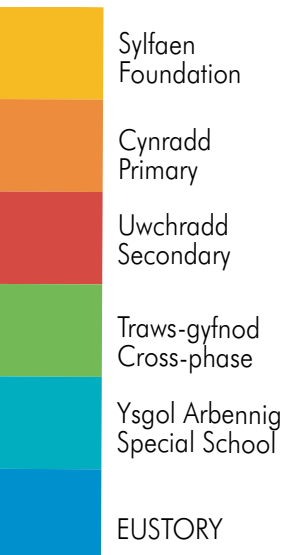


Menter Ysgolion y  
Dreffadaeth Gymreig



Welsh Heritage  
Schools Initiative



## 2022 DIGITAL COMPETITION DETAILS AND GUIDANCE

### Registration

You will need to complete an **registration form** by **31st January 2022** to register your intention to enter the competition.

### Submitting Digital Entries

Once you have registered, to upload your entry you will receive a link to a submission page on the WHSI website.

Actual entries will take the form of a **video** of 15 minutes (maximum), **up to three additional documents: two photographs on Powerpoint slides** and a short **teacher questionnaire** telling WHSI about your project. The final submission date for which is **18 March 2022**.

These will be the vehicle for the judges to come to a judgment about the project and should therefore comply with the guidance below so that all the aspects the project will be judged on are covered.

### The video and additional supporting material

Please note that the video itself is not the project – it should tell the judges about the project, and should include such things as pictures and/ or film of pupils engaging in the project, pictures/ film of the finished outcomes of the project, interviews either on camera or as audio only with pupils talking about their project in their own words. Additional supporting material may also be submitted to support the video.

The short **questionnaire for teachers** to fill in to accompany the video entry and additional supporting material will give us extra information from which to judge the entry.

### GUIDANCE

There are **five sections** in this guidance:

- Section 1. Size parameters and guidelines for the video;
- Section 2. What the video and additional material needs to cover;
- Section 3. Teacher questionnaire;
- Section 4. Judging Criteria;
- Section 5. A quick final checklist.

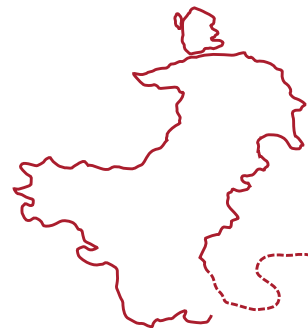
### SECTION 1

#### 1. Size parameters and guidelines for the video.

- The video must be 10-15 minutes overall, no longer than 15 minutes.
- Ensure that your school name and project title appear at the start.
- The purpose of the video is to allow competition entries to be judged by the panel of judges. The video itself is not the project, and no marks are awarded for the quality of this video in its own right. The video is about the project, and it needs to meet the judging criteria (see Section 2 of this guidance, 'What the video needs to cover', and Section 4 for the 'Judging Criteria').
- The video can show learners working on the project, and can show them answering questions about their project, or audio only of learners can be included. Where learners are shown on video, or where they can be identified, the school must have the necessary permissions in place to comply with GDPR regulations.
- Learner input to the video must not be scripted for them – their contributions should be in their own words.



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- Where the final outcome of the project is a performance, for example a play or musical performance, excerpts should be included in the video to give context and links provided to the fuller version if it is available online, or the full version uploaded as additional supporting material (see below).
- Upload the video via the submission page on the WHSI website, along with the Teacher Questionnaire.
- You may upload additional supporting material, for example pupils may have produced a booklet (maximum of 3 documents)

### SECTION 2

#### 2. What the video and additional supporting material need to cover.

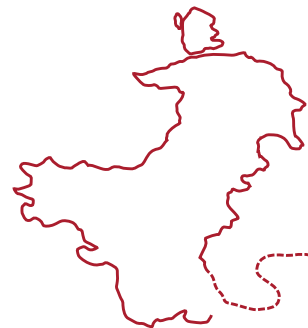
- a. Schools should try to ensure that the video gives evidence of the aspects of their project in the list below. The video will be primarily used to judge the entry (although supplementary material can be uploaded as noted above). The Teacher Questionnaire that accompanies it (see separate guidance for this) is primarily to allow teachers to tell the judges about anything that could not be captured in the video itself.

It is recommended that the video should focus on and be led by the learners rather than the teacher. Please note that no marks will be awarded for the quality of the video itself, the marks are for the project (see Section 4 for the project judging criteria).

Please include as much evidence of the work produced by the pupils as possible in the video, as well as the pupils talking about the project in their own words or being interviewed about it including saying what the impact of the project has been on them and more widely if appropriate.

#### Aspects to be covered in the video:

- i. A brief introduction to the title of the project, who was involved, and what it is about.
- ii. The range of evidence or source material used by learners in researching the project, and where the material came from, including any outside agency involvement such as interviewing experts or family members, or utilising the expertise of a drama coach etc.
- iii. The methods learners used to interrogate their evidence, develop their own ideas and reach their own conclusions, including how much learners worked collaboratively and independently.
- iv. How the project enhanced learners' understanding of interpretations and representations (where appropriate).
- v. What learners found out and what conclusions were reached by learners.
- vi. How valid learners' conclusions were.
- vii. How well learners engaged with the project.
- viii. The impact of the project on learners' awareness of local and/ or Welsh heritage issues (E.g. local and/ or Welsh culture, the Welsh language, sport, science and technology, women's histories, children's histories. *This list is not exhaustive, and projects can, and often do, focus on only one area, and within only a school, community or wider context, such as Wales.*)
- ix. The cross-curricular links and connections between areas of learning and experience that the project enabled learners to make.
- x. Any plans the school has to further develop the project or use it more widely in the future.

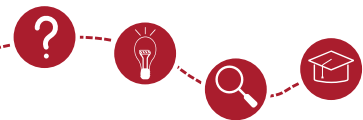
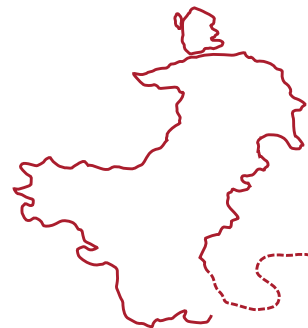


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- b. Suggested example questions. The teacher may want to ask learners to answer some of these within the video, to cover the aspects above. These are just suggestions – teachers are free to ask their own questions, and do not have to ask these. We do not require all of these questions to be asked, teachers may choose which (if any) they think are appropriate for their project, taking into consideration the age(s) and abilities of their learners:
1. What is the title of the project and what is it about?
  2. How/ why was this project chosen?
  3. Who has been involved in studying this project within the school?
  4. Who has been involved in producing the work we can see in the video/ film?
  5. What are you most proud about?
  6. Did you interview anyone outside school, such as parents or grandparents?
  7. What sorts of things did you find out from them?
  8. Did anyone give you help from outside the school, such as a drama coach or an expert?
  9. What bits of the project are better because of this?
  10. Tell us what you have found out/ learned about [insert the subject of the project]. Start with what you are really excited about telling us.
  11. What sorts of source material did you use to find out about it?
  12. Was some of the source material more useful than others? Why was that?
  13. Were you able to double-check when you weren't sure about some of your source material?
  14. Did you find that this story (the subject of the project) has been told one way by some people and different ways by other people? What did you think about that? Were you able to explain why that was?
  15. How did you decide what/ who to believe and what sources to use, to help you reach your conclusions?
  16. Did you work mainly in groups on the project? Or did you work mainly on your own?
  17. What conclusions did you and the other learners reach?
  18. Do you think you reached sensible and good conclusions?
  19. Was everyone in your group or class interested and excited by the project?
  20. What was the most surprising thing, or the thing that interested you the most? Why?
  21. Do you think you understand more about [as appropriate - local and/ or Welsh culture, the Welsh language, sport, science and technology, women's histories, children's histories] from doing this project?
  22. What skills do you think you have been able to develop through studying this project? For example, have you learned more than you knew before about writing poetry, or about handling data, or about using computer programmes?
  23. Did this project link to subjects and areas in addition to history? For example, music or drama or science?
  24. Were you able to share the project with other learners in your school? How did you do that?
  25. Do you think other people in Wales – children in schools and/ or adults – should know more about this project? Why?

Teachers are encouraged to ask any additional questions to encourage learners to provide as much information as possible, especially with Foundation Phase pupils. Some examples might include: 'Tell me more', or 'Why do you think that?', or 'What did you think about...?', or 'How did X make you feel?'



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- c. Two photographs that can be used in the Awards Ceremony. Please submit two good quality PowerPoint slides containing images which best illustrate your project. Please note your school's full name in the file name.

**Data protection** – the slides must not contain images of pupils or staff, or any other data covered by the General Data Protection Regulation (GDPR).

Do not add text to the slides as room is needed to include the names of sponsors and of your school.

Your school's images will be shown as part of our online Awards Ceremony which will be published on YouTube.

These images/photographs may also be included on the WHSI website, or in publicity related to the Awards Ceremony and/or WHSI in general.

- d. Two additional supporting documents. You may wish to submit parts of the actual project itself or other supporting documentation, if you feel that the video does not quite capture all you would wish the judges to be aware of about the project.

### SECTION 3

#### 3. Teacher Questionnaire

The short teacher questionnaire (online form on the submission page) accompanies the video. The purpose of this questionnaire is to enable teachers to give information to the judging panel about anything that could not be adequately covered in the video.

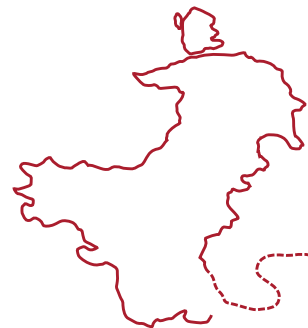
Here are the areas covered in the questionnaire, for information.

School name:

Project title:

#### Questions

1. What was the number of learners involved, and what were their ages?
2. Is this a whole school project, one class, a club, etc?
3. Which aspects of the project, or the approaches taken, do you consider to be original or innovative?
4. How has the project supported and developed the Four Purposes of Curriculum for Wales. i.e.  
~ As ambitious, capable learners?  
~ As healthy, confident individuals?  
~ As enterprising, creative contributors?  
~ As ethical, informed citizens?
5. Is the project available online? E.g. on the school website or does it have its own website? Please share the links.
6. Consider the completed project as a whole here. Approximately what percentage is the result of teacher-directed work by pupils, and approximately what percentage is the result of independent learning by pupils?
7. Please note here anything else you would like to make the judges aware of.



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### 4. Judging Criteria

Projects will be judged remotely during Spring 2022. As judges will not be visiting schools the judging criteria have been modified. Judges will be members of the committee or experienced experts. Representatives of the sponsors may also take part in the judging of projects.

Entries will be marked out of a hundred for the following aspects of the project:

#### 1. Knowledge, Understanding and Content of Project:

##### a) The extent to which the project content focuses on significant heritage issues in Wales.

The following will be considered (as appropriate):

- The **originality** of the project or approach;
- The **significance** of the contribution made to pupils' awareness of local and/ or Welsh heritage issues. (for example: local and/ or Welsh culture, the Welsh language, sport, science and technology, women's histories, children's histories. This list is not exhaustive, and projects can, and often do, focus on only one area, and within only a school, community or wider context, such as Wales.)

Allocation of marks within the aspect:20

##### b) The knowledge and understanding pupils have gained from the project.

- The extent to which pupils have gained **detailed and accurate knowledge**;
- The extent to which pupils **apply this knowledge** and understanding in making explanations, links and connections both within the project and to wider aspects of Welsh heritage;
- How well the project enhanced learners' understanding of **interpretations and representations** (where appropriate).

Allocation of marks within the aspect:25

#### 2. Development of Skills

##### a) Skills of enquiry.

- The range, types, quality and relevance of **evidence** considered;
- The range and appropriateness of **questions** asked and **lines of enquiry** explored by learners;
- The extent to which learners have developed their **own ideas and thinking and the methods they used**;
- The validity and complexity (age appropriate) of **judgements and conclusions** reached;
- The extent of **outside agency involvement** with the project (eg. outside experts) and how the learners made use of this.

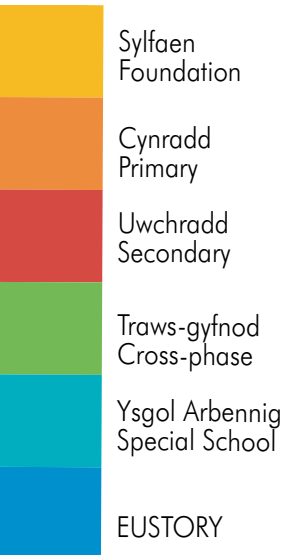
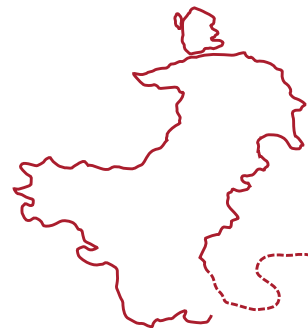
Allocation of marks within the aspect:25

##### b) Wider skills development.

How the project has supported and developed learners' skills will be considered (as appropriate):

- As **ambitious, capable** learners;
- As **healthy, confident** individuals;
- As **enterprising, creative** contributors;
- As **ethical, informed** citizens;
- Of working **independently** and working **collaboratively**;
- **Across the curriculum** by linking with other areas such as music, numeracy or literacy (for example);
- In ICT.

Allocation of marks within the aspect: 10



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### 3. Impact

The impact of the project on learners.

- How well all the learners **engaged** with the project;
- The extent to which the project has **inspired, motivated** and **excited** learners (and others if appropriate);
- The likelihood that the project will be **further developed** or used by the school/ community in the future.

Allocation of marks: 20

### 5. Quick Final Checklist

Item	Date due	Tick
Registration form	31st January 2022	<input type="checkbox"/>
Video (15 mins max)	All by 18 March 2022	<input type="checkbox"/>
Teacher questionnaire		<input type="checkbox"/>
2 GDPR compliant photographs		<input type="checkbox"/>
Additional Supporting Material		<input type="checkbox"/>