



EAS

Education Achievement Service
for South East Wales
Gwasanaeth Cyflawni Addysg
i Dde Ddwyrain Cymru

Members Briefing Autumn 2018



What does the EAS do on behalf of and in partnership with LAs?

EAS will enable LAs to meet their statutory responsibility through governance and scrutiny of Business Plan delivery and impact

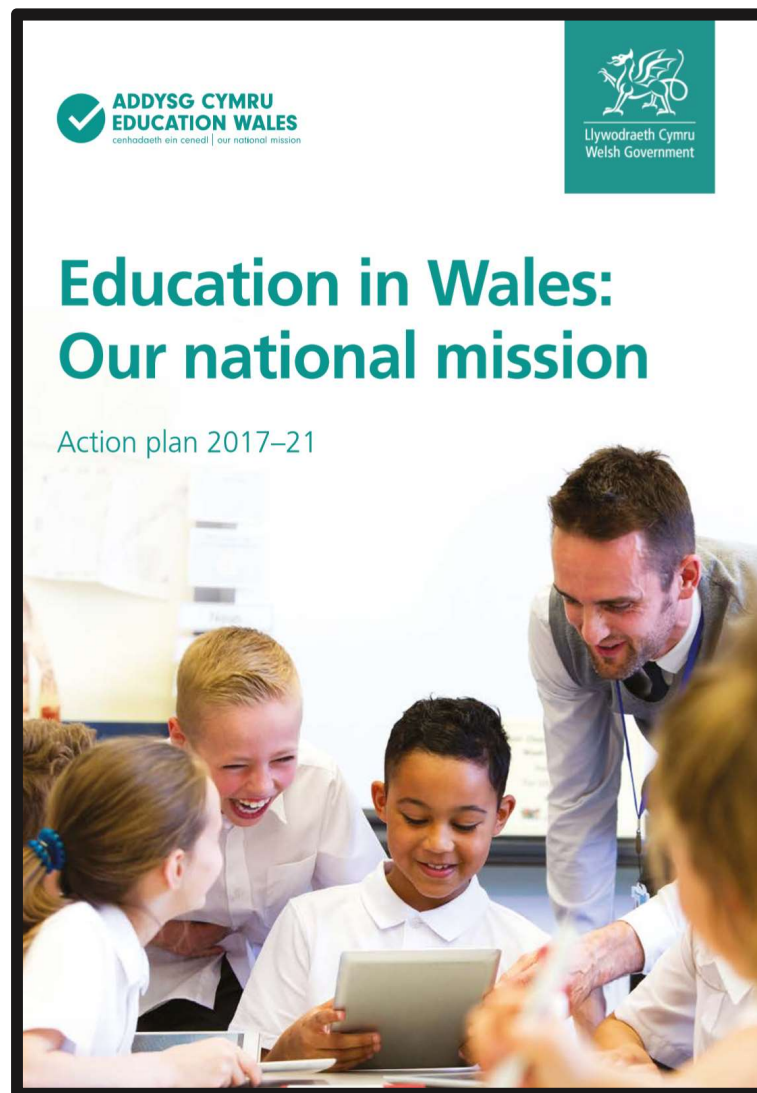


National Reviews / Policies: Rationale for change

- OECD: The Welsh Education Reform Journey (A Rapid Policy Assessment) 2014 and 2017
- Successful Futures Independent Review of Curriculum and Assessment Arrangements in Wales (Professor Graham Donaldson, February 2015)
- Teaching Tomorrow's Teachers: Options for the future of initial teacher education in Wales (John Furlong, March 2015)
- Changes to Teachers Pay and Conditions and Professional Standards
- A Learning Inspectorate: Independent review of Estyn (Graham Donaldson, June 2018)
- Additional Learning Needs and Education Tribunal (Wales) Act 2018 and the ALN Transformation Programme

A period of significant ongoing change for education in Wales

The strategic plan and direction



Enabling Objectives

“It is clear that the successful realisation of our new transformational curriculum and assessment arrangements will require well-coordinated, enabling reforms. These reforms are being developed in collaboration with education professionals, and are benefitting from engagement with excellent practice from around the world. The realisation of a new curriculum will require a clear focus on the following four key enabling objectives.”

1

Developing a high-quality education profession.

2

Inspirational leaders working collaboratively to raise standards.

3

Strong and inclusive schools committed to excellence, equity and well-being.

4

Robust assessment, evaluation and accountability arrangements supporting a self-improving system.

- 1 Developing a high-quality education profession.
- 2 Inspirational leaders working collaboratively to raise standards.
- 3 Strong and inclusive schools committed to excellence, equity and well-being.
- 4 Robust assessment, evaluation and accountability arrangements supporting a self-improving system.



EAS

Education Achievement Service
for South East Wales
Gwasanaeth Cyflawni Addysg
i Dde Ddwyrain Cymru

Curriculum Reform and EAS Support Programme



Key Dates – Curriculum Reform

- April 2019 – Draft curriculum available for all schools (opportunity for feedback, refinement)
- April 2020 – Final curriculum published
- September 2022 – new Curriculum for Wales a statutory requirement for all schools



A statement detailing how the AoLE supports the four purposes

This provides a justification of how the AoLE contributes to the four purposes of the curriculum and why it is important. The statement also provides a 'way in' to the AoLE and the related What Matters statements

What Matters statements and their accompanying rationales

Together, these statements outline the essential aspects of learning in the AoLE i.e. 'what matters', drawing on key disciplinary and instrumental knowledge and skills and making links with the four purposes

Cross – Curriculum Elements

The Cross-Curriculum Responsibilities; wider skills; Welsh dimension and international perspective; enrichment and experiences and elements of Careers and the World of Work are to be referenced where appropriate.

Guiding Principles to help turn **What Matters** into practice.

These will inform curriculum planning at school level and support practitioners in the delivery of the AoLE. In the context of the AoLE, the principles may relate to:

signature pedagogies; assessment; exemplification.

Further guidance on how Cross-Curriculum Elements could be addressed and references to where learners' Welsh language skills might be developed could also be included here.

Knowledge, Skills & Experiences identified as key to achieving each What Matters

To support the development of school level curriculum in relation to the relevant What Matters statement, there will be two sections to this element:

- An indication of 'content' that is essential to be covered at some point on the continuum to reach the What Matters statement
- An outline of progression that articulates the general nature of change across the continuum of learning to achieve the What Matters statement

In articulating these elements, for each What Matters we draw on the following:

- Key knowledge, skills & experiences that reflect relevant disciplines and domains within the scope of the AoLE (this includes disciplinary and instrumental knowledge)
- Sequencing where appropriate
- Cross-Curriculum Responsibilities & Wider Skills
- Welsh dimension and international perspective where appropriate

Links to other What Matters within the AoLE as well as other AoLEs will also be made where appropriate

Progression Steps/Achievement Outcomes

- Progression Steps will be described at five points in the learning continuum, relating broadly to expectations at ages 5, 8, 11, 14 and 16.
- Progression Steps will take the form of a range of Achievement Outcomes.
- By signalling an emphasis on achievement in a broad sense, these outcomes broaden the scope of what we value in children and young people's learning.
- Achievement Outcomes will be described from the learner's point of view, using terms like 'I have...' for experiences and 'I can...' for outcomes.
- Achievement Outcomes will include:
 - Knowledge, Skills & Experiences
 - CCR and wider skills
 - Welsh dimension & international perspective where appropriate
- The Achievement Outcomes will contribute to achieving the What Matters and four purposes.

To be used as reference points for individuals, not universal expectations of all children at fixed points.

Progression Framework

The detailed work currently being undertaken for each What Matters. This will be the basis for developing the Achievement Outcomes over the coming months. It will also form the basis for the outline progression described in the key knowledge, skills and experiences element above.

Regional Support for Curriculum Reform

- Each school funded to engage with education reform support programme (£5882 per school)
- 2 part programme
- **Part 1** - 4 day introductory workshop for nominated Professional Learning Lead
- **Part 2** - Professional enquiry sequence to support school-based curriculum development
- **All** support materials made available to all staff through the EAS regional Hwb site



- 1 Developing a high-quality education profession.
- 2 Inspirational leaders working collaboratively to raise standards.
- 3 Strong and inclusive schools committed to excellence, equity and well-being.
- 4 Robust assessment, evaluation and accountability arrangements supporting a self-improving system.



Changes to: Teacher Assessment Reporting at Foundation Phase, Key Stage 2 and Key Stage 3

Implications for Target Setting



Key Changes to the use of Teacher Assessment for Accountability Purposes – from September 2018

- Teacher Assessment can be used for information purposes only e.g. to develop school improvement policies etc., but not for school accountability purposes below national level.
- All Wales Core Data Sets (Performance) will no longer be provided by WG for: Foundation Phase , Key Stage 2, Key Stage 3.
- There will be no change to the collection process and schools still have to report data to Welsh Government.
- Data will be shared with Local Authorities and Consortia who have systems in place to analyse data, but comparison with other LAs / Consortia will not be possible.



Changes for schools

What will cease to be available for schools?

- School Comparative Report (including National Tests)
- AWCDS - FP, KS2, KS3 performance packs
- 'My Local School' updates – FP, KS2, KS3

What will be available for schools?

- For 2018/2019 the EAS will continue to provide a slightly reduced EAS School Data Profile to assist with internal school self-evaluation activity only.
- This will continue to include a National Test summary for school level information only.



Changes for LAs

- For 2018/2019 the EAS will provide a reduced standard scrutiny report for teacher assessment outcomes. The main changes are:
 - No comparison with other LAs (rank positions)
 - No individual school level data as part of the standard report
 - No benchmark summaries

There will still be a range of available data to enable effective scrutiny (to include):

- National Categorisation (this is based upon school performance)
- The progress of schools causing concern
- Estyn inspection outcomes and progress of schools in categories
- School engagement in the curriculum reform programmes



Implications for Target Setting

- For Autumn 2018 target setting remains a statutory process for LAs to undertake.
- The region has a comprehensive online system (EASi Targets) for collecting targets at pupil level. This produces helpful school level summaries to assist with school improvement and pupil tracking activity.
- Target setting is about more than meeting statutory requirements – the key purpose is to set high expectations at the earliest opportunity:
 - Getting to know pupils' potential and challenging expectations
 - Ensuring pupil progress towards targets is the responsibility of everyone
 - Implementing effective intervention, where pupils fall behind

Key points that are still to be resolved at a national level:

1. The use of school level targets to be aggregated to LA and Regional Targets
2. How school level targets are to be used for accountability purposes



- 1 Developing a high-quality education profession.
- 2 Inspirational leaders working collaboratively to raise standards.
- 3 Strong and inclusive schools committed to excellence, equity and well-being.
- 4 Robust assessment, evaluation and accountability arrangements supporting a self-improving system.



Key Stage 4 Reporting

Changes in 2017

Changes in 2018



KS4 Measures – Summary from 2017

Indicator	Definition	Abbreviation
Level 1 Threshold	Formerly 5 GCSE at A*-G, but including a range of approved vocational equivalents	L1
Level 2 Threshold	Formerly 5 GCSE at A*-C, but including a range of approved vocational equivalents	L2
Level 2 Threshold including E/W&M	L2 but including English / Welsh and Mathematics or Numeracy GCSE, whichever is the learner's best	L2+
Capped Points Score <i>(A*=58, A=52 ... G=16, U=0)</i>	Measures the quality of the best 9 qualifications the average learner in a school achieves. Must now include: <ul style="list-style-type: none"> • GCSE English / Welsh Language • GCSE Mathematics – Numeracy • GCSE Mathematics • Best science qualification • Second best science qualification 	CPS
No Qualifications	The % of pupils in a school that leave with no recognised qualification	NQ

Key messages from Cabinet Secretary

- From 2017, no **one main** measure to be focused on at school level, instead a suite of measures considered, including:
 - Level 2 inclusive (Welsh Baccalaureate Foundation & National measures from 2018)
 - Level 2 threshold (2017 only)
 - Level 1 threshold (2017 only)
 - Capped Points Score (the revised, 'Capped 9' measure from 2017).
- The changes to performance measures are in line with recommendations contained within Successful Futures and will have the positive effect of widening curriculum choice.



Key changes to measures - 2017



- Any non-GCSE Level 1 or Level 2 qualification will be worth a maximum of **two GCSEs**. *Current qualifications can continue to be taken but performance value capped at equivalent of two GCSEs.*
- The Core Subject Indicator will **no longer be published** as a performance measure.
- The following new GCSEs will be used as the literacy and numeracy elements of the Level 2 Inclusive measure:
 - English Language / Welsh Language
 - Mathematics or Mathematics Numeracy (whichever is the learners best)
- Literature qualifications will not count towards the literacy requirements of measures, but can still count towards the non-subject specific measures.

The 'new' Capped Point Score



- The score will be based on nine rather than eight qualifications. Five of the nine qualifications used to calculate the score will be:
 - GCSE English Language or GCSE Welsh Language (whichever is the learner's best, literature will not count)
 - GCSE Mathematics – Numeracy and GCSE Mathematics
 - The learner's best two science qualifications (from 2018, their best two science GCSEs)
- The other four qualifications will be the learner's best (highest grade) other qualifications. These could be GCSEs, vocational qualifications or the Skills Challenge Certificate (the core of the new Welsh Baccalaureate).

Summary of changes from 2018 (current Year 11 learners)

- For science only GCSE qualifications will count towards subject specific requirements of the capped points score.

Non-GCSE science qualifications no longer count towards science components but can still count towards a learner's 'other 4' best qualifications.

- New measures will be introduced relating to the attainment of the new Welsh Baccalaureate at Foundation and National levels (Levels 1 and 2).

These new measures will replace the current Level 1, Level 2 and Level 2 Inclusive threshold measures.



New Science GCSEs for Wales



**GCSE
Science
(Double
Award)**

GCSE Biology

**GCSE
Chemistry**

GCSE Physics

These qualifications provide a suitable foundation for the study of science at AS and A level.

All of the new GCSE Science qualifications are unitised (modular).

Units can be taken at the end of Year 10 or Year 11. The combined outcome of the units results in an overall grade for the qualification.

These new GCSEs are different from previous GCSEs and other science qualifications:

- The content and assessment have been updated;
- Practical work still counts towards the final grade.

**Applied
Science
(Double
Award)**

**Applied
Science
(Single
Award)**

These qualifications look at science in a more practical and work-based context.

They are not designed to prepare for progressing to AS and A level science qualifications.

enquiries@qualificationswales.org

T: 01633 373 222

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



GCSE specification changes: Risks 2017/2018

New qualifications for first teaching:

- **September 2015:** English Language; Welsh Language; mathematics; mathematics numeracy
 - **September 2016:** art and design; drama; food and nutrition; geography; French; German; Spanish; music, physical education and a science suite.
 - **September 2017:** business; computer science; design & technology; history; media studies; religious studies; and Welsh second language.
-
- New qualifications bring significantly increased uncertainty. Schools' and individual teachers ability to set accurate targets and subsequently track pupils' progress towards meeting them may be affected by a number of factors.
 - Changes to Early Entry arrangements
 - Changes to science specifications



Interim Performance Measures (2019/2018)

“The Cabinet Secretary for Education released a statement giving a high level overview of planned changes to Key Stage 4 school performance measures for implementation in 2019 as an interim arrangement whilst development of the future Evaluation and Improvement Arrangements for schools in Wales is ongoing.

We are working on these long-term future arrangements with OECD and they will be published alongside the curriculum for feedback in April 2019, for implementation in 2022.” (May 2018)



Proposed changes for 2019

- Work collaboratively with schools to move the focus from C/D borderline and raise aspiration for all learners
- Base new measures on points score (like CPS)
- Update the 'Capped 9' to include only 3 measures at it's core all using average points scores

Subject Areas	Learning Measure
Literacy	Best of English Language, Welsh First Language, English Literature or Welsh Literature
Numeracy	Best of mathematics or numeracy
Science	Best of science

Proposed changes for 2019

- Compare the performance of groups of learners:
 - Boys / Girls
 - eFSM / non eFSM (eligible for Free School Meals)
- The cohort of each school will be divided into thirds showing average score for each third
- Comparisons with similar schools
- Participation in subjects
- Implications for target setting

- 1 Developing a high-quality education profession.
- 2 Inspirational leaders working collaboratively to raise standards.
- 3 Strong and inclusive schools committed to excellence, equity and well-being.
- 4 Robust assessment, evaluation and accountability arrangements supporting a self-improving system.



EAS

Education Achievement Service
for South East Wales
Gwasanaeth Cyflawni Addysg
i Dde Ddwyrain Cymru

Post-16 Developments



Developing consistent measures for post-16



Current:

- A Level performance (A*-A, A*-C, A*-E) across the school
- Level 3 Threshold (2 A*-E) or equivalent

- Makes it difficult to make meaningful comparisons
- Currently consultation with the sector on broader measures
- Will include destination information for learners

- 1 Developing a high-quality education profession.
- 2 Inspirational leaders working collaboratively to raise standards.
- 3 Strong and inclusive schools committed to excellence, equity and well-being.
- 4 Robust assessment, evaluation and accountability arrangements supporting a self-improving system.



EAS

Education Achievement Service
for South East Wales
Gwasanaeth Cyflawni Addysg
i Dde Ddwyrain Cymru

National Categorisation and Self Evaluation

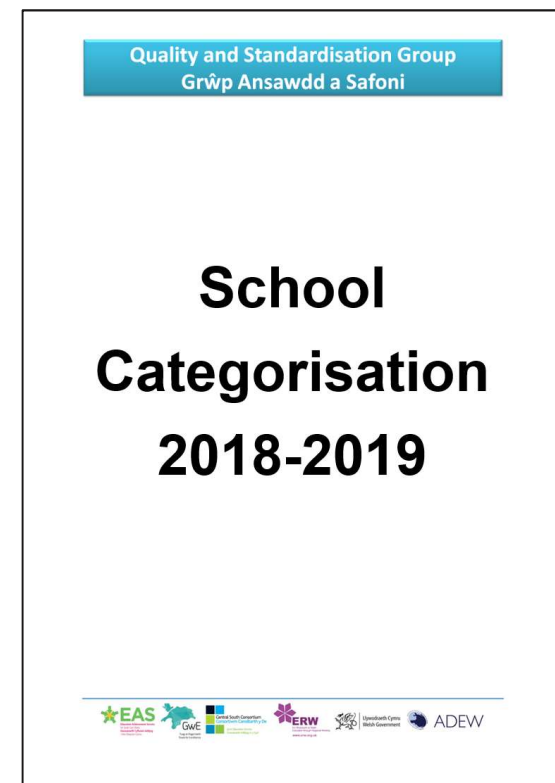


National Categorisation 2018-2019

Arrangements for the National School Categorisation System

- The process for categorisation will be kept the same for 2018-19.
- Regional Moderation (December 2018) and National Verification (early January 2019);
- Quality and Standards Group (QSG) – Guidance updated.
- Welsh Government guidance will be updated to reflect the refinements also made to the QSG guidance.

WG are working on developing a new framework for evaluation and improvement, and will be considering the evolving role of school categorisation alongside the recommendations coming out the review of Estyn, in which there are also implications for the role of the Challenge Adviser going forward.



- 1 Developing a high-quality education profession.
- 2 Inspirational leaders working collaboratively to raise standards.
- 3 Strong and inclusive schools committed to excellence, equity and well-being.
- 4 Robust assessment, evaluation and accountability arrangements supporting a self-improving system.



EAS

Education Achievement Service
for South East Wales
Gwasanaeth Cyflawni Addysg
i Dde Ddwyrain Cymru

Future National Developments



Future Developments

- A National Self Evaluation Toolkit (working title): Being developed with Estyn, OECD and practitioners.
- A National 'score card': Being developed by WG in collaboration with stakeholders.
- Confirmation of the outcome measures for KS4 (taking into account a wider range of indicators) and KS5.
- Further details on how school level targets will be used in 2018/2019
- Implications for the education sector following the review of Estyn
- Further details on the specifications within the ALN Bill
- Implications following the review of teachers pay and conditions



EAS

Education Achievement Service
for South East Wales
Gwasanaeth Cyflawni Addysg
i Dde Ddwyrain Cymru

Any Questions?

