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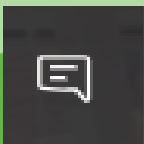
Education Achievement Service
for South East Wales
Gwasanaeth Cyflawni Addysg
i Dde Ddwyrain Cymru

The Curriculum for Wales – An Update for Elected Members in Monmouthshire

Welcome. The meeting will begin shortly... while you wait...



Please ensure your microphone is on mute for the start of the meeting – this will enable us to have the best sound quality for all participants.



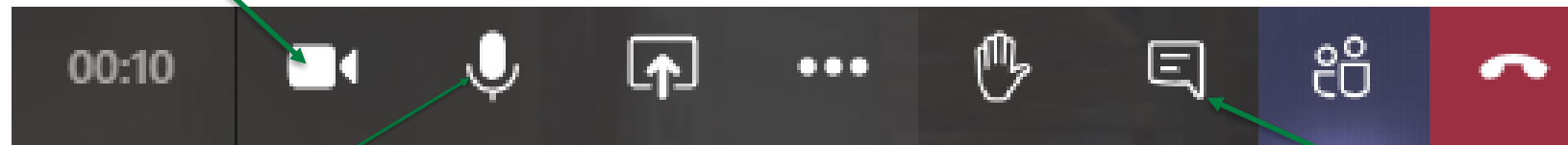
Please put your name and school in the 'Chat Space' to say hello and register your attendance.

Helpful tips!

Camera on, click to turn off



This session will be interactive!



To mute your microphone, click on this symbol. When muted, it will display like this



Hands up / hands down

To access the 'Chat Space' click on this symbol and type in your response or to access any links shared during the session

Session Objectives

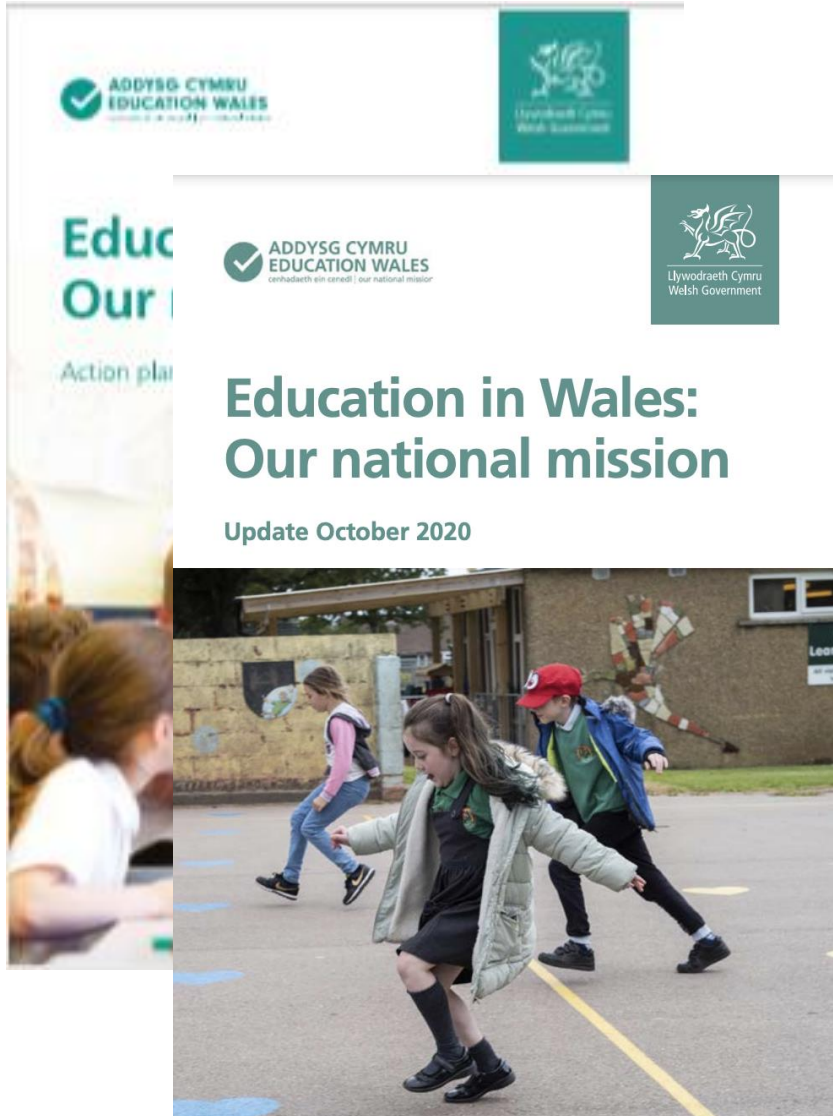
The objectives of this session are to:

To provide a brief overview of the curriculum for Wales – to include;

1. The National Mission and the key drivers for change
2. Timeline – What is happening and when?
3. What are the key changes?

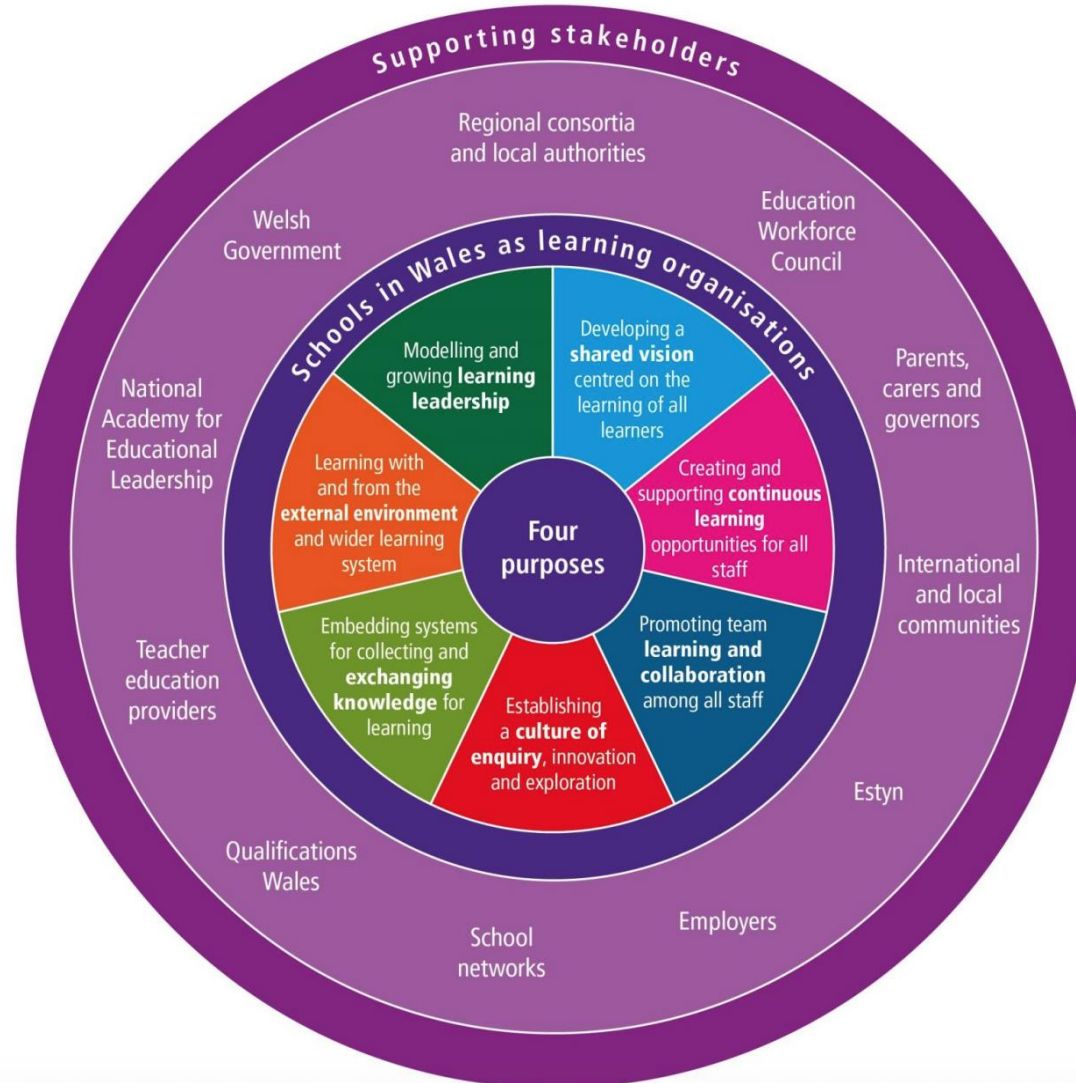
What are the wider system expectations from the Welsh Government, Regional Consortia and Estyn?

The National Mission – An integrated programme of reforms



- 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.

The National Mission – An integrated programme of reforms



Curriculum for Wales, Journey to 2022



Curriculum for Wales

The journey to 2022



January 2021

Engagement

Designing,
planning and
trailing

Evaluating and
preparing for
first teaching

Vision
Understanding the
model
Leading pedagogy
Time and space for PL

- 1) The curriculum for Wales model
- 2) Models of curriculum development
- 3) AoLE Design Considerations and Professional Learning
- 4) Progression and Assessment

Culture of research and
enquiry

Effective Leadership of Change



Implementing Education Policies

Achieving the New Curriculum for Wales



Recommendations:

Organise expert groups that can review the Curriculum for Wales building on the existing framework to ensure that it is internally coherent, well-designed and that it supports depth of understanding; and to consider assessment for learning approaches that are aligned and can gauge student progress.

Support readiness for change across all schools in Wales by developing collaborative networks that leverage curriculum expertise and resources, with participation from practitioners, Pioneer schools, curriculum and assessment experts, and relevant university experts.

School Improvement Guidance – Consultation (closed April 2021)

Number: WG41743



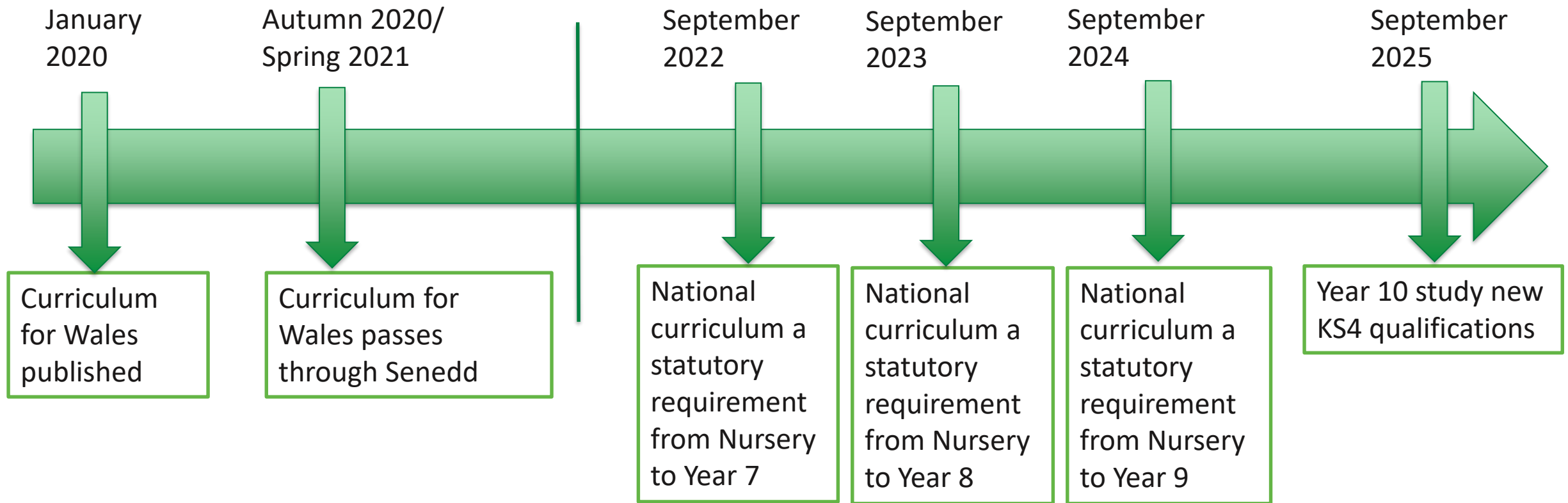
Welsh Government
Consultation Document

School improvement guidance

Framework for evaluation, improvement and
accountability

- For the Curriculum for Wales to be successful, it is crucial that all aspects of the schools' system align with and support the curriculum and its underlying principles.
- Learner assessment information should not be used for accountability purposes. The purpose of assessment is to support individual learner progression. **Local authorities and regional consortia must not, therefore, collate and aggregate school level data or create specific local arrangements to gather individual pupil level information.**
- While the use of assessment information is not for external reporting and accountability, using it effectively to support learner progression and to help improve teaching practice, is a core professional responsibility of a school's teaching staff.

Timeline



Qualifications Reform

Outcome of Consultation 1: General Principles: Quals from 14-16

- Linked to and support Curriculum for Wales
- Should be available bilingually (expectation)
- Coherent and inclusive (all learners needs)
- GCSE name will be retained (content and assessment arrangements will change)

<https://qualificationswales.org/english/qualified-for-the-future---have-your-say/>

November 2019 to February 2020

Consultation on:

- Principles for qualifications taken at 16 that are eligible for public funding
- Keeping the GCSE name as part of the qualification offer
- Redesigning the Skills Challenge Certificate as a free-standing qualification

Next steps:

- Summary of responses to the consultation and resulting decisions
- Advice to the Minister for Education

2020

Consultation on:

- Which subject areas will form part of the public offer
- Qualifications to support the continuum for Welsh language learning
- Design principles for future GCSE qualifications (if retained)
- More detailed proposals on standalone qualifications to assess "wider skills" (if retained)

Next steps:

- Summary of responses to the consultations and resulting decisions
- Confirmation of timeline for developing new and updated qualifications
- Consider the regulatory requirements needed to put the vision and principles into practice

2021

Consultations on individual qualifications:

- Detailed design features and content of new or updated qualifications

Next steps:

- Consider the responses to the consultations and report on the outcomes
- Publish approval criteria for individual subjects


From 2021

- Awarding bodies develop new and updated qualifications to meet regulatory requirements
- Requirements for essential teaching and learning resources to support qualifications identified and fed into strategic commissioning model

Qualifications: The Story so Far...

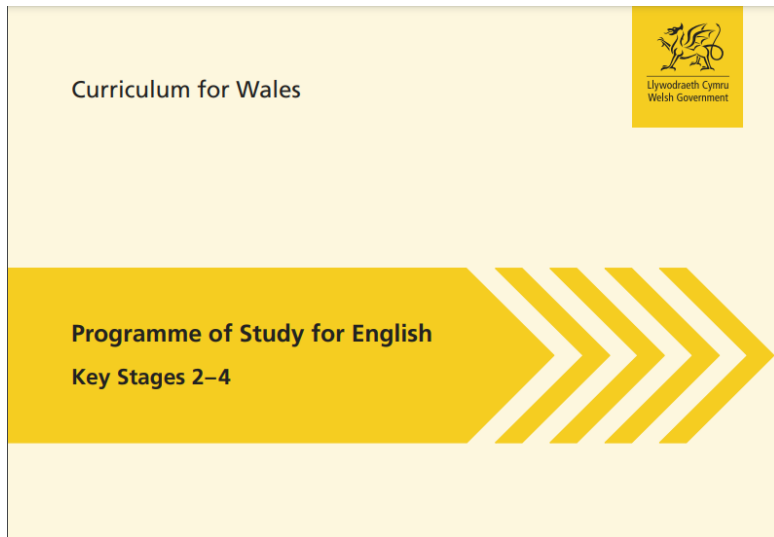
Consultation 2 (closed April 2021): Range of Qualifications (Made for Wales)

- Review and reform GCSE Art and Design, Drama and Music (EA)
- New GCSE in film and digital media (EA)
- A choice of qualifications that combine different areas of expressive arts (including dance) (EA)
- No new qualification for H and WB – Reform GCSEs in Food and Nutrition, PE, Health and Social Care, and Childcare. (H and WB)
- Review and reform GCSEs in Business, Geography, History and Religious Studies (HUM)
- A new GCSE in Social Studies (HUM)
- Develop **proposals** for a new integrated GCSE in Humanities (HUM)
- Create a new combined Language and Literature Qualification in English/Welsh (1.5 GCSE) (LLC)
- A new 'bigger' Welsh GCSE for learners in English medium contexts (1.5 GCSE) (LLC)
- A set of small Welsh language skills qualifications that can be taken in addition to a GCSE to support progression (LLC)
- Review and reform GCSEs in French, German and Spanish (LLC)
- A set of small qualifications in a range of International Languages (LLC)
- Access a range of British sign-language qualifications (LLC)

- 
- A combined GCSE in Mathematics and Numeracy (1.5 GCSEs) (M and N)
 - Single unit qualification to assess numerical proficiency – onscreen assessment (M and N)
 - L2 qualification in Additional Maths (M and N)
 - Review and refine GCSEs in Computer Science, Built Environment, Design and Technology and Digital Technology (S and T)
 - A new Engineering and Manufacturing GCSE (S and T)
 - A new Science GCSE (x 2 GCSEs) – (S and T)
 - As set of small science qualifications that can be taken in addition to to the proposed new GCSE qualifications (S and T)
 - Skills Challenge Certificate – reformed to make it simpler (Assess Integral Skills)

Consultation 3 will consider the content and assessment of the individual qualification, pending the outcome of the second consultation.

What are the key changes to the curriculum?



Content and outcomes curriculum



Purpose led curriculum

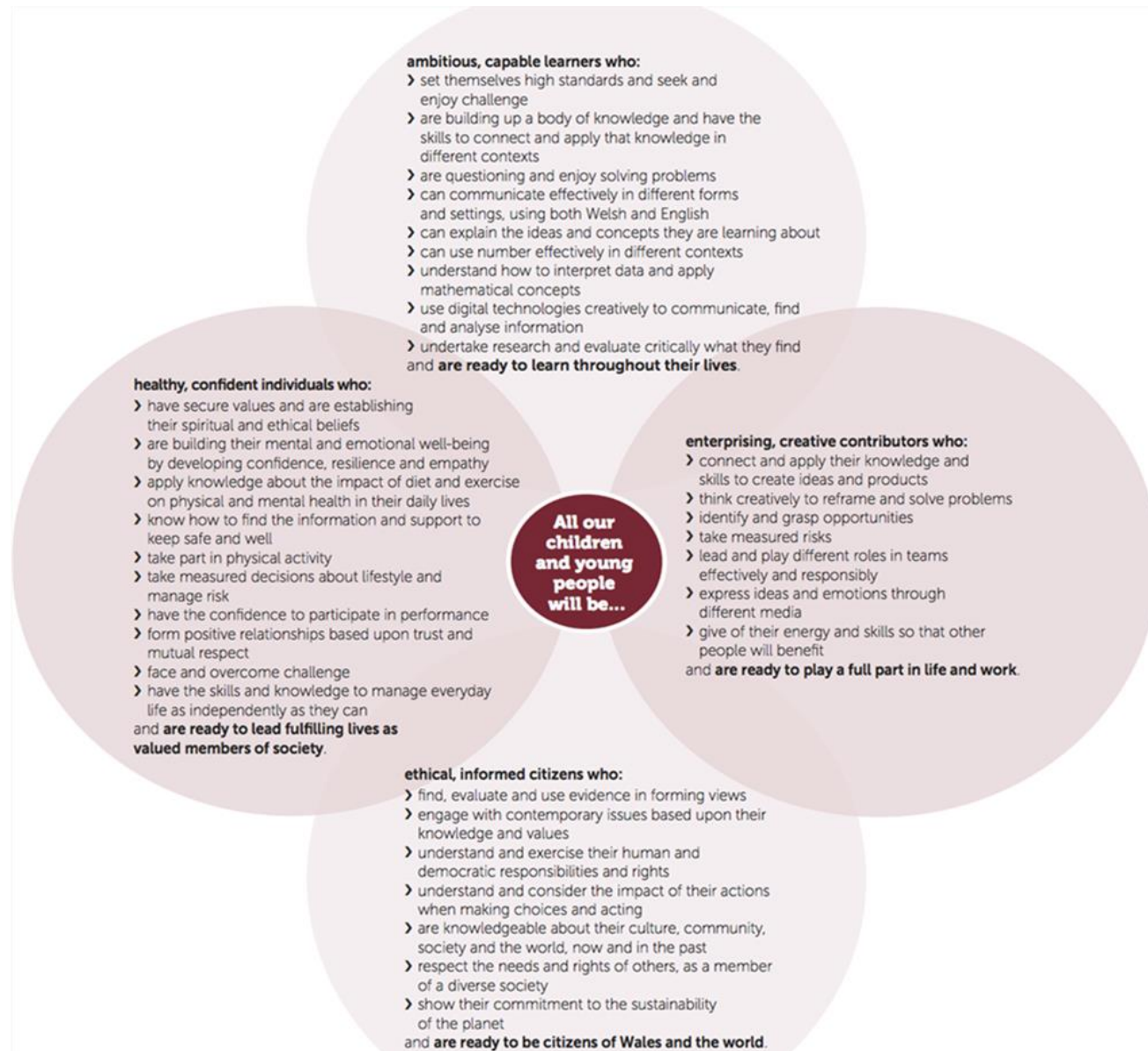
Foundation Phases, key Stages two-
4

One 3-16 continuum of learning

What are the key changes to the curriculum?

“A school’s curriculum is everything a learner experiences in pursuit of the four purposes. It is not simply what we teach, but how we teach and crucially, why we teach it.”

What are the key changes to the curriculum?



Four purposes are the overarching goal of the education system.

Schools have responsibility for designing their own curriculum, within the framework guidance.

Key Design Considerations – Cross Cutting Elements



Themes that should be embedded in learning across the curriculum
More pertinent to content selection in some AoLE's.

What are the key changes to the curriculum?



Expressive Arts



Health and Well-being



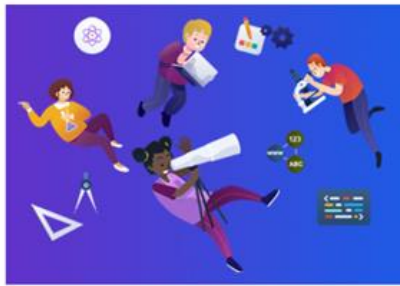
Humanities



Languages, Literacy and Communication



Mathematics and Numeracy



Science and Technology

New subject content within the Areas of Learning

- Dance, Film and Digital Media
- Business and Social Studies
- International languages
- Computer Science

Cross Curricular Literacy, Numeracy and Digital Competence

What are the key changes to the curriculum?

Statements of What Matters

Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.

Events and human experiences are complex, and are perceived, interpreted and represented in different ways.

Our natural world is diverse and dynamic, influenced by processes and human actions.

Human societies are complex and diverse, and shaped by human actions and beliefs.

Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.

What are the key changes to the curriculum?

Principles of Progression

Increasing breadth
and depth of
knowledge

Deepening
understanding of the
ideas and disciplines
within the Areas

Refinement and
growing sophistication
in the use and
application of skills

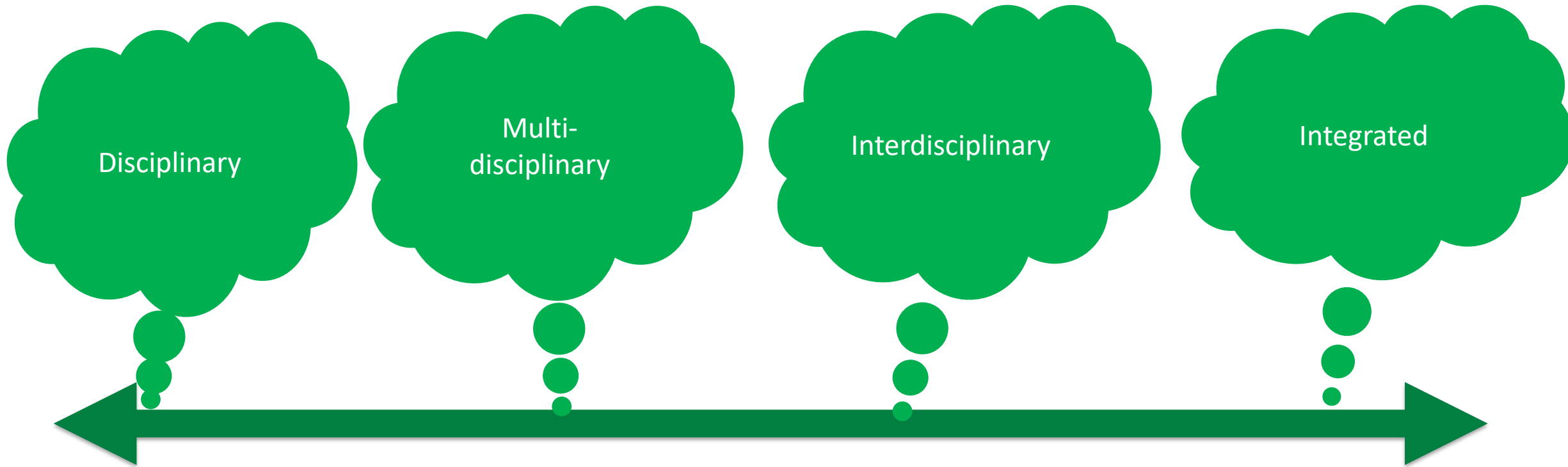
Making connections
and transferring
learning into new
contexts

Increasing
effectiveness

Principles of Progression in Mathematics and Numeracy: The proficiencies

Conceptual understanding
Communication using symbols
Fluency
Logical reasoning
Strategic Competence

Which Design Model? A Combination...?



“The Curriculum for Wales guidance promotes **collaboration and cross-disciplinary planning, learning and teaching**, both **within and across** Areas. This will enable learners to build connections across their learning and combine different experiences, knowledge and skills.”

Subsidiarity... What models and approaches will work best for learners in our school?

Key changes in the curriculum – Descriptions of Learning

Progression Step 1

Progression Step 2

Progression Step 3

Progression Step 4

Progression Step 5

“I can identify the threats to the development and health of organisms and recognise some natural defences, preventions and treatments.” (PS3 Science and Technology)

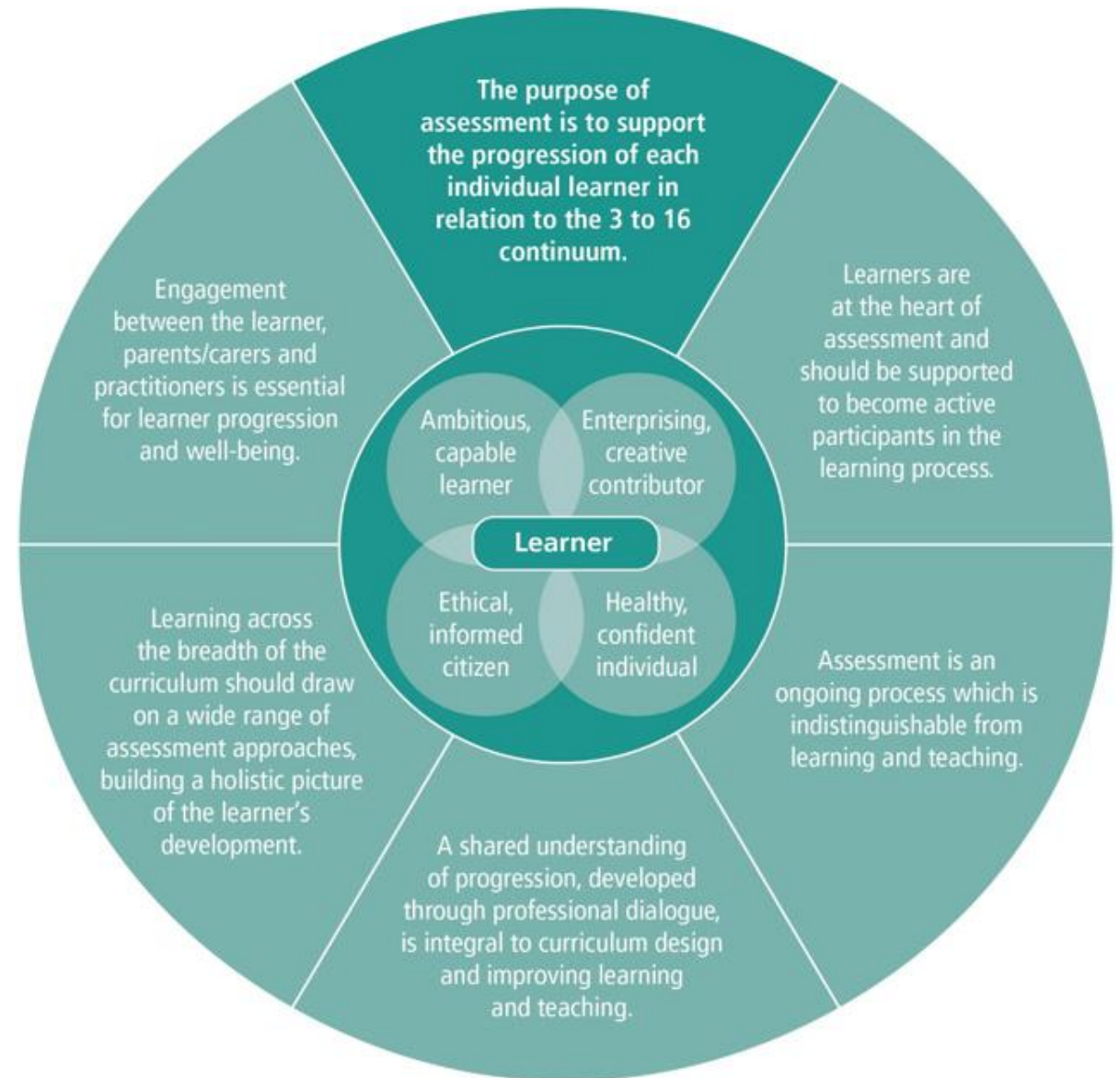
- Illustrate the learning journey in a particular statement of what matters.
- Written to support schools to develop their assessment practices.
- Not designed to be used in a ‘best fit’ way.

Key changes in the curriculum - Assessment



Supporting learner progression: assessment

Guidance for designing assessment arrangements within a school curriculum



Assessment Guidance – the purposes of assessment

- Supporting individual learners on an ongoing, day-to-day basis
- Identifying, capturing and reflecting on individual learner progress over time
- Understanding group progress in order to reflect on practice



Pedagogical Principles – Good Teaching and Learning



What are the expectations of Welsh Government, Estyn and EAS?

Welsh Government have worked with Welsh Government, Estyn and the regional consortia to develop a set of shared expectations. These are the steps set against suggested timescales that schools should be taking on their journey to 2022.

Engagement

Developing a whole school understanding of a purpose-led curriculum

Develop a vision for curriculum and the learning and teaching that supports it.

Build understanding of the curriculum model and approach to assessment set out in the Curriculum for Wales guidance

Understand the importance and value of knowledge, skills and experiences in the Curriculum for Wales guidance

Design, planning and trialing

Begin the design process involving all stakeholders – including learners.

Ensure engagement with professional learning and that it supports the development of teaching.

Develop approaches for the mandatory elements of the curriculum.

Ensure engagement with professional learning and that it supports the development of teaching.

Evaluating and preparing for first teaching

Evaluate trials and reflect on learning to influence on-going curriculum design.

Engage with a wider evidence-base, including with HEIs, to inform curriculum and assessment design

Continue to invest in professional learning.

Develop, trial and finalise transition planning as part of the curriculum design to ensure an effective process for the transition of learners along the 3 to 16 continuum.

Current 'live' Consultations

Curriculum for Wales guidance for Careers and Work-related Experiences (CWRE)

21 May 2021 Open consultation Education and skills

Curriculum for Wales Enabling Pathways guidance

21 May 2021 Open consultation Education and skills

Guidance on the design and delivery of mandatory Religion, Values and Ethics (RVE)

21 May 2021 Open consultation Education and skills

Curriculum for funded non-maintained nursery settings

21 May 2021 Open consultation Education and skills

Statements of what matters code

21 May 2021 Open consultation Education and skills

Draft progression code

21 May 2021 Open consultation Education and skills

Curriculum for Wales guidance and code for Relationships and Sexuality Education (RSE)

21 May 2021 Open consultation Education and skills

Questions

