning environments evidence purposeful opportunities for pupils to develop their skills across the curriculum. • The school actively promotes Modern Foreign Languages within the school.
Expectations and Behaviours	**Schools and departments will be expected to work in line with the Professional Learning Model in the region:** • Active and open collaboration with schools across the region and beyond • Engagement in coaching and mentoring • Effective use of data and research • Emphasis on reflective practice • Engagement where appropriate in blended learning

This will include delivering on the Welsh Government Global Futures strategy's key actions and workplan in the region and the Estyn Thematic Review of MFL:

- To increase the number of young people choosing to study modern foreign language subjects at Level 2 (GCSE level or equivalent), at Level 3 (A level or equivalent) and at higher education level by implementing Global Futures strategies within the school
- Creating better awareness of the advantages of learning additional languages and how they can lead more varied opportunities (to include use of the funding to invite a visiting speaking for a 'languages in careers' day (years 7 – 13) to the shool)
- To pilot and evaluate a model of modern foreign language delivery within the school's cluster primaries as part of the Languages, Literacy and Communication Area of Learning and Experience and the new curriculum for Wales 'Bilingual + 1 strategy'
- Maintaining and leading the network of teach meets for colleagues from across the region, facilitating and leading collaboration
- Hosting good practice sharing events. Visits to the LNS school may include learning walks, lesson observations and sharing planning and learning resources. Sharing impact of best practice to include pupil books
- Visiting other schools as required as part of the collaborative PL model (funding to include all aspects of visits and expenses to UK schools). This will also include applying for an Erasmus + Key Action 1 or 2 project grant in conjunction with the EAS MFL regional lead, to undertake a visit to schools abroad with at least 1 or 2 partner school(s) in the community and brokering costs for Erasmus + applications for the school and at least 2 partner primary schools (£1200)
- Providing bespoke support for specific schools who apply through the self-referral model directly to the school or via the EAS MFL regional lead. This will involve mentoring and coaching staff and middle leaders, providing model lessons, resources and advice. This support should encourage reflective practice and collaboration with the PL opportunities
- Developing innovation and demonstrating constant development of practice in the school or department and evaluating the impact on standards
- Engaging in best practice classroom pedagogy and curriculum design research to raise attainment
- Establishing links across Language, Literacy and Communication to establish and trial common approaches for multi-lingual literacy within the school
- Engaging in e-learning, producing and filming good practice to post and share on Hwb as part of the blended learning offer
- Producing an outcome and impact report using the FADE method on a termly basis as well as keeping a log of all meetings, training and visits

	- Working with EAS, other regions and Welsh Government (as requested) - Production of a regional good practice case study. - On-going tracking of activity through Microsoft forms. - Production of an outcome and impact report using the FADE method on a bi-annual basis (via grant monitoring tool). **There is an expectation that schools will deliver the above over the course of the financial year at their discretion based on an average of one day a week.**
Benefits	**Schools and departments will be provided with the following benefits:** - Funding to deliver services and develop practice in the school - Opportunity for staff PL experience as evidence for PLP - Regular collaboration with and support for facilitation of school to school working by the regional MFL lead

LNS Schools: Specific Criteria Capture

Area / Subject:	Science
Funding:	**£6300 (x3)**

The selection criteria we are applying to schools, our expectations of engaged schools, and the benefits we anticipate these schools enjoying from the work are set out below:

Selection Criteria	**Schools will be selected to provide learning network support to other schools on the basis of:** • Categorisation outcomes over the last 3 years evidence that the school has the capacity to sustain high quality and support others. • Whole school self-evaluation and improvement planning is good or excellent. • The school has high performing and effective leadership and excellent teaching and learning. Leaders and managers set high expectations for staff, pupils and themselves. • Recent Estyn outcomes evidence that the school is at least good or better. • The school has an effective, engaged and aspirational team of teachers and support staff. The quality of provision, including the learning environment and pupils' books is good or excellent overall. • The school has a good track record of collaboration. There is good evidence of engagement and impact of work with other schools to share best practice in their cluster and / or beyond. • The school has a firm commitment by leadership and staff to the high-level development of Science across the school. • The teaching of Science is well led and the quality of teaching and learning across the school is consistently good or excellent. • The quality of pupils' work demonstrates strong progress in skills over time; from one phase to another, and during the school year. • There is effective assessment for learning practice and robust monitoring, tracking and reporting arrangements which impact on the progress of individual learners and groups, including vulnerable learners. • The school has effective quality assurance processes in place with evidence of regular lesson observations, learning walks, scrutiny of pupils' work and discussions with pupils.
Expectations and Behaviours	**Schools will be expected to work in line with the Professional Learning Model in the region:** • Active and open collaboration with schools across the region and beyond • Engagement in coaching and mentoring • Effective use of data and research • Emphasis on reflective practice

	• Engagement where appropriate in blended learning
	
	There is an expectation that schools engage with and deliver the following:
	
	• Providing one to one support for specific schools identified by EAS. This will involve timely and regular mentoring and coaching of staff and middle leaders, providing model lessons, resources and advice. This support should encourage reflective practice and collaboration with the PL opportunities
	• Working with the EAS Science lead to prepare and lead training and networking events from within the school, facilitating and leading collaboration and covering aspects of teaching and learning.
	• Providing planning, monitoring and assessment support for senior leadership teams / Science leads with the support of the Science Adviser.
	• Engaging with the ETLF as a mechanism to support school to school and partner school improvement
	• Supporting the roll out of the EAS STEM Strategy and collaborating to develop relevant resources to underpin the strategy.
	• Hosting good practice sharing events. Visits to the LNS school may include learning walks, lesson observations and sharing planning and learning resources. Sharing impact of best practice to include pupil books
	• Visiting participating schools as required as part of the collaborative professional learning model
	    • Production of a regional good practice case study.
	    • On-going tracking of activity through Microsoft forms.
	    • Production of an outcome and impact report using the FADE method on a bi-annual basis (via grant monitoring tool).
	
	Additional activity could include:
	
	• Engaging in classroom and curriculum design research
	• Hosting Science challenge events
	
	There is an expectation that schools will deliver the above over the course of the financial year at their discretion based on an average of one day per fortnight in Small LNS Schools.

Benefits	**Schools will be provided with the following benefits:** • Funding to deliver services and develop practice in the school • Opportunity for staff PL experience as evidence for PLP • Regular collaboration with and support for facilitation of school to school working by a designated EAS Adviser

LNS Schools: Specific Criteria Capture

Area / Subject:	STEM
Funding:	£4500 (X 5) Primary £6300 (x1) Secondary

The selection criteria we are applying to schools, our expectations of engaged schools, and the benefits we anticipate these schools enjoying from the work are set out below:

Selection Criteria	Schools will be selected to provide learning network support to other schools on the basis of:
	• Categorisation outcomes over the last 3 years evidence that the school has the capacity to sustain high quality and support others.
	• Whole school self-evaluation and improvement planning is good or excellent.
	• The school has high performing and effective leadership and excellent teaching and learning. Leaders and managers set high expectations for staff, pupils and themselves.
	• Recent Estyn outcomes evidence that the school is at least good or better.
	• The school has an effective, engaged and aspirational team of teachers and support staff. The quality of provision, including the learning environment and pupils' books is good or excellent overall.
	• The school has a good track record of collaboration. There is good evidence of engagement and impact of work with other schools to share best practice in their cluster and / or beyond.
	• The school has a firm commitment by leadership and staff to the high-level development of STEM across the school.
	• The teaching of STEM is well led and the quality of teaching and learning across the school is consistently good or excellent.
	• The quality of pupils' work demonstrates strong progress in skills over time; from one phase to another, and during the school year.
	• There is effective assessment for learning practice and robust monitoring, tracking and reporting arrangements which impact on the progress of individual learners and groups, including vulnerable learners.
	• The school has effective quality assurance processes in place with evidence of regular lesson observations, learning walks, scrutiny of pupils' work and discussions with pupils.
	• Engaged fully with the STEM adviser and attended the STEM network meetings regularly.
	• Used the STEM strategy or liaised with STEM adviser to raise the profile of STEM for their learners and other stakeholders and develop STEM provision which they can evidence.

Expectations and Behaviours	**Schools will be expected to work in line with the Professional Learning Model in the region:** • Active and open collaboration with schools across the region and beyond • Engagement in coaching and mentoring • Effective use of data and research • Emphasis on reflective practice • Engagement where appropriate in blended learning **There is an expectation that schools engage with and deliver the following:** • Providing one to one support for specific schools identified by EAS. This will involve timely and regular mentoring and coaching of staff and middle leaders, providing model lessons, resources and advice. This support should encourage reflective practice and collaboration with the PL opportunities • Working with the EAS STEM lead to prepare and lead training and networking events from within the school, facilitating and leading collaboration and covering aspects of teaching and learning. • Providing planning, monitoring and assessment support for senior leadership teams / STEM leads with the support of the STEM Adviser. • Engaging with the ETLF as a mechanism to support school to school and partner school improvement • Supporting the roll out of the EAS STEM Strategy and collaborating to develop relevant resources to underpin the strategy. • Hosting good practice sharing events. Visits to the LNS school may include learning walks, lesson observations and sharing planning and learning resources. Sharing impact of best practice to include pupil books • Visiting participating schools as required as part of the collaborative professional learning model • Production of a regional good practice case study. • On-going tracking of activity through Microsoft forms. • Production of an outcome and impact report using the FADE method on a bi-annual basis (via grant monitoring tool). • Present and share your STEM experience at the EAS STEM event. **Additional activity could include:** • Engaging in classroom and curriculum design research • Hosting STEM challenge events **There is an expectation that schools will deliver the above over the course of the financial year at their discretion based on an average of one day per fortnight.**

Benefits	Schools will be provided with the following benefits:
	• Funding to deliver services and develop practice in the school
	• Opportunity for staff PL experience as evidence for PLP
	• Regular collaboration with and support for facilitation of school to school working by a designated EAS Adviser

LNS Schools: Subject / Service Area – Specific Criteria Capture

Area / Subject:	Foundation Phase (Schools)
Funding:	£6300 (x3)

The selection criteria we are applying to settings, our expectations of engaged schools, and the benefits we anticipate these schools enjoying from the work are set out below:

Selection Criteria	**Schools will be selected to provide Foundation Phase learning network support to other schools on the basis of:**
	• The school has an engaged, enthusiastic team who demonstrate a passion for Foundation Phase pedagogy and practice and can inspire others.
	• The curriculum on offer clearly embeds the statutory Foundation Phase framework being broad, balanced and focused on whole child development.
	• The school has good provision for skills' development. The breadth of pupils' experiences across the curriculum provides purposeful and progressive opportunities for pupils to practise and to develop their skills in literacy (Welsh/English), numeracy and ICT. Pupils' books and the learning environments evidence opportunities for pupils to demonstrate their skills purposefully across the curriculum.
	• The quality of provision, including the learning environment indoors and out is at least good and shows progression through the phase
	• The learning environment is carefully planned and monitored to ensure it meets the varying needs of the learners in each class.
	• The ability to demonstrate a culture and ethos of reflective practice amongst all practitioners focused on child development and experiential learning as key drivers for learning.
	• Foundation Phase leadership is represented by a TLR position ensuring that Foundation Phase pedagogy and practice can be supported at leadership and classroom level.
	• Estyn inspection outcomes, particularly with regard to the quality of teaching, learning and leading in the Foundation Phase.
	• A track record of engagement with other schools in their cluster and/or beyond which can demonstrate impact.
	• A good track record of making improvements which have impacted positively on pupils' learning, outcomes and well-being.
	• Its effective whole-school monitoring, tracking and reporting arrangements which impacts on the progress of individual learners and groups.
Expectations and Behaviours	**Schools will be expected to work in line with the Professional Learning Model in the region:** • Active and open collaboration

	• Engagement in coaching and mentoring • Effective use of data and research • Emphasis on reflective practice **There is an expectation that schools engage with and deliver the following:** • Contributing to central PL offer for example leadership network meetings, undertaking action research on identified aspects of Foundation Phase provision e.g. early learning, outdoor learning, the role of the adult, in order to offer support to others from a knowledge base. • Establishing and maintaining a network of colleagues from across the region, facilitating and leading collaboration. Engaging with the ETLF as a mechanism to support school and partner school improvement. • Preparing and leading PL workshops which demonstrate appropriate Foundation Phase pedagogy and provision including opportunities for participants to take part in reflection on own practice • Engage with Schools as Learning Organisations • Sharing good practice visits. Visits to the LNS school may include learning walks, lesson observations and sharing planning and learning resources. Visits to other schools as required as part of the collaborative PL model. • One to one support for specific schools identified by EAS. This will involve mentoring and coaching staff and Foundation Phase leaders, providing model lessons, advice and practical support. This support should encourage reflective practice and collaboration with the PL opportunities. • Working with EAS, other regions and Welsh Government for example engaging with the Oracy for Wales project. • Demonstrating constant development of practice in the school. • Engaging in classroom and curriculum design research. • Production of a regional good practice case study. • On-going tracking of activity through Microsoft forms. • Production of an outcome and impact report using the FADE method on a bi-annual basis (via grant monitoring tool). **There is an expectation that schools will deliver the above over the course of the financial year at their discretion based on an average of one day a fortnight.**
Benefits	**Schools and departments will be provided with the following benefits:** • Funding to deliver services and develop practice in the school. • Networking opportunities to share best practice. • Capacity building at school level to include leadership, teaching and learning.

	• Opportunity for staff PL experience as evidence for PLP.

LNS Schools: Subject / Service Area – Specific Criteria Capture

Area / Subject:	Foundation Phase (Non-Maintained Settings)
Funding:	Settings: £3960 (x3)

The selection criteria we are applying to settings, our expectations of engaged settings, and the benefits we anticipate these settings enjoying from the work are set out below:

Selection Criteria	Settings will be selected to provide Foundation Phase learning network support to other settings on the basis of:
	- The setting has an engaged, enthusiastic team who demonstrate a passion for Foundation Phase pedagogy and practice and can inspire others. - Robust self-evaluation procedures secure focused setting improvement plans which make good use of early years and grant funding in order to raise standards of teaching and learning. - The curriculum on offer clearly embeds the statutory Foundation Phase framework being broad, balanced and focused on whole child development. - The setting has good provision for skills' development. The breadth of children's experiences across the curriculum provides purposeful opportunities for children to practise and to develop their skills in literacy (Welsh/English), numeracy and ICT. - The quality of provision, including the learning environment indoors and out is at least good with developmentally appropriate resources. - The learning environment is carefully planned and monitored to ensure it meets the varying needs of the learners. - The ability to demonstrate a culture and ethos of reflective practice amongst all practitioners focused on child development and experiential learning as key drivers for learning. - Foundation Phase leaders regularly attend training and network meetings ensuring that Foundation Phase pedagogy and practice can be supported at leadership and room level. - Estyn inspection outcomes, particularly with regard to the quality of teaching, learning and leadership. - A track record of engagement with other settings in the region which can demonstrate impact. - A good track record of making improvements which have impacted positively on pupils' learning, outcomes and well-being. - A good track record of engaging with external professional organisations for the benefit of all learners.

Expectations and Behaviours	**Settings will be expected to work in line with the Professional Learning Model in the region:** • Active and open collaboration • Engagement in coaching and mentoring • Effective use of data and research • Emphasis on reflective practice **There is an expectation that schools engage with and deliver the following:** • Contributing to central PL offer as and when required. • Sharing good practice visits. Visits to the LNS settings may include learning walks and sharing planning and learning resources. Visits to other settings as required as part of the collaborative PL model. • One to one support for settings identified by EAS. This will involve mentoring and coaching staff and leaders, providing model sessions, advice and practical support. • Demonstrating constant development of practice in the setting • Production of a regional good practice case study. • On-going tracking of activity through Microsoft forms. • Production of an outcome and impact report using the FADE method on a bi-annual basis. **There is an expectation that settings will deliver the above over the course of the financial year at their discretion based on an average of one day a week.**
Benefits	**Schools and departments will be provided with the following benefits:** • Funding to deliver services and develop practice in the school. • Networking opportunities to share best practice. • Capacity building at school level to include leadership, teaching and learning. • Opportunity for staff PL experience as evidence for PLP.

LNS Schools: Subject / Service Area – Specific Criteria Capture

Area / Subject:	'Good Schools' Primary and Secondary
Funding:	Primary / Special / PRU: £8,100 (x10) Secondary: £12,120 (x5)

The selection criteria we are applying to schools, our expectations of engaged schools, and the benefits we anticipate these schools enjoying from the work are set out below:

Selection Criteria	Schools and departments will be selected to provide learning network support to other schools on the basis of: • Categorisation outcomes over the last 3 years evidence that the school has the capacity to sustain high quality and support others (yellow or green). • Step 2 categorisation is an A or B, evidencing that the school has high performing and effective leadership and excellent teaching and learning. Leaders and managers set high expectations for staff, pupils and themselves. • Recent Estyn outcomes evidence that the school is at least good or better. • The school has an effective, engaged and aspirational team of teachers and support staff. The quality of provision for teaching and learning and well-being, including the learning environment and pupils' books is good or excellent overall. • The quality and accuracy of whole school self-evaluation and departmental evaluation (secondary only) is good or excellent. Leaders and managers know the school's strengths and areas for development. Accurate and robust self-evaluation uses a range of first-hand evidence to make informed judgements. • The quality of school development planning, drawn from the identified priorities of self-evaluation and departmental improvement planning (secondary only) is good or excellent. The school uses resources, including grant spend appropriately. • The school has a good track record of making improvements which have impacted positively on pupils' learning, progress and well-being. • The school has a good track record of collaboration. There is good evidence of engagement and impact of work with other schools to share best practice in their cluster and / or beyond. • Leaders have created a culture and ethos to support the professional learning of staff to increase their professional knowledge, understanding and skills which has impacted on pupils' learning and practice. • The school has effective assessment for learning practices and good whole-school monitoring, tracking and reporting arrangements which impacts on the progress of individual learners and groups, including vulnerable learners.

	• The school has good provision for skills' development which is well led, coordinated and systematically planned across the school. The teaching of skills across the curriculum reflects the agreed whole-school approach, which is consistently applied. The breadth of pupils' experiences across the curriculum provides purposeful, progressive opportunities for pupils to practise and to develop their skills in literacy (Welsh/English), numeracy and ICT. Pupils' books and learning environments evidence purposeful opportunities for pupils to develop their skills across the curriculum. The quality of the school's provision for the development of Welsh language skills is good or excellent. • Governors are effective, understand and discharge their roles and responsibilities. Governors know the school's strengths and areas for development and have been an integral part of setting the school's strategic priorities. The quality of the Headteacher's report is good or excellent and enables the governing body to support and challenge appropriately.
Expectations and Behaviours	**Schools and departments will be expected to work in line with the Professional Learning Model in the region:** • Active and open collaboration • Engagement in coaching and mentoring • Effective use of data and research • Emphasis on reflective practice • Engagement where appropriate in blended learning **There is an expectation that schools engage with and deliver the following:** • A commitment to the cluster model of working. • Engagement with the ETLF as a mechanism to support school and partner school improvement. • Engagement with Schools as Learning Organisations. • Engagement with the online Governor self-evaluation toolkit. • Contributing and delivering aspects of the Professional Learning Offer (PLO) for example, effective whole school self-evaluation and improvement planning. • Delivery of Assessment for Learning, including rolling out the national training modules. • One to one support for specific schools identified by EAS. This could involve mentoring and coaching for governors, leaders, middle leaders and support staff. This support should encourage reflective practice and collaboration with the PL opportunities. • Hosting good practice sharing events. Visits to the LNS school may include learning walks, session observations and sharing planning and learning resources. • Production of a regional good practice case study. • On-going tracking of activity through Microsoft forms. • Production of an outcome and impact report using the FADE method on a bi-annual basis (via grant monitoring tool).

	Additional activity could include: • Visits to other schools as required as part of the collaborative PL model. • Engaging in classroom and curriculum design research. **There is an expectation that schools will deliver the above over the course of the financial year at their discretion based on an average of one day a week.**
Benefits	**Schools and departments will be provided with the following benefits:** • Funding to deliver services and develop practice in the school. • Networking opportunities to share best practice. • Capacity building at school level to include leadership, teaching and learning. • Opportunity to input into WG and regional strategy on school improvement, the curriculum, teaching and learning. • Opportunity for staff PL experience as evidence for PLP

LNS Schools: Subject / Service Area – Specific Criteria Capture

Area / Subject:	A' level provision school in one of the following 3 areas: 1. Science (to include Biology, Chemistry and Physics) 2. Humanities (to include English Literature, Geography and Religious Studies) 3. Maths/ICT (to include Maths, ICT and Media Studies)
Funding:	Secondary: £2010 (x3)

The selection criteria we are applying to schools, our expectations of engaged schools, and the benefits we anticipate these schools enjoying from the work are set out below:

Selection Criteria	Schools and departments will be selected to provide learning network support to other schools on the basis of:
	• Pupils outcomes at KS5 in the identified subject(s) over the last 3 years evidence that the school has the capacity to sustain high quality and support others. • The sixth form has high performing and effective leadership and excellent teaching and learning. Leaders and managers set high expectations for staff, pupils and themselves. • Recent Estyn outcomes evidence that the school is at least good or better. • The school has an effective, engaged and aspirational team of teachers and support staff. The quality of provision for teaching and learning and well-being, including the learning environment and pupils' books is good or excellent overall. • The quality and accuracy of KS5 self-evaluation and departmental evaluation is good or excellent. Leaders and managers know the school's strengths and areas for development. Accurate and robust self-evaluation uses a range of first-hand evidence to make informed judgements. • The quality of departmental improvement planning is good or excellent. The school uses resources, including grant spend appropriately. • The school has a good track record of making improvements which have impacted positively on pupils' learning, progress and well-being. • The school has a good track record of collaboration. There is good evidence of engagement and impact of work with other schools to share best practice in their cluster and / or beyond. • Leaders have created a culture and ethos to support the professional learning of staff to increase their professional knowledge, understanding and skills which has impacted on pupils' learning and practice. • The school has effective assessment for learning practices and good whole-school monitoring, tracking and reporting arrangements which impacts on the progress of individual learners and groups, including vulnerable learners.

Expectations and Behaviours	**Schools and departments will be expected to work in line with the Professional Learning Model in the region:** • Active and open collaboration • Engagement in coaching and mentoring • Effective use of data and research • Emphasis on reflective practice • Engagement where appropriate in blended learning **There is an expectation that schools engage with and deliver the following:** • One to one support for specific schools identified by EAS. This could involve mentoring and coaching for subject specific Heads of Departments or A 'level teachers to support in the improvement of A' level results in other schools. • Hosting good practice sharing events. Visits to the LNS school may include learning walks, session observations and sharing planning and learning resources • Engagement with the ETLF as a mechanism to support school and partner school improvement. • Engagement with Schools as Learning Organisations. • Production of a regional good practice case study. • On-going tracking of activity through Microsoft forms. • Production of an outcome and impact report using the FADE method on a bi-annual basis (via grant monitoring tool). **Additional activity could include:** • Visits to other schools as required as part of the collaborative PL model. • Engaging in classroom activity and curriculum development **There is an expectation that schools will deliver the above over the course of the financial year at their discretion based on an average of one day a week.**
Benefits	**Schools and departments will be provided with the following benefits:** • Funding to deliver services and develop practice in the school. • Networking opportunities to share best practice. • Developing individual staff as mentors and leaders of Professional Learning and contributing towards evidence for PLP

LNS Schools: Subject / Service Area – Specific Criteria Capture

Area / Subject:	'Hwb Support Schools'
Funding:	**Primary, Secondary, Special or PRU £4500**

The selection criteria we are applying to schools, our expectations of engaged schools, and the benefits we anticipate these schools enjoying from the work are set out below:

Selection Criteria	**Schools and departments will be selected to provide learning network support to other schools on the basis of:**
	• Categorisation outcomes over the last 3 years evidence that the school has the capacity to sustain high quality and support others (yellow or green).
	• Step 2 categorisation is an A, evidencing that the school has high performing and effective leadership and excellent teaching and learning. Leaders and managers set high expectations for staff, pupils and themselves.
	• Recent Estyn outcomes evidence that the school is at least good or better.
	• The school has an effective, engaged and aspirational team of teachers and support staff. The quality of provision, including the learning environment and pupils' books is good or excellent overall.
	• The school has a good track record of making improvements which have impacted positively on pupils' learning, progress and well-being.
	• The school has a good track record of collaboration. There is good evidence of engagement and impact of work with other schools to share best practice in their cluster and / or beyond.
	• Leaders have created a culture and ethos to support the professional learning of staff to increase their professional knowledge, understanding and skills which has impacted on pupils' learning and practice.
	• The school has established and sustained use of Hwb with significant and demonstrable engagement using the platform
	• The school has good provision for skills' development which is well led, coordinated and systematically planned across the school. The teaching of skills across the curriculum reflects the agreed whole-school approach, which is consistently applied. The breadth of pupils' experiences across the curriculum provides purposeful, progressive opportunities for pupils to practise and to develop their skills in literacy (Welsh/English), numeracy and ICT. Pupils' books and learning environments evidence purposeful opportunities for pupils to develop their skills across the curriculum. The quality of the school's provision for the development of Welsh language skills is good or excellent.
	• Governors are effective, understand and discharge their roles and responsibilities. Governors know the school's strengths and areas for

	development and have been an integral part of setting the school's strategic priorities. The quality of the Headteacher's report is good or excellent and enables the governing body to support and challenge appropriately.
Expectations and Behaviours	**Schools and departments will be expected to work in line with the Professional Learning Model in the region:** • Active and open collaboration • Engagement in coaching and mentoring • Effective use of data and research • Emphasis on reflective practice • Engagement where appropriate in blended learning **There is an expectation that schools engage with and deliver the following:** • One to one support for specific schools identified by EAS. This could involve mentoring and coaching for governors, leaders, middle leaders and support staff. This support should encourage reflective practice and collaboration with the PL opportunities. • Act as ambassadors for Digital Learning within in region including attending networking events. • Support the development of resources to be stored on Hwb. • Deliver an agreed number of Hwb training sessions during the course of the year • Hosting good practice sharing events. Visits to the LNS school may include learning walks, session observations and sharing planning and learning resources. • Production of a regional good practice case study. • On-going tracking of activity through Microsoft forms. • Production of an outcome and impact report using the FADE method on a bi-annual basis (via grant monitoring tool). **Additional activity could include:** • Visits to other schools as required as part of the collaborative PL model. • Engaging in classroom and curriculum design research. **There is an expectation that schools will deliver the above over the course of the financial year at their discretion based on an average of one day per fortnight.**
Benefits	**Schools and departments will be provided with the following benefits:** • Funding to deliver services and develop practice in the school. • Networking opportunities to share best practice. • Capacity building at school level to include leadership, teaching and learning. • Opportunity to input into WG and regional strategy on school improvement, the curriculum, teaching and learning. • Opportunity for staff PL experience as evidence for PLP

LNS Schools: Subject / Service Area – Specific Criteria Capture

Area / Subject:	**Non-Core GCSEs: Geography, History, PE, Art, Music, Drama, ICT, Computing, Business Studies, DT, Food and Nutrition (x 1 per subject)** **Skills Challenge (x2)**
Funding:	**£6300**

The selection criteria we are applying to schools, our expectations of engaged schools, and the benefits we anticipate these schools enjoying from the work are set out below:

Selection Criteria	**Schools and departments will be selected to provide learning network support to other schools on the basis of:** • GCSE outcomes over the last 3 years evidence that the department has the capacity to sustain high quality and support others • The department has an effective, engaged and aspirational team of teachers. The quality of provision, including the learning environment and pupils' books is good or excellent overall. • The quality and accuracy of departmental self-evaluation is good or excellent. The Head of Department knows the school's strengths and areas for development. Accurate and robust departmental self-evaluation uses a range of first-hand evidence. • The quality of departmental improvement planning is good or excellent. • The department has a good track record of making improvements which have impacted positively on pupils' learning, progress and well-being. • The department has effective assessment for learning practices and good departmental monitoring, tracking and reporting arrangements which impacts on the progress of individual learners and groups, including vulnerable learners. • There is good provision for skills' development which is well led, coordinated and systematically planned across the department. • Pupils' books and learning environments evidence purposeful opportunities for pupils to develop their skills across the curriculum.
Expectations and Behaviours	**Schools and departments will be expected to work in line with the Professional Learning Model in the region:** • Active and open collaboration • Engagement in coaching and mentoring • Effective use of data and research • Emphasis on reflective practice • Engagement where appropriate in blended learning

	There is an expectation that schools engage with and deliver the following:
	 • One to one support for specific teachers or departments. This may involve sharing resources, visits, providing model lessons, resources and advice. This support should encourage reflective practice and collaboration with the PL opportunities. • Establishing, maintaining and developing a network of colleagues from across the region. Facilitating and leading collaboration and reflective practice. • Preparing and leading PL network events that meet the PL model, covering aspects of teaching and learning. • Engaging with the ETLF as a mechanism to support school to school and partner school improvement • Sharing good practice visits. Visits to the LNS school may include learning walks, lesson observations and sharing planning and learning resources. (funding to include all aspects of visits and expenses). Visits to other schools as required as part of the collaborative PL model. • Demonstrating constant development of practice in the school or department • Engaging in classroom and curriculum design research. • Production of a regional good practice case study. • On-going tracking of activity through Microsoft forms. • Production of an outcome and impact report using the FADE method on a bi-annual basis (via grant monitoring tool). **Additional activity could include:** • Establish links with Curriculum Pioneer schools and other LNS within the relevant AoLE to further develop understanding of the curriculum reform process. Encourage communities of practice to focus on the new curriculum. (EAS will provide support and will facilitate links) **There is an expectation that schools will deliver the above over the course of the financial year at their discretion based on an average of one day per fortnight.**
Benefits	**Schools and departments will be provided with the following benefits:** • Funding to deliver services and develop practice in the school. • Networking opportunities to share best practice. • Capacity building at school level to include leadership, teaching and learning. • Opportunity to input into WG and regional strategy on school improvement, the curriculum, teaching and learning.

LNS Schools: Subject / Service Area – Specific Criteria Capture

Area / Subject:	'Digital Professional Learning Approach Pilot/Support School'
Funding:	Primary, Secondary, Special or PRU £4500

The selection criteria we are applying to schools, our expectations of engaged schools, and the benefits we anticipate these schools enjoying from the work are set out below:

Selection Criteria	Schools and departments will be selected to provide learning network support to other schools on the basis of:
	- Categorisation outcomes over the last 3 years evidence that the school has the capacity to sustain high quality and support others (yellow or green). - Step 2 categorisation is an A, evidencing that the school has high performing and effective leadership and excellent teaching and learning. Leaders and managers set high expectations for staff, pupils and themselves. - Recent Estyn outcomes evidence that the school is at least good or better. - The school has an effective, engaged and aspirational team of teachers and support staff. The quality of provision, including the learning environment and pupils' books is good or excellent overall. - The school has a good track record of making improvements which have impacted positively on pupils' learning, progress and well-being. - The school has a good track record of collaboration. There is good evidence of engagement and impact of work with other schools to share best practice in their cluster and / or beyond. - Leaders have created a culture and ethos to support the professional learning of staff to increase their professional knowledge, understanding and skills which has impacted on pupils' learning and practice. - The school has established and sustained use of Hwb with significant and demonstrable engagement using the platform - The school has good provision for skills' development which is well led, coordinated and systematically planned across the school. The teaching of skills across the curriculum reflects the agreed whole-school approach, which is consistently applied. The breadth of pupils' experiences across the curriculum provides purposeful, progressive opportunities for pupils to practise and to develop their skills in literacy (Welsh/English), numeracy and ICT. Pupils' books and learning environments evidence purposeful opportunities for pupils to develop their skills across the curriculum. The quality of the school's provision for the development of Welsh language skills is good or excellent. - Governors are effective, understand and discharge their roles and responsibilities. Governors know the school's strengths and areas for

	development and have been an integral part of setting the school's strategic priorities. The quality of the Headteacher's report is good or excellent and enables the governing body to support and challenge appropriately.
Expectations and Behaviours	**Schools and departments will be expected to work in line with the Professional Learning Model in the region:** • Active and open collaboration • Engagement in coaching and mentoring • Effective use of data and research • Emphasis on reflective practice • Engagement where appropriate in blended learning **There is an expectation that schools engage with and deliver the following:** • Schools actively engage with the Digital Professional Learning Approach, developing an understanding of and piloting the new framework. School s should investigate how the framework can be used to support the Professional Learning of staff. • On completion of a successful pilot, schools should support other school's engagement with the framework. • One to one support for specific schools identified by EAS. This could involve mentoring and coaching for governors, leaders, middle leaders and support staff. This support should encourage reflective practice and collaboration with the PL opportunities. • Act as ambassadors for Digital Learning within in region including attending networking events. • Hosting good practice sharing events. Visits to the LNS school may include learning walks, session observations and sharing planning and learning resources. • Production of a regional good practice case study. • On-going tracking of activity through Microsoft forms. • Production of an outcome and impact report using the FADE method on a bi-annual basis (via grant monitoring tool). **Additional activity could include:** • Visits to other schools as required as part of the collaborative PL model. • Engaging in classroom and curriculum design research. **There is an expectation that schools will deliver the above over the course of the financial year at their discretion based on an average of one day per fortnight.**
Benefits	**Schools and departments will be provided with the following benefits:** • Funding to deliver services and develop practice in the school. • Networking opportunities to share best practice. • Capacity building at school level to include leadership, teaching and learning.

	- Opportunity to input into WG and regional strategy on school improvement, the curriculum, teaching and learning. - Opportunity for staff PL experience as evidence for PLP

LNS Schools: Specific Criteria Capture

Area / Subject:	Wellbeing – Vulnerable Groups of Learners Primary / Secondary / Special / PRU
Funding:	3 X Primary / Special / PRU (£4,500) 3 X Secondary (£6,300)

The selection criteria we are applying to schools, our expectations of engaged schools, and the benefits we anticipate these schools enjoying from the work are set out below:

Selection Criteria	**Schools will be selected to provide learning network support to other schools on the basis of:** • Categorisation outcomes over the last 3 years evidence that the school has the capacity to sustain high quality and support others. • Whole school self-evaluation and improvement planning is good or excellent. • The school has high performing and effective leadership and excellent teaching and learning. Leaders and managers set high expectations for staff, pupils and themselves. • Recent Estyn outcomes evidence that the school is at least good or better. • The school has an effective, engaged and aspirational team of teachers and support staff. The quality of provision, including the learning environment and pupils' books is good or excellent overall. • The school has a good track record of collaboration. There is good evidence of engagement and impact of work with other schools to share best practice in their cluster and / or beyond. • The school has a firm commitment by leadership and staff to the high-level development of tracking and intervention provision to support vulnerable learners. • There is effective evidence of engaging with families and the wider community to support vulnerable learners. • The school has a good track record of engaging with other agencies to provide high quality provision for groups of vulnerable learners. • There is effective assessment for learning practice and robust monitoring, tracking and reporting arrangements which impact on the progress of individual learners and groups, including vulnerable learners. • The school has effective quality assurance processes in place with evidence of regular lesson observations, learning walks, scrutiny of pupils' work and discussions with pupils.
Expectations and Behaviours	**Schools will be expected to work in line with the Professional Learning Model in the region:** • Active and open collaboration with schools across the region and beyond

	- Engagement in coaching and mentoring
	- Effective use of data and research
	- Emphasis on reflective practice
	- Engagement where appropriate in blended learning
	
	There is an expectation that schools engage with and deliver the following:
	
	- Providing one to one support for specific schools identified by EAS. This will involve timely and regular mentoring and coaching of staff and middle leaders, providing model lessons, resources and advice. This support should encourage reflective practice and collaboration with the PL opportunities
	- Working with the EAS Wellbeing and Equity Lead, to prepare and lead training and networking events from within the school, facilitating and leading collaboration and covering aspects of teaching and learning.
	- Providing planning, tracking and assessment support for senior leadership teams / Family and Community Engagement Officers/Wellbeing leads in partnership with the EAS lead
	- Engaging with the ETLF as a mechanism to support school to school and partner school improvement
	- Supporting the roll out of the Wellbeing and Equity Strategy and collaborating to develop relevant resources to underpin the strategy.
	- Supporting the roll out of the Wellbeing Walk – an audit toolkit to inform capacity planning within the setting.
	- To assist in capturing case studies as examples to form an EAS Wellbeing and Equity Directory available to all schools.
	- Hosting good practice sharing events. Visits to the LNS school may include learning walks, lesson observations, pupil voice activities and sharing planning and learning resources.
	- Visiting participating schools as required as part of the collaborative professional learning model
	   - Production of a regional good practice case study.
	   - On-going tracking of activity through Microsoft forms.
	   - Production of an outcome and impact report using the FADE method on a bi-annual basis (via grant monitoring tool).
	
	Additional activity could include:
	
	- Hosting learning events for parents/carers.
	- Hosting information sharing events with other agencies.
	
	There is an expectation that schools will deliver the above over the course of the financial year at their discretion based on an average of one day a fortnight.

Benefits	**Schools will be provided with the following benefits:** - Funding to deliver services and develop practice in the school - Opportunity for staff PL experience as evidence for PLP

	• Regular collaboration with and support for facilitation of school to school working by EAS lead in Wellbeing and Equity.

LNS Schools: Specific Criteria Capture

Area / Subject:	LAC - Cluster
Funding:	1 X Cluster £11,160

The selection criteria we are applying to schools, our expectations of engaged schools, and the benefits we anticipate these schools enjoying from the work are set out below:

Selection Criteria	**Cluster will be selected to provide learning network support to other schools on the basis of:** • Successful cluster collaboration. • Cluster working and improvement planning is good or excellent. • The Cluster has high performing and effective leadership and excellent teaching and learning. Leaders and managers set high expectations for staff, pupils and themselves. • LAC Cluster FADEs evidence strong collaboration, building cluster capacity to support learners who are LAC, formally LAC and adopted. • The cluster has an effective, engaged and aspirational team of leaders. The quality of provision, including the learning environment and pupils' books is good or excellent overall. • The school has a good track record of collaboration. There is good evidence of engagement and impact of work with other schools to share best practice in their cluster and / or beyond. • The cluster has a firm commitment by leadership and staff to the high-level development of tracking and intervention provision to support learners who are LAC, formally LAC and adopted. • There is effective evidence of support to further engage with learners who are LAC, formally LAC and adopted. • The school has a good track record of engaging with other agencies to provide high quality provision for learners who are LAC, formally LAC and adopted. • There is effective assessment for learning practice and robust monitoring, tracking and reporting arrangements which impact on the progress of individual learners and groups, including learners who are LAC, formally LAC and adopted.
Expectations and Behaviours	**Cluster will be expected to work in line with the Professional Learning Model in the region:** • Active and open collaboration with schools and clusters across the region and beyond • Engagement in coaching and mentoring • Effective use of data and research • Emphasis on reflective practice • Engagement where appropriate in blended learning

	There is an expectation that schools engage with and deliver the following:
	
	• Providing one to one support for specific schools identified by EAS. This will involve timely and regular mentoring and coaching of staff and middle leaders, providing model lessons, resources and advice. This support should encourage reflective practice and collaboration with the PL opportunities
	• Working with the EAS Wellbeing and Equity Lead, to prepare and lead training and networking events from within the school, facilitating and leading collaboration and covering aspects of teaching and learning.
	• Providing planning, tracking and assessment support for senior leadership teams / LAC Leaders in partnership with the EAS lead
	• Engaging with the ETLF as a mechanism to support school to school and partner school improvement
	• Supporting the work of the Looked After Strategy and collaborating to develop relevant resources to underpin the strategy.
	• Hosting good practice sharing events. Visits to the LNS school may include learning walks, lesson observations, pupil voice activities and sharing planning and learning resources.
	• Visiting participating schools as required as part of the collaborative professional learning model
	    • Production of a regional good practice case study.
	    • On-going tracking of activity through Microsoft forms.
	    • Production of an outcome and impact report using the FADE method on a bi-annual basis (via grant monitoring tool).
	
	Additional activity could include:
	
	• Hosting learning events for parents/carers.
	• Hosting information sharing events with other agencies.
	
	There is an expectation that member of the cluster will deliver the above over the course of the financial year at their discretion based on an average of one day a week.

Benefits	**Schools will be provided with the following benefits:** • Funding to deliver services and develop practice in the school • Opportunity for staff PL experience as evidence for PLP • Regular collaboration with and support for facilitation of school to school working by EAS lead in Wellbeing and Equity.

LNS Schools: Specific Criteria Capture

Area / Subject:	More Able Primary / Secondary / Special / PRU
Funding:	3 X Primary / Special / PRU (£4,500) 3 X Secondary (£6,300)

The selection criteria we are applying to schools, our expectations of engaged schools, and the benefits we anticipate these schools enjoying from the work are set out below:

Selection Criteria	**Schools will be selected to provide learning network support to other schools on the basis of:** • Categorisation outcomes over the last 3 years evidence that the school has the capacity to sustain high quality and support others. • Whole school self-evaluation and improvement planning is good or excellent. • The school has high performing and effective leadership and excellent teaching and learning. Leaders and managers set high expectations for staff, pupils and themselves. • Recent Estyn outcomes evidence that the school is at least good or better. • The school has an effective, engaged and aspirational team of teachers and support staff. The quality of provision, including the learning environment and pupils' books is good or excellent overall. • The school has a good track record of collaboration. There is good evidence of engagement and impact of work with other schools to share best practice in their cluster and / or beyond. • The school has a firm commitment by leadership and staff to the high-level development of tracking and intervention provision to support More Able Learners • There is effective evidence of enrichment activities to further engage with More Able Learners. • The school has a good track record of engaging with other agencies to provide high quality provision for More Able Learners • There is effective assessment for learning practice and robust monitoring, tracking and reporting arrangements which impact on the progress of individual learners and groups, including More Able Learners • The school has effective quality assurance processes in place with evidence of regular lesson observations, learning walks, scrutiny of pupils' work and discussions with pupils.
Expectations and Behaviours	**Schools will be expected to work in line with the Professional Learning Model in the region:** • Active and open collaboration with schools across the region and beyond

	• Engagement in coaching and mentoring
	• Effective use of data and research
	• Emphasis on reflective practice
	• Engagement where appropriate in blended learning
	
	There is an expectation that schools engage with and deliver the following:
	
	• Providing one to one support for specific schools identified by EAS. This will involve timely and regular mentoring and coaching of staff and middle leaders, providing model lessons, resources and advice. This support should encourage reflective practice and collaboration with the PL opportunities
	• Working with the EAS Wellbeing and Equity Lead, to prepare and lead training and networking events from within the school, facilitating and leading collaboration and covering aspects of teaching and learning.
	• Providing planning, tracking and assessment support for senior leadership teams / More Able Leaders in partnership with the EAS lead
	• Engaging with the ETLF as a mechanism to support school to school and partner school improvement
	• Supporting the roll out of the More Able Strategy and collaborating to develop relevant resources to underpin the strategy.
	• To assist in capturing case studies as examples to form an EAS More Able Directory available to all schools.
	• Hosting good practice sharing events. Visits to the LNS school may include learning walks, lesson observations, pupil voice activities and sharing planning and learning resources.
	• Visiting participating schools as required as part of the collaborative professional learning model
	    • Production of a regional good practice case study.
	    • On-going tracking of activity through Microsoft forms.
	    • Production of an outcome and impact report using the FADE method on a bi-annual basis (via grant monitoring tool).
	
	Additional activity could include:
	
	• Hosting learning events for parents/carers.
	• Hosting information sharing events with other agencies.
	• Visiting Universities to raise aspirations.
	• Inviting guest speakers to inspire learners into various professions.
	
	There is an expectation that schools will deliver the above over the course of the financial year at their discretion based on an average of one day a fortnight.

Benefits	**Schools will be provided with the following benefits:** • Funding to deliver services and develop practice in the school

| | • Opportunity for staff PL experience as evidence for PLP
• Regular collaboration with and support for facilitation of school to school working by EAS lead in Wellbeing and Equity. |

LNS Schools: Specific Criteria Capture

Area / Subject:	Wellbeing and Equity - specialising in EAL Strategies
Funding:	1 X Primary / Secondary / Special / PRU (£4,500)

The selection criteria we are applying to schools, our expectations of engaged schools, and the benefits we anticipate these schools enjoying from the work are set out below:

Selection Criteria	**Schools will be selected to provide learning network support to other schools on the basis of:** • Categorisation outcomes over the last 3 years evidence that the school has the capacity to sustain high quality and support others. • Whole school self-evaluation and improvement planning is good or excellent. • The school has high performing and effective leadership and excellent teaching and learning. Leaders and managers set high expectations for staff, pupils and themselves. • Recent Estyn outcomes evidence that the school is at least good or better. • The school has an effective, engaged and aspirational team of teachers and support staff. The quality of provision, including the learning environment and pupils' books is good or excellent overall. • The school has a good track record of collaboration. There is good evidence of engagement and impact of work with other schools to share best practice in their cluster and / or beyond. • The school has a firm commitment by leadership and staff to the high-level development of tracking and intervention provision to EAL learners. • There is effective evidence of engaging with families and the wider community to support EAL learners. • The school has a good track record of engaging with other agencies to provide high quality provision for groups of EAL learners. • There is effective assessment for learning practice and robust monitoring, tracking and reporting arrangements which impact on the progress of individual learners and groups, including EAL learners. • The school has effective quality assurance processes in place with evidence of regular lesson observations, learning walks, scrutiny of pupils' work and discussions with pupils.
Expectations and Behaviours	**Schools will be expected to work in line with the Professional Learning Model in the region:**

	- Active and open collaboration with schools across the region and beyond
	- Engagement in coaching and mentoring
	- Effective use of data and research
	- Emphasis on reflective practice
	- Engagement where appropriate in blended learning
	
	There is an expectation that schools engage with and deliver the following:
	
	- Providing one to one support for specific schools identified by EAS. This will involve timely and regular mentoring and coaching of staff and middle leaders, providing model lessons, resources and advice. This support should encourage reflective practice and collaboration with the PL opportunities
	- Working with the EAS Wellbeing and Equity Lead, to prepare and lead training and networking events from within the school, facilitating and leading collaboration and covering aspects of teaching and learning.
	- Providing planning, tracking and assessment support for senior leadership teams / EAL leads in partnership with the EAS lead
	- Engaging with the ETLF as a mechanism to support school to school and partner school improvement
	- Supporting the completion and roll out of the EAL Toolkit and collaborating to develop relevant resources to underpin the Toolkit..
	- To assist in capturing case studies as examples to form an EAS Wellbeing and Equity Directory available to all schools.
	- Hosting good practice sharing events. Visits to the LNS school may include learning walks, lesson observations, pupil voice activities and sharing planning and learning resources.
	- Visiting participating schools as required as part of the collaborative professional learning model
	  - Production of a regional good practice case study.
	  - On-going tracking of activity through Microsoft forms.
	  - Production of an outcome and impact report using the FADE method on a bi-annual basis (via grant monitoring tool).
	
	Additional activity could include:
	
	- Hosting learning events for parents/carers.
	- Hosting information sharing events with other agencies.
	
	There is an expectation that schools will deliver the above over the course of the financial year at their discretion based on an average of one day a fortnight.

Benefits	**Schools will be provided with the following benefits:** - Funding to deliver services and develop practice in the school - Opportunity for staff PL experience as evidence for PLP

	• Regular collaboration with and support for facilitation of school to school working by EAS lead in Wellbeing and Equity.

Area / Subject:	Religious Education
Funding:	£6300 (x2) Secondary

The selection criteria we are applying to schools, our expectations of engaged schools, and the benefits we anticipate these schools enjoying from the work are set out below:

Selection Criteria	**Schools and departments will be selected to provide learning network support to other schools on the basis of:** • GCSE outcomes over the last 3 years evidence that the department has the capacity to sustain high quality and support others • The department has an effective, engaged and aspirational team of teachers. The quality of provision, including the learning environment and pupils' books is good or excellent overall. • The quality and accuracy of departmental self-evaluation is good or excellent. The Head of Department knows the school's strengths and areas for development. Accurate and robust departmental self-evaluation uses a range of first-hand evidence. • The quality of departmental improvement planning is good or excellent. • The department has a good track record of making improvements which have impacted positively on pupils' learning, progress and well-being. • The department has effective assessment for learning practices and good departmental monitoring, tracking and reporting arrangements which impacts on the progress of individual learners and groups, including vulnerable learners. • There is good provision for skills' development which is well led, coordinated and systematically planned across the department. • Pupils' books and learning environments evidence purposeful opportunities for pupils to develop their skills across the curriculum. • The school meets statutory requirements for Religious education and Collective Worship.
Expectations and Behaviours	**Schools and departments will be expected to work in line with the Professional Learning Model in the region:** • Active and open collaboration

	• Engagement in coaching and mentoring • Effective use of data and research • Emphasis on reflective practice • Engagement where appropriate in blended learning **There is an expectation that schools engage with and deliver the following:** • One to one support for specific schools, teachers or departments. This may involve sharing resources, visits, providing model lessons, resources and advice. This support should encourage reflective practice and collaboration with the PL opportunities. This will include support for schools where RE is a recommendation following inspection. • Establishing, maintaining and developing a network of colleagues from across the region. Facilitating and leading collaboration and reflective practice. • Work with the SACRE Regional Lead. • Attend SACRE meetings and events to ensure regional dissemination of information. • Preparing and leading PL network events that meet the PL model, covering aspects of teaching and learning. • Sharing good practice visits. Visits to the LNS school may include learning walks, lesson observations and sharing planning and learning resources. (funding to include all aspects of visits and expenses). Visits to other schools as required as part of the collaborative PL model. • Demonstrating constant development of practice in the school or department • Engaging in classroom and curriculum design research. • Production of a regional good practice case study. • On-going tracking of activity through Microsoft forms. • Production of an outcome and impact report using the FADE method on a bi-annual basis (via grant monitoring tool). **Additional activity could include:** • Establish links with Curriculum Pioneer schools and other LNS within the relevant AoLE to further develop understanding of the curriculum reform process.

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	Encourage communities of practice to focus on the new curriculum. (EAS will provide support and will facilitate links) **There is an expectation that schools will deliver the above over the course of the financial year at their discretion based on an average of one day per fortnight.**
Benefits	**Schools and departments will be provided with the following benefits:** • Funding to deliver services and develop practice in the school. • Networking opportunities to share best practice. • Capacity building at school level to include leadership, teaching and learning. • Opportunity to input into WG and regional strategy on school improvement, the curriculum, teaching and learning.

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