

ssce  SUPPORTING SERVICE CHILDREN
IN EDUCATION WALES
CYMRU  CYNORTHWYO PLANT MILWYR
 YN YSGOLION CYMRU

Stakeholder day 2019

09:30-15:30 Thursday 19th September

Maindy Barracks, Cardiff



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CLILC • WLGA





Millie Taylor

All Wales Project Officer for Service Children in Education




SSCE Cymru Mission


Knowledge and evidence

  Conduct and commission research into the experiences of Service children in education - to help identify where they experience additional challenges. Use the findings of research to frame the focuses and work of SSCE Cymru.


Activity and resources


 Working with schools, local authorities, charities and support organisations to produce resources that will help professionals support Service children throughout their education.

Impacting policy and systems


 Work with Welsh Government to ensure the mission of SSCE Cymru is understood. Provide evidence to recognise the impact policy has on Service children.

Definition of a “Service child”

 A child who has one or both parents **currently serving** in the armed forces

 A child whose parent/s are currently serving as **Reservists**.

or

 A child whose parent/s have served in the armed forces within the **last six years** (Veteran)

Service children experiences film

<https://vimeo.com/manage/359754759/general>

Stakeholder day purpose

Stakeholder days are a result of suggestions made during and after the SSCE Cymru conference in June 2018. This is the second stakeholder day.

OBJECTIVES

- 1) Give SSCE stakeholders a regular opportunity to get together, share updates, work collaboratively and contribute to the work of SSCE Cymru.
- 2) Give SSCE the opportunity to gain ideas and opinions from the stakeholder group, to support and impact the focus of the SSCEs mission.

Stakeholder day (March 2019)

Second stakeholder day was held in RAF Valley in March 2019.



Morning

Presentations from organisations including: SSCE Cymru, AFLOs, SCiP Alliance, Naval Families Federation, Welsh Government, DCYP and RAF Valley. Copies of presentations were circulated.



Afternoon

Focused on workshops to review SSCE Cymru Toolkits and plan content for new SSCE Cymru Tools and the school survey.

Stakeholder day (March 2019) – actions

 **Pull together information document on the funding streams that are available in Wales (Millie)**

Action taken: [Service children – funding guidance for schools in Wales](#) document was produced.

 **Organise another visit to RAF Valley, to meet with LA education teams and schools (Millie)**

Action taken: North Wales trip in July.

 **Circulate Stakeholder day delegates email addresses (Millie)**

Action taken: Included in the notes. We will do the same again following this Stakeholder day. If anyone doesn't wish for their contact details to be shared, please email SSCE@wlga.gov.uk by Thursday 26th September.

Data collection update

SSCE Cymru activity (2019)

Wrote to all schools in Wales, providing a template letter to be sent to parents, to identify Service children in schools.

- 1543 schools were contacted
- 583 replied
- 180 identified they have no Service children
- 403 school identified 2013 Service children in total
- 196 of those schools only had 1-2 Service children enrolled
- Service children were identified in all 22 Local authorities in Wales.

National data collection

In the [Welsh Government Armed Forces Covenant Annual Report 2019](#), Kirsty Williams AM, Minister for Education, made the commitment to collecting data on Service children in Wales.

Funding update

2019 funding

Ministry of Defence (MoD) – Education Support Fund (ESF)

£2m available to schools across the UK to support schools and Local authorities to overcome the challenges they face as a result of significant mobility and/or deployment. **Application deadline – 30th September!**

Supporting Service Children in Education – Wales Fund

£250,000 to support schools in Wales understand the needs of Service children and equip them with the skills to cope with the challenges of an Armed Forces lifestyle throughout their schooling. **Application deadline – 30th September!**

Armed Forces Covenant Fund – Local Grants

Grants of up to £20,000 are available to support projects across the UK that either help integrate Armed Forces and civilian communities across the UK, and/or deliver valuable local services to the Armed Forces Community.

Armed Forces Education Trust

Collective and Collaborative grants available to help ease the difficulties that sometimes happen with the education of children of members of the Armed Forces as a result of their parents' service.

Funding update

Funding guidance

The [Service children – funding guidance for schools in Wales](#) document was produced by members of the SSCE Cymru network, including:

- Members of the funding panels
- Schools and Local authorities that have been successful in applying for funding.

The guidance focuses on the four main funding streams and includes information on:

- The purpose of the fund
- Who is eligible
- Link/s
- Advice (by section)
- Examples of previous success in Wales
- Timeline/deadlines
- Contact details.

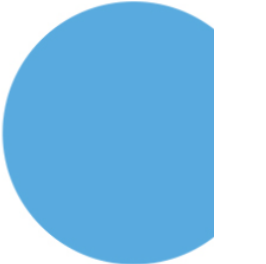
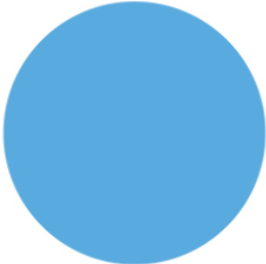
The funding guidance can be found on the SSCE Cymru website: www.SSCECymru.co.uk/funding

New resources

Website

ssce SUPPORTING SERVICE CHILDREN
IN EDUCATION WALES
CYMRU CYNORTHWYO PLANT MILWYR
YN YSGOLION CYMRU

English / Cymraeg







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New resources

-  **SSCE Cymru Toolkits (schools and parents)**
-  **SSCE Cymru Tools**
-  **Good practice case studies**
-  **Films**

New resources

Training package

- Focus on raising awareness of the Armed Forces and the experiences of Service children
- Digital online training package
- Available on the SSCE Cymru website
- Content will be taken from the new SSCE Cymru Toolkits
- Certificate on completion.

SSCE Cymru school survey (2019)



Why?

Understand the experiences of Service children in education in Wales.



How?

With support of the SSCE Cymru stakeholders.



When?

April-June 2019.



Who?

All schools with Service children were invited to complete the survey. 167 usable responses.

Comparisons in findings: are noted where there are significant differences in the responses from the four Key Local Authorities (Isle of Anglesey, Pembrokeshire, Powys, Vale of Glamorgan).

SSCE Cymru school survey (2019) - findings

The full survey findings report can be found on the SSCE Cymru website: www.SSCECymru.co.uk/surveys

2. Mobility data – key findings

During the 2018/19 academic year:

- 35 schools indicated **334 Service children arrived mid-year**
- 19 schools indicated **206 Service children left mid-year.**

SSCE Cymru school survey (2019) - findings

3. Challenges – key findings

Challenges to Service children in education:

Primary schools

1) Emotional impact of separation and 2) Emotional impact when parent/s return from deployment/training.

Secondary schools

1) Making friends and 2) Missing curriculum content (after a move).

Challenges schools face in supporting Service children in education:

Primary schools

1) Supporting Service children with their emotional and Wellbeing needs and 2) Gaining an understanding of the Armed Forces Lifestyle.

Secondary schools

1) Supporting Service children with gaps in their learning and 2) Gaining information on a Service child from a previous school.

SSCE Cymru school survey (2019) - findings

4. Support – key findings

Most beneficial types of support offered by schools to their Service children: Primary schools

1) Tailored pastoral support and 2) Dedicated member of staff to support Service children.

Secondary schools

1) Tailored pastoral support and 2) Subject interventions.

41.5% of all schools **don't currently offer any specific support** to their Service children. This is 28%, when looking at just the four Key LAs.

41% of schools have put **specific interventions in place to support a Service child** with specific needs. This is 66%, when looking at just the four Key LAs.

SSCE Cymru school survey (2019) - findings

4. Support – key findings

7% of schools encountered **issues in meeting prioritisation thresholds for mental health and wellbeing support for a Service child**. This is 11%, when looking at just the four Key LAs.

15% of schools **monitor the academic progress of Service children** against non-Service children. This is 35%, when looking at just the four Key LAs.

12% of schools **work collaboratively in a cluster to support their Service children**. This is 28%, when looking at just the four Key LAs.

70.5% of schools **would be interested in working collaboratively** with other schools to support their Service children. This is 93%, when looking at just the four Key LAs.

SSCE Cymru school survey (2019) - findings

5. Funding – key findings

Schools in the four Key LAs are 18% more likely to be accessing funding to support their Service children.

6. Armed Forces community – key findings

11% of schools have a **member of their governing body that is responsible for Service children.**

2% of schools **participate in their Local authority Armed Forces Forum.**

Many schools were unaware of the key Armed Forces charities and support organisations (including the Families Federations, SSAFA, Little Troopers, Reading Force and MoD HIVE units) but many would like to engage with those organisations.

SSCE Cymru school survey (2019) - findings

7. SSCE Cymru resources – key findings

Resources that schools would like:

- 58% Toolkits/information packs
- 58% Funding guidance
- 54% Mental Health and Wellbeing support for Service children information
- 51% School checklist (suggesting activities)
- 50.5% Good practice guide
- 45% PowerPoint Presentation for school staff and pupils – on the Armed Forces and Service children experiences.

98% of schools would be interested in receiving an **SSCE Cymru information pack**.

SSCE Cymru school survey (2019) - findings

8. SSCE Cymru training – key findings

59% of schools would be interested in attending a training session on supporting Service children in education. This is 72%, when looking at just the four Key LAs.

Schools indicated various members of staff would benefit from training; including ALNCOs, Headteachers, Teachers and Governors.

The number of staff in schools that would benefit from training ranged from 1 to 11+.

50% of schools indicated their training package preference would be a digital/online package.

SSCE Cymru school survey (2019) - findings

What next?

- The evidence will be used to support policy and system changes
- SSCE Cymru will continue to encourage and support schools in Wales to identify their Service children
- Impact the content of the new SSCE Cymru Toolkits
- SSCE Cymru resources/tools will be developed
- A Service children digital training package will be produced
- Surveys with Service children and parents/carers of Service children be carried out
- Follow up survey in 12-18 months to measure the impact of the new resources.

What SSCE Cymru asks of you...

- Be aware of the additional challenges that Service children may face in education
- Remember that Service children can hugely benefit from being part of an Armed Forces family
- Encourage schools to identify and support their Service children
- Promote the work of SSCE Cymru and the resources that are available
- Engage with SSCE Cymru
- Share images with us.

SSCE Cymru – thank you

Thank you for your contribution to the work of SSCE Cymru!





Moira Leslie
Education Manager





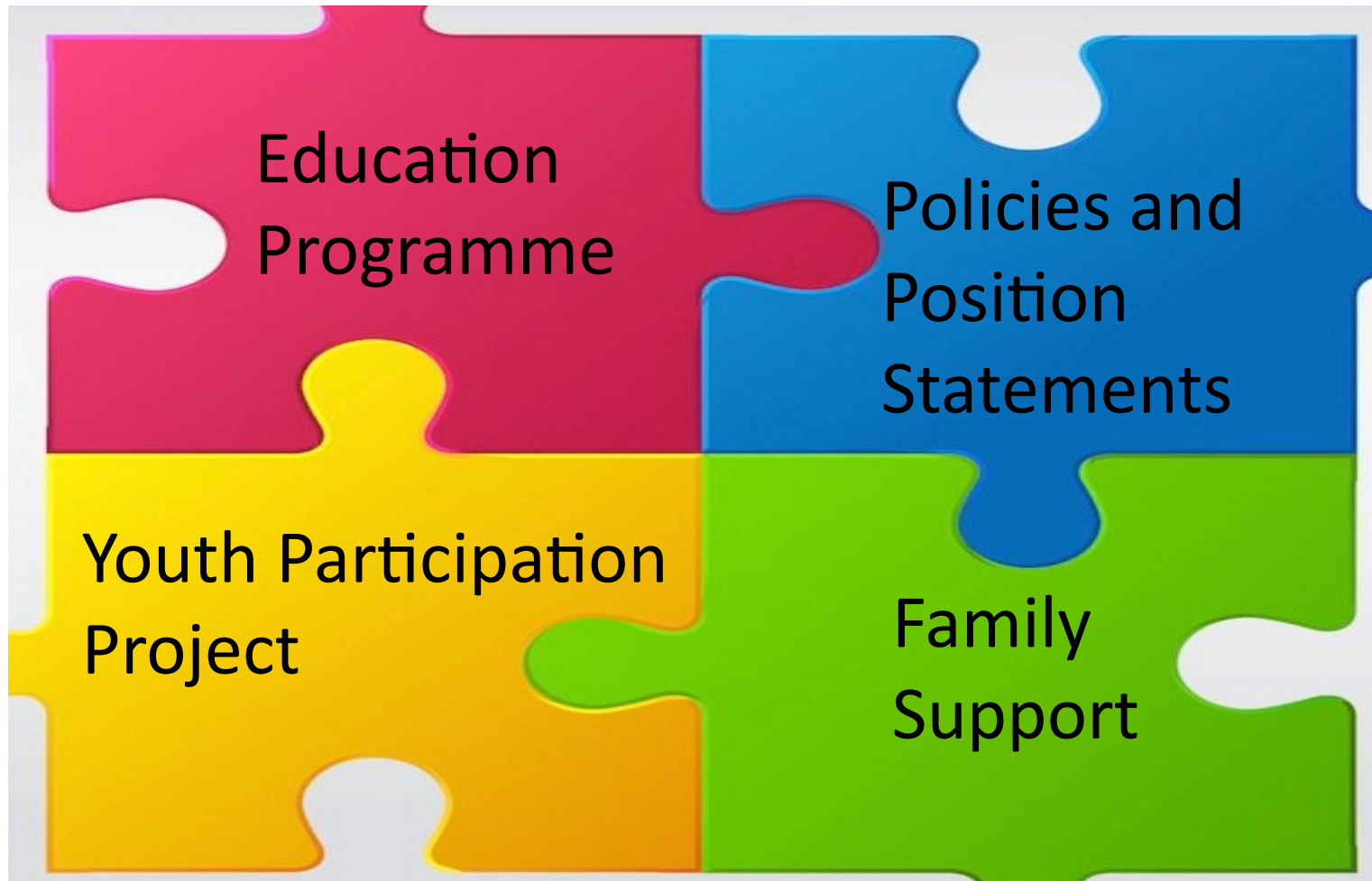
*Scotland's Armed Forces
Children's Charity*

Cymru Stakeholder

Thursday 19th September 2019

Moira Leslie Education Manager

What do we do?



RCET Education Programme

Resources



Research



Training / Presentations



FE/ HE

Partnerships / Advisory Service



Pupil Participation



Forces Kids – This is My Life New DVD



Resource Boxes



Bespoke Training Sessions

- Listening to Children's Voices
- Towards an Emotionally Literate School
- Dealing with Separation
- Living in a Veteran Family
- Emotional Cycles of Deployment

Please listen to what we are saying

Give us opportunities to talk about our lives, but don't force us to talk if we don't want to

We are proud to be part of an Armed Forces family

We have opportunities and experiences which civilians may never get

Listen to us and don't assume you know what we are going through



Teen Talks

The Royal Caledonian Education Trust, Scotland's Armed forces Children's Charity, is committed to listening to the voices and gathering the views of young people

In Autumn 2017, three Teen Talks Student Conferences were held in Edinburgh, Helensburgh and Inverness, giving young people from Armed Forces families the opportunity to come together and discuss issues which are important to them.

For further information please contact:
Moira Leslie, Education Manager
Royal Caledonian Education Trust
121 George Street, Edinburgh EH2 4YN
Tel 0131 240 2224 www.rcet.org.uk

www.facebook.com/RCETScot twitter.com/RCET_Scot



Scotland's Armed Forces Children's Charity

Patron: Her Majesty The Queen Registered Charity Commission Number: 310052 Scottish Registered Charity Number: SC038722



Issues which are important to us

- Friends moving around and losing touch
- Not seeing your parents when they are on deployment
- Lack of stable education
- How to answer "where are you from?"
- Dad going away with not enough notice
- Deployment problems aren't in the public eye, which creates problems
- Moving to countries that you don't know a lot about/don't know the people
- Parents being away for special occasions (birthdays, Easter, Christmas and New Year)
- Being aware of potential dangers/always worrying about family members
- Being proud of being part of an Armed Forces family
- People don't know how hard it is to leave your parent
- People think your parents don't love you if they have a job which takes them away from home for long spells
- Different education systems in UK and abroad
- Civilians don't understand
- Scary deployments
- Not knowing if/when they will come home

Do you know what we mean?

We have put together a small selection of basic words and phrases we often use which might be unfamiliar to you.

Each service will have their own variations of these terms. Please take time to have a look at our poster and see how many of our words you understand. If you do have to ask us to explain what we mean please listen to us so that we don't have to keep repeating ourselves. We hope that this leaflet will provide an opportunity to open up a dialogue between young people from Armed Forces families and civilians about the language we sometimes use.





Royal Caledonian
Education Trust
Established 1975
Scotland's Armed Forces
Children's Charity



Do you know what we mean?
Teen Talks: A Glossary of Terms

Barracks
Place where military workers live/work

Family gram/ Bluey/ebluey
A way for the family to message the service person when deployed. This may have a limited amount of words. Submariners cannot reply. Limited amount of words sent to submariners but they can't send anything back

Behind the wire/ On camp
On Barracks/base inside security cordon

Haver Bag/ Bag Meal
Packed lunch

Going outside
When a serving person leaves the service and becomes a civilian

Scran/Nosh
Food in dining room

Quarters
Living accommodation

Deployed
Working for periods of time away from home either on training active service or on other duties

Airplay
A specific youth group run on RAF camps

Posted/Drafted
When you are told by your work that you have to move house

Pad Brat
A child whose parent is in the army/military

Weekending/ Weekend Warrior
When a parent works away from home during the week and comes home only at the weekends

Scran-Spanners
Cutlery

The Pad
An area or estate made up of service family accommodation

Mucker/Oppo/ Shipmate
The term for friend, pal and mate

R and R (Rest and Recuperation)
A period of leave to enable the serving person to rest and recuperate

Did you know?
Blueys are now called INtouch

For full information, visit the website:
www.gov.uk/government/publications/intouch-mail-service-for-uk-armed-forces-personnel-service-guide

PhD Research Project

- Title: Researching the experiences of children and young people from armed forces families
- Collaboratively funded doctoral study : ESRC and RCET
- Responds to a **gap** in qualitative in-depth studies (mostly conducted outside uk) on the experiences of young people.

Research questions

1. What are the most significant features of children's descriptions of their experiences of having a parent in the armed forces?
2. Understanding subjectivity as a form of becoming, how do children describe themselves in relation to being part of an armed forces family?
3. What do children's accounts suggest about school-based support for children from forces families?

Findings

- Children's opportunities for expression in relation to being part of an armed forces family were limited
- Children experienced an uneven provision of support
- Recognition was a key feature of effective school-based support

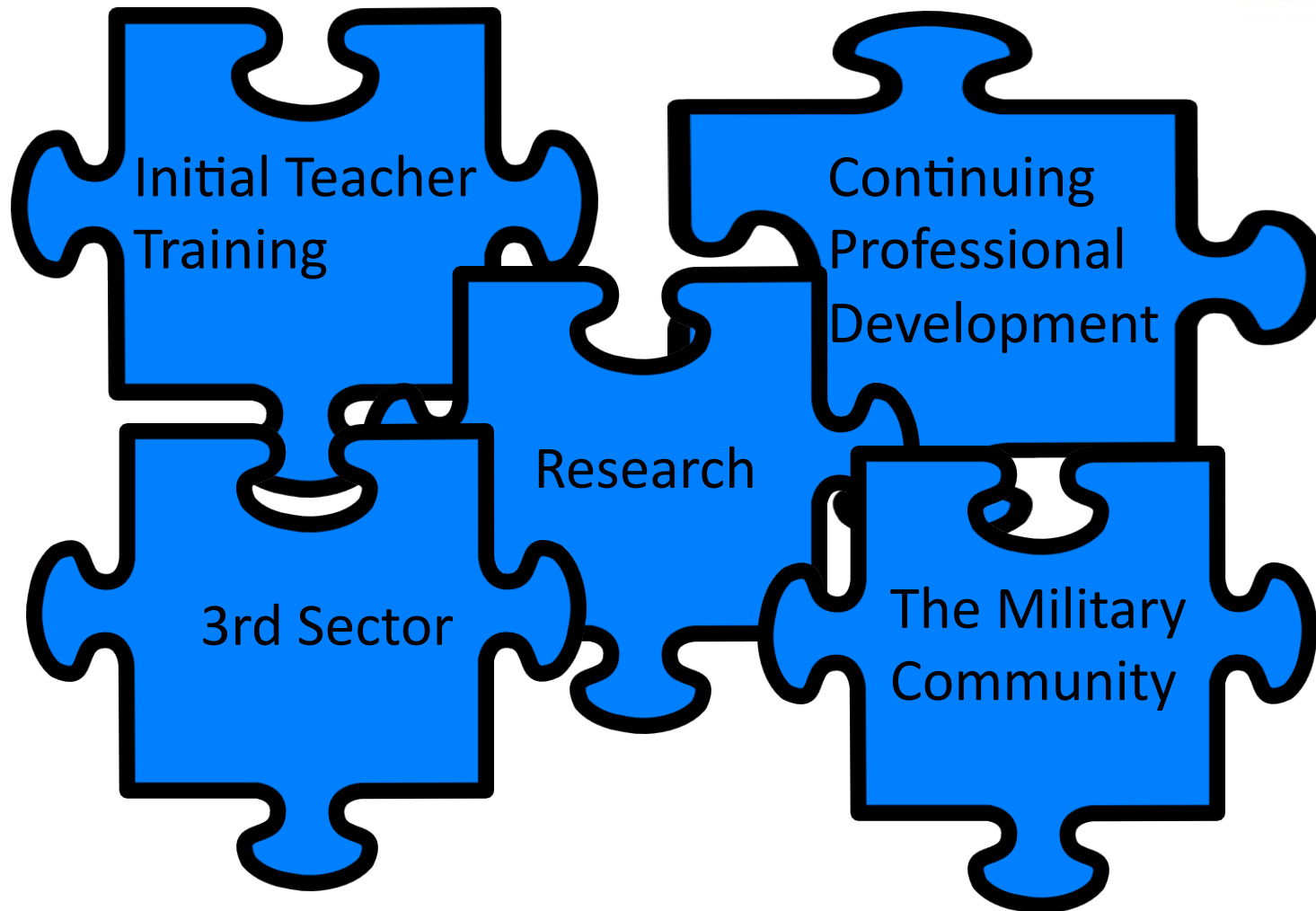
Implications

- Schools can and should do more to support children from forces families.
- There is scope for schools to positively contribute to the experiences of children from forces families

What can be done

- Increase awareness and understanding of the distinctive experiences that children from forces families may face
- Enhance opportunities for dialogue with and between pupils
- Work collaboratively with parents, wider community and the armed forces

Improve Connectivity





Moira Leslie

Education Manager

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01381 620412

www.rcet.org.uk

www.facebook.com/RCETrust

SSCE Cymru resources

Workshop: SSCE Cymru surveys

Two surveys:

- Service child (there will be three versions: Infants, Juniors and Secondary)
- Parent/carer of Service child.

Activity:

- There are two copies of each survey on every table
- Work in groups (2-3)
- Looking at one of the surveys – annotate with any comments you have (10 minutes)
- Swop – and do the same with the second survey, adding to comments (5 minutes)
- List any ways you/organisation can help promote the surveys – on big blank paper.



BREAK
Until 11:15



Ministry
of Defence

Directorate Children
& Young People

Andrew Malcolm
Senior education Officer

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CYMRU





Ministry
of Defence

Directorate Children and Young People

DCYP

Global Education Team

Directorate Children and Young People

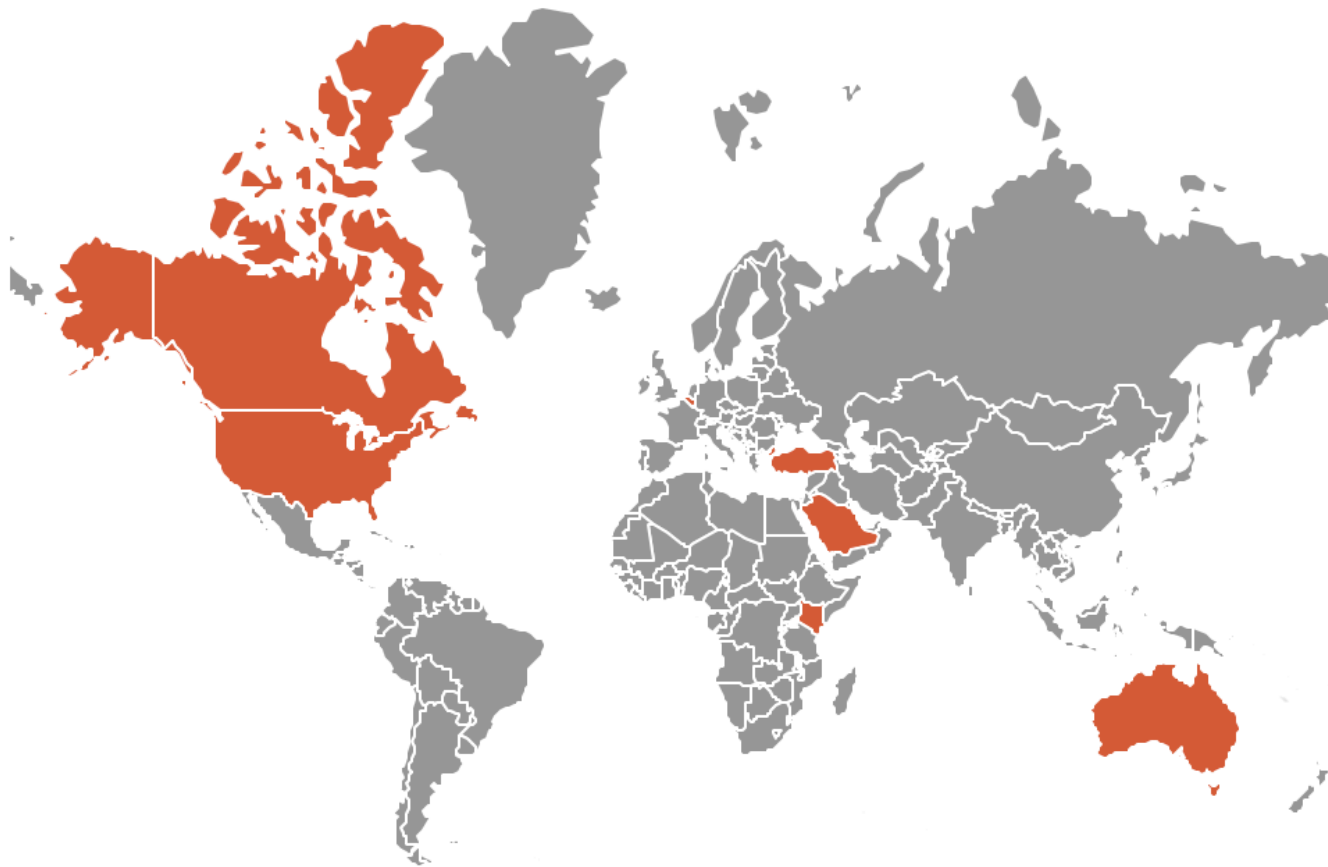
About DCYP

- **Established in 2010 to provide a single MOD focus for all issues related to children and young people from Military families**
- **6 broad areas of responsibility;**
 - strategic direction and policy
 - provision of MOD schools and settings
 - advising the Armed Forces Covenant team on education
 - direct support and advice to service families inc. SEND (CEAS)
 - CEA support
 - educational psychology and social work services.

Global Education Team

Responsibilities

- Championing educational outcomes for all Service children both within the UK (100,000+) and across the globe (3000+)
- Engaging with and advising:
 - Government (e.g. MOD, DfE, FCO, devolved administrations)
 - Local Authorities, schools, academies and other stakeholders to inform policy and practice
- Supporting educational transition and establishing best practice
- Quality assurance of educational provision in ISODET locations
- Influence policy change to support the Service child



Directorate Children and Young People

Update

- **ESF next round opens 3rd June closes 30th September Live on .gov website early May**
- **Social media channels**
 - Twitter account *Global Education Team_DCYP*

Positive aspects to military life



Directorate Children and Young People

Service Children's Progression



Katherine Lawrence
SCiP Alliance Manager

Service Children's Progression



Building an Alliance in Wales in support of Service children

[@scipalliance](https://twitter.com/scipalliance)

info@scipalliance.org

August 2019

THE NEED

WHAT NEEDS TO CHANGE

The children of armed forces personnel are at risk of underachieving and too few practitioners are equipped and confident to help them succeed

OUR RESPONSE

HOW CHANGE HAPPENS

We help researchers, policymakers and practitioners work more effectively together to target evidence-based support at identified needs in a coherent system

THE OUTCOMES

THE CHANGE THAT RESULTS

The scale and quality of support for Service children grows and they have the ambition, skills, and opportunities to make the most of their unique talents and experiences

THE NEED

WHAT NEEDS TO CHANGE

The children of armed forces personnel are at risk of underachieving and too few practitioners are equipped and confident to help them succeed

Service children:

- Are around one third less likely to access higher education
- Do worse at GCSE if they move a lot
- May experience various risks to mental health and wellbeing

Service children's lives are characterised by the **diversity** of individual experiences through the complex interplay of **Separation, Mobility** and **Transition** (out of the military)

These diverse experiences lead to lives of additional **discontinuity** in Learning, Relationships and Opportunities

WHICH MEANS

opportunities for the **development** of adaptability, independence and maturity

OR...

risk of **disadvantage** due to the wide-ranging impact of Service in the armed forces on family life

OUR RESPONSE

HOW CHANGE HAPPENS

We help researchers, policymakers and practitioners work more effectively together to target evidence-based support at identified needs in a coherent system

- Creative Forces toolkit
- Online mapping tool, CPD suite and school improvement framework
- International research symposium
- Research briefings

PARTNERSHIP

By leading a UK-wide Hub Network, collaborative projects and high-quality conferences

Collective resource and expertise is deployed more efficiently

By developing easily-accessible evidence-based resources and support

PRACTICE

Practitioners help each other by sharing ideas, challenges and action

Practitioners confidently deliver more and better quality support

By leading rigorous research that addresses Service children's and their supporters' priorities

RESEARCH

Researchers help us understand Service Children's lives and what works to improve them

EVIDENCE

Research investment, collaboration and knowledge creation grows

By raising awareness of needs and providing evidence-based policy advice and guidance

POLICY

Policymakers help remove barriers to progression and target resources at need

Better policy grows the scale, coherence and targeting of support throughout the system

PRIORITIES

PRIORITIES

DIALOGUE

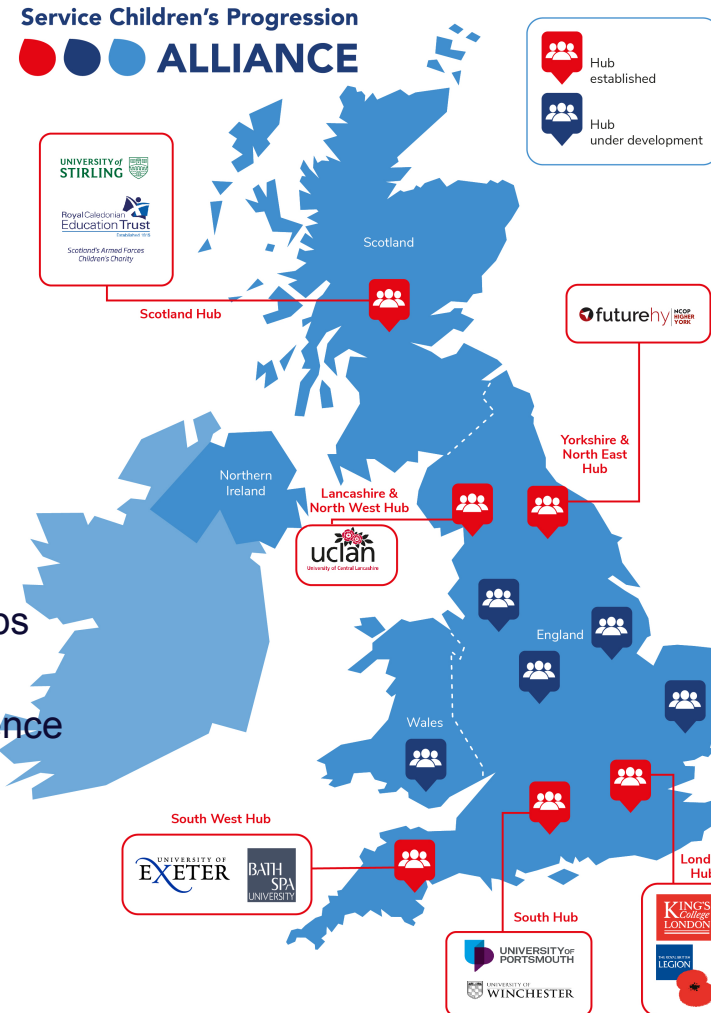
UK-wide Hub Network

Local

- Doing together what individuals cannot do alone
- Local hubs for local solutions
- Sharing practice, challenges, solutions, and successes

National

- Doing together what individual Hubs cannot do alone
- Inform national priorities and influence national (and UK-wide) policy
- Lead new projects and research



THE OUTCOMES

THE CHANGE THAT RESULTS

The scale and quality of support for Service children grows and they have the ambition, skills, and opportunities to make the most of their unique talents and experiences

Results include:

- OfS recognition of Service children
- Tailored UCAS guidance and application tickbox
- Creative Forces toolkit
- Online mapping tool, CPD suite and school improvement framework (Autumn 2019)
- International research symposium
- Research briefings

Service children want to, know how to and are able to realise ambitious future careers and lives

Service children access more coherent learning journeys and development opportunities

Service children can make informed and confident transitions through further and higher education into **thriving lives**

University of
South Wales
Prifysgol
De Cymru

Ross Hall

Head of Strategic Partnerships: Armed Forces and Veterans

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SSCE Cymru resources

Workshop: School Toolkit

SSCE Cymru Toolkits

School Toolkit:

- SSCE Cymru
- Armed Forces in Wales
- Service children's experiences
- Education in Wales
- Data and school admissions
- Mental Health and Wellbeing
- Youth Provision
- Funding
- Research.

Parent Toolkit:

- SSCE Cymru
- Armed Forces in Wales
- Service children
- Service children's experiences
- Education in Wales
- Examinations and assessments
- Admissions and mobility
- Wales
- Funding for schools
- Term-time absence
- ALN code
- Mental Health and Wellbeing
- Youth Provision.

SSCE Cymru resources


Workshop: School Toolkit

School Toolkit:

- Armed Forces in Wales
- Service children's experiences
- Education in Wales
- Data and school admissions
- Mental Health and Wellbeing
- Youth Provision
- Funding
- Research.

Activity:

- There are copies of the Toolkit sections on the table at the side of the room
- Work in groups (3-4)
- Briefly read the content and annotate – focus on adding to the 'Suggested actions/activities' and 'Support an resources' sections (10 minutes)
- Return your annotated copy and get another, adding to someone else's comments
- Do this three times (10 minutes on each).



LUNCH
Until 13:30

SSCE Cymru resources

Workshop: SSCE Cymru Tools

Tools for School Toolkit

1. Template: School website – Armed Forces Covenant commitments
2. Template: School website – Information about Service children
3. Template: Letter to parents
4. Template: Welcome pack for new Service children
5. Checklist: Transition in and out of school
6. Example questions: To ask a new Service child
7. Presentation: Armed Forces and experiences of Service children
8. Poster: Armed Forces community in the school
9. Template: Promoting youth provision

Tools for School and Parent Toolkits

10. Template: Pupil Transfer Profile
11. Template: Moving school booklet (for Service Children)

Tools for Parent Toolkit

12. Checklist: Moving school
13. Example questions: To ask a new school (for Service children).

Activity:

- There is a copy of the majority of these Tools on each table
- Individually, or in groups - read the content and annotate with your comments (5 minutes)
- Swop your annotated copy for another, adding to someone else's comments
- Do this four times (5 minutes on each).



SSCE Cymru regional roles



SSCE Cymru regional roles - proposal

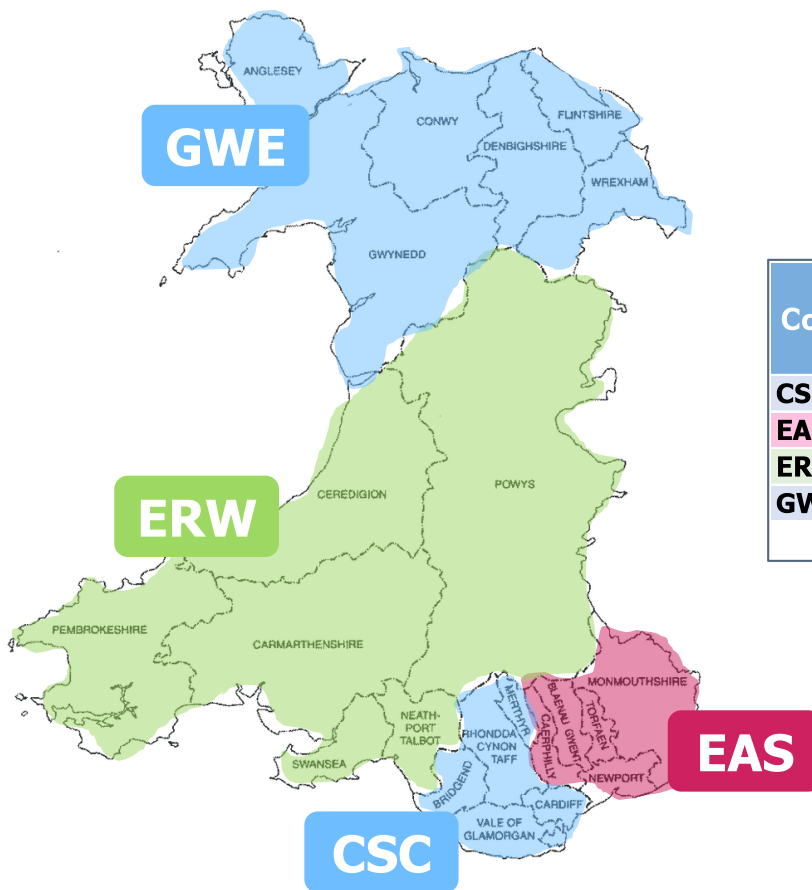
All Wales collaborative project

- Headquarters 160th (Welsh) Brigade – submitted grant application
- SSCE Cymru – develop and coordinate the workplan and activities
- RAF Valley – support
- Local authorities and Education consortia – support
- HMF Education Support Officer (Newport and Monmouthshire) – support the development of the workplan and activities.

Four regional roles

- Cover Local authorities in each education consortia (5/6 each)
- Welsh speaker in North Wales
- All follow same workplan and activities
- Take responsibility of leading on specific tasks/activities.

SSCE Cymru regional roles - proposal



Consortia	Total number of schools	Number of schools with SC	Number of Service children
CSC	385	134	716
EAS	241	117	426
ERW	498	90	581
GWE	419	62	290
TOTAL	1543	403	2013

SSCE Cymru regional roles – activities

Working together and with SSCE Cymru:

- Contribute to workplan
- Capture data on Service children
- Support production of new resources.

Working with Local Authorities (LA):

- Collaborate with AFLOs
- Organise family events
- Working with internal and external organisations to build links
- Support funding applications
- Work with LA education specialists
- Attend regional events
- Promote Armed Forces covenant.

Working with schools:

- Organise good practice events
- Encourage schools to engage with SSCE Cymru resources and training package
- Visit schools
- Support funding applications
- Case manage SC mental health and wellbeing support/specific interventions
- Support Service families with mobility and deployment.

SSCE Cymru regional roles - progress

What has happened:


- Conducted various meetings to gain input on the proposal
- Submitted an expression of interest for the Armed Forces Covenant – Removing Family Barriers Grant
- Invited to submit a full application.

What will happen:

- Further planning
 - Submit full application (December)
 - Outcome (February)
- If successful...
- Advertise posts (March)
 - 4 x Service children regional roles start (May).

SSCE Cymru regional roles – grant application

 **Two year project**

-  **Focuses:**
- Supporting Young People from Service Families
 - A transformative effect
 - Sustainable activities
 - Collaboration with partners.



**ARMED FORCES
COVENANT**

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Mental Health and Wellbeing support for Service children



MH & WB support – University Health Boards

Aneurin Bevan University Health Board (ABUHB)

As part of their commitment to the Armed Forces covenant, ABUHB have added Service children to their list of priority groups for Child and Adolescent Mental Health Support (CAMHS).

- Service children will be identified during the referral process
- The Service child definition follows the SSCE Cymru definition
- A performance management and reporting framework has been implemented in the CAMHS service; that informs on referrals into CAMHS, assessment approaches, treatment options, clinic outcomes, patient tracking, discharges etc.

Other Health Boards in Wales

SSCE Cymru is in discussion with the other health boards to see if they will also consider adding Service children to their priority groups.



Mental Health and Wellbeing support for Service children

Emma Ashmead – HMF Education Support Officer
(Newport and Monmouthshire)



-IMF Education Support

Emma Ashmead



Identifying Health and Well-being Needs

- Schools becoming more aware of Service Children and their unique lifestyle
- EHP –Early Help Panels have started to receive referrals from AF Families/ Children
- Coffee Mornings / Family Fun Day

Good Practice Schools

Caerleon Lodge Primary

Dedicated member of staff Providing 1:1 ELSA support to 2 pupils around current deployment – utilising SSCE Cymru resources and little Troopers.

Kymin View – Cluster

HLTA supported SC across cluster schools. ELSA & educational gaps .

The HLTA was a military wife in the past and has children of her own so had an extra knowledge of the impact this has on families.

Eveswell Primary

Created a one page profile for their SC which highlights any challenges – liaise with EA to provide support/interventions.

Highcross Primary

Dedicated member of staff to support SC.

Work with the RBL and celebrate various Armed Forces events.

Monitor well-being of SC

Armed Forces Friendly school

Future developments

- Work Regionally – share good practice with Regional Officers and AFLO's
- Run events in schools – focus around Armed Forces – VE 75th Anniversary, Armed Forces Day, Remembrance etc.
- Continue working with colleagues in education to develop whole school approaches to emotional health and wellbeing and signpost to SSCE Cymru.
- Working with Gwent Attachment Service and Community Psychology – potential workshops
- Mapping Community Provision – focus on early intervention and prevention.
- Accredited Armed Forces Friendly schools.
- Little Troopers Well-being Course

Questions?



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Llywodraeth Cymru
Welsh Government

Carys Pugh D'Auria

Welsh Government

ssce
CYMRU





ADDYSG CYMRU
EDUCATION WALES
cenhadaeth ein cenedl | our national mission

Preparing for the new curriculum



Why are we changing the curriculum?

- **Perceived shortcomings** in the current curriculum and assessment arrangements.
- The OECD reported a **low performance** for a high proportion of Welsh young people in schools.
- **Relatively low performance** in PISA surveys.
- The **perception of prescribed content** allied to increasingly powerful **accountability mechanisms** has diminished the creative role of schools and professionals.
- Essential features of our curriculum were **devised in 1988**, the world has changed

...Successful Futures

Addysg yng Nghymru – Cenhadaeth ein cenedl: Cerrig milltir cynllunio hyd at 2022

Education in Wales – Our national mission: Key planning milestones to 2022



	2017	2018	2019	2020	2021	2022	2023 +	
Cwricwlwm trawsnewidiol	Rhagfyr 2017 Dyluniad lloer uchel i newidwch weith ysgolau	Hydref 2018 Deddfau cyflwyno aroddau addysg newydd a hysbysu i bobol ddurol a mudiadau a llywodraeth	Rhagfyr 2018 Dyluniad Mwydidiol Cyffwrdd a Phrotocol weith ysgolau	Ebrill 2019 Cwricwlwm a themâu aroddau newydd a gellir eu mynu ar gartolau, Cwricwlwm Y Cyffwrdd a gellir i ysgolau a mynu ar gartolau	Gorffennaf 2019 Cartol y cyffwrdd a gellir eu mynu ar gartolau	Ionawr 2020 Cwricwlwm a themâu aroddau newydd yn parhau ar gartolau	Medi 2022 Ysgolau yn datblygu'r cwricwlwm newydd o ddechrau'r ddiwedd hyd at Ionawr 2023	Caffi y cwricwlwm newydd ei gyflwyno i Ffynfodol 8 i 11 rhwng 2023 a 2026
Transformational curriculum	December 2017 High level design of the curriculum complete	Autumn 2018 Begin roll out of online adaptive personalised assessments, including paper based reading and numeracy tests	December 2018 Areas of learning and experience (ALE) design complete	April 2019 New curriculum and assessment arrangements available for feedback. Welsh Language curriculum available to schools for feedback	July 2019 Feedback period for new curriculum closes	January 2020 New curriculum and assessment arrangements tested and available	September 2022 Schools using the new curriculum - Year 7	The new curriculum will be rolled out to Years 8 to 11 between 2023 and 2026
Asesu, gwerthuso ac atebolrwydd		Medi 2018 System gwerthuso a fframweith atebolrwydd addysg weith ysgolau a gellir eu mynu	Ebrill 2019 System newydd weith ysgolau	Medi 2019 System newydd weith ysgolau	Ionawr 2020 System newydd yn parhau ar gartolau	Medi 2021 Meddi gwerthuso ac atebolrwydd newydd a gellir eu mynu ar gartolau		
Assessment, evaluation and accountability		September 2018 Education system evaluation and accountability framework developed and available	April 2019 New system tested	September 2019 New system realized	January 2020 New system finalized and available	September 2021 Finalized new school evaluation and accountability model in place for schools		
		2018 Proffws PISA (part o'r Cwricwlwm PISA llywodraethol aroddau)		Rhagfyr 2019 / December 2019 Categoriadau PISA	2021 Proffws PISA (part o'r Cwricwlwm PISA llywodraethol aroddau)	2022 Categoriadau PISA		
Proffesiwn addysg o safon uchel	Rhagfyr 2017 Lloer uchel i ddiwybu Proffesiwn Uchel	Ebrill 2018 Rhwybwrdd o ddiwybu proffesiwn aroddau newydd a hysbysu i bobol ddurol a mudiadau a llywodraeth	Medi 2018 Rhwybwrdd o ddiwybu proffesiwn aroddau newydd a hysbysu i bobol ddurol a mudiadau a llywodraeth	Hydref 2019 Rhwybwrdd o ddiwybu proffesiwn aroddau newydd a hysbysu i bobol ddurol a mudiadau a llywodraeth				
High-quality education profession	December 2017 Launch of the Digital Professional Learning Approach	April 2018 Programme of Welsh Language professional learning to develop skills of all practitioners	September 2018 All schools using 'School as Learning Organisation' approach. National approach to professional learning and Professional Learning Standards adopted by all teachers	Autumn 2019 New teacher training programmes start, with students subject to new Professional Learning Standards				
Arweinywyr sy'n ysbrydoli		Haf 2018 Yr Academi Arweinyddiaeth Addysg Cenedlaethol i ddechrau ei gwaith		Hydref 2019 Rhwybwrdd o ddiwybu proffesiwn aroddau newydd a hysbysu i bobol ddurol a mudiadau a llywodraeth				
Inspirational leaders		Summer 2018 National Academy for Educational Leadership in place		Autumn 2019 Leadership development programmes introduced by National Academy for Educational Leadership				
Rhagoriaeth, tegwch a lles				2019-20* Rhwybwrdd o ddiwybu proffesiwn aroddau newydd a hysbysu i bobol ddurol a mudiadau a llywodraeth				
Excellence, equity and well-being				2019-20* Implementation of new additional learning needs (ALN) system supported by new ALN Code and learning programme				

Nodiadau



“Dylai pob plentyn gael ei addysgu mewn ysgol sy'n gosod disgwyliadau uchel ar gyfer ei holl ddysgwyr ac athrawon.”

“Every child should be taught in a school that sets high expectations for all learners and teachers.”

Kirsty Williams AC I AM, Ysgrifennydd y Cabinet dros Addysg Cabinet Secretary for Education

Gwefan/Website: www.llyw.cymru/cwricwlwmigymru www.gov.wales/curriculumforwales

Our new curriculum is:

- a **purpose-led curriculum** – the four purposes are the heart of curriculum development at a national and local level
- organised as a **continuum of learning from ages 3 to 16** – at 5 progression steps - all children and young people will make progress along the same continuum
- inclusive of the three **cross-curricular responsibilities**
- the basis for thinking of the 14–16 phase, qualifications and beyond.

The purpose of the new curriculum is to support our children and young people to be:

- **ambitious, capable learners**, ready to learn throughout their lives
- **enterprising, creative contributors**, ready to play a full part in life and work
- **ethical, informed citizens** of Wales and the world
- **healthy, confident individuals**, ready to lead fulfilling lives as valued members of society.

The components of our new curriculum

Cross-curricular responsibilities

Four purposes	Areas of learning and experience	What matters statements	Achievement outcomes	Experiences, knowledge and skills
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Wider skills
Welsh dimension and international perspective

School-level curriculum

Areas of learning and experience

Expressive Arts

Humanities

Health and Well-being

Science and Technology

Mathematics and Numeracy

Languages, Literacy and Communication

Each area of learning and experience is organised into a suite of statements of what matters in learning which prioritise the important concepts about which learners must have experiences, knowledge and skills.

Creating the curriculum for your school: National to school level

- **National-level curriculum** – as defined by the Welsh Government.
- **School-level curriculum** – which will be further planned, developed and evaluated by teachers in schools and clusters
- A number of curriculum models emerge as you engage with the curriculum and the research underpinning it.

What's new about the curriculum?

- Purpose
- Process
- Progression in learning
- Pedagogy
- Professional learning

- **Practice**

Supporting the new curriculum

- Co-construction with pioneer schools and wider education sector partners
- Engagement events / networks
- Curriculum development expertise
- Feedback and refinement phases

Wider arrangements:

- National approach to professional learning
- New evaluation and improvement arrangements
- Online personalised assessments
- New additional learning needs approach
- New professional standards
- Time and money
- Planning and teaching resources
- Qualifications

Where are we:

- Feedback phase during Summer term
- Some 1700 responses - broadly supportive
- Autumn term – refinement phase
- New curriculum to be published in January 2020 for schools to start experimenting with it
- Statutory in schools from September 2022

Keep in touch

Curriculum	hwb.gov.wales
Follow the Curriculum for Wales blog	https://curriculumforwales.gov.wales
'Education is changing' website	https://beta.gov.wales/education-changing
Preparing for the Curriculum -presentations and resources	https://gov.wales/preparing-new-curriculum

Workshop

- In your groups look at the document which outlines the 4 purposes of the new curriculum and discuss whether you feel this new approach to the curriculum will benefit service children.

Workshop

- Look at the documents which outline statements of what matters in learning for the:
 - Areas of learning and experience for the Expressive Arts and Health & Wellbeing
 - Discuss how this new approach may benefit service children

Questions?



Diolch Thank you



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