



Llywodraeth Cymru  
Welsh Government



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EDUCATION WALES

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# Preparing for the new curriculum



**‘Understanding curriculum ... means to understand the cultural construction of the child and the future citizen’**

(Pinar, 2013)

# Aims of this presentation

- Summarise progress.
- Share key curriculum messages.
- Describe the next steps for development and engagement.

First of all here's a film that sets the tone for this presentation.

[www.youtube.com/watch?v=0jEaastz224&t=14s](http://www.youtube.com/watch?v=0jEaastz224&t=14s)

# 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 highly prescriptive content allied to increasingly powerful accountability mechanisms has diminished the creative role of schools and professionals.
- Essential features of our curriculum devised in 1988 do not reflect our world of technology and globalisation.

# What were the key recommendations from *Successful Futures*?

- Four purposes of the curriculum.
- Six areas of learning and experience.
- Three cross-curricular responsibilities.
- Progression steps at ages 5, 8, 11, 14 and 16.
- Achievement outcomes.
- A range of pedagogical approaches.
- Refocusing assessment on learning, including learners' self- and peer-assessment.
- Monitoring performance of the system at a national level through annual sampling.

## **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.

# Defining 'curriculum'

'Curriculum' includes all the learning experiences and assessment activities planned in pursuit of agreed purposes of education.

Curriculum for Wales 2022 consists of:

- a national level framework
- school-level design and planning.

# Supporting the new curriculum

- National approach to professional learning (and funding).
- New evaluation and improvement (accountability) arrangements.
- Online personalised assessments.
- New additional learning needs approach.
- Qualifications.



## Our new curriculum is:

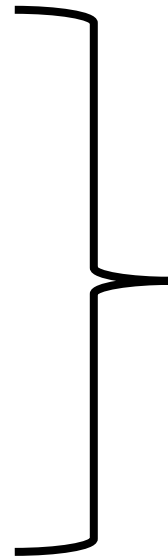
- a **purpose-led curriculum** – the four purposes are the heart of curriculum development at a national and local level
- organised as a **continuum of learning from ages 3 to 16** – all children and young people will make progress along the same continuum
- organised around **progression steps**, articulated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

## Our new curriculum will not be:

- overly prescriptive or specific; it will not dictate time allocations for areas of learning and experience, subjects or disciplines
- driven by content coverage, defining detailed inputs for learners or groups of learners
- biased towards either **knowledge or skills**; it has been developed to allow schools to provide a balance of knowledge, skills and experiences
- based upon programmes of study; subjects and disciplines will work as parts of the areas of learning and experience to ensure that meaningful links are made.

# What's new about the curriculum?

- Purpose
- Process
- Progression
- Pedagogy
- Professional learning



**Practice**

# 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.

# Progression (of learning)

- Progression should be described along a continuum of learning in each area of learning and experience.
- It is formative and involves the learner actively in the process.
- Curriculum, assessment and pedagogy are seen as parts of an integrated whole.
- The model has been developed based upon research and evidence alongside the CAMAU project.
- Progression of learning is described through achievement outcomes at five steps on the continuum.
- Progression steps relate **broadly to expectations** at ages 5, 8, 11, 14 and 16.

# Progression (of learning)

- Progression steps should be reference points, providing a 'road map' for each individual learner's progress in their learning, not universal expectations of their performance at fixed points.
- Authentic learning opportunities that connect aspects of the curriculum and make connections to 'everyday life'.
- Achievement outcomes are not to be used directly for assessment. They should be used:
  - for school-level and class-level curriculum design, development and planning
  - to support practitioners' understanding of moving learning forward.

# The components of our new curriculum

**Cross-curricular responsibilities**

**Four purposes**

**Areas of  
learning and  
experience**

**What  
Matters**

**Experiences,  
knowledge  
and skills**

**Achievement  
outcomes**

**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 what matters statements which prioritise the important concepts about which learners must have experiences, knowledge and skills.



# What matters statements

- Organisers for essential learning working towards the four purposes.
- Provide conceptual triggers for subject/disciplinary experiences, knowledge and skills.
- Headline and rationale are one – must be used together.
- Key to school-level curriculum and development – selecting and prioritising **subject matter**.
- Provide clear opportunities to make links within and between areas of learning and experience.
- Basis on which progression has been built.

# Experiences, knowledge and skills

- Essential planning support for schools – a common starting point.
- Links within and between areas of learning and experience.
- Need to be considered to enable learners to meet:
  - four purposes of the curriculum
  - achievement outcomes
  - what matters statements.

# Achievement outcomes

- Described from the learner's perspective, using terms like 'I can ...' or 'I have ...'.
- Describe the broad knowledge, competency or experience a learner needs to gain.
- Should contribute clearly to the four purposes of the curriculum and have emphasis on achievement in a broad sense, rather than narrow measures of assessment.

# Achievement outcomes

- Allow learners to make progress along the same continuum, regardless of any additional learning needs they might have, though they may move between progression steps at a different pace.
- Should be used as the basis to build assessment approaches, e.g. formative, summative, self, peer, portfolio.
- Should provide agency for professionals in developing curriculum and helping learners realise the achievement outcome.

## **Achievement outcomes are not:**

- narrow measures of attainment
- qualification specifications
- granular learning objectives
- shallow descriptions of content
- criteria for a single assessment piece.

# Assessment

Arrangements will:

- include key principles for effective assessment in the context of the curriculum
- be available for feedback in April alongside the curriculum.

# Assessment

Arrangements will include guidance on:

- the use of self- and peer-assessment to support high-quality learning
- the use of e-portfolios to encourage learners to demonstrate learning and experiences
- maximising the quality and value of reporting to parents/carers, which gives a picture of a learner's development against all four purposes of the curriculum
- standardisation and moderation to develop an agreed understanding of progression building on current good practice
- transition arrangements to support continuity and progression in learning for learners within and between schools.

# A national approach to professional learning

The new curriculum will call on all practitioners to think afresh about **what they teach, how they teach** and about what **we want young people to be as well as to learn**.

Leaders and teachers will be afforded **higher levels of autonomy and agency** in schools and classrooms, and with this will come the need to develop **new skills and approaches**.



# Qualifications

Qualifications will adapt to reflect the curriculum.

The timeline for qualifications development is as follows.

- **2019** – Stakeholder discussions/consulting on the purposes of future qualifications.
- **2020** – Qualifications Wales and the Welsh Government confirm the qualifications offer.
- **2021** – Consultation on detailed design of qualifications.
- **2023** – New qualifications approved; training and resources available.
- **2025** – New qualifications taught in schools.

# Proposals for a new legislative framework

- Reflect recommendations in *Successful Futures*.
- Consultation sets out legislative proposals for:
  - four purposes of the curriculum at the heart
  - six areas of learning and experience with content in statutory guidance
  - three cross-curricular responsibilities
  - progression points at ages 5, 8, 11, 14 and 16
  - Welsh and English remaining statutory
  - religious education, and age-appropriate relationships and sexuality education.

# Proposals for a new legislative framework

However, there is:

- no new proposed legislation for evaluation
- nothing on content of the curriculum or the pedagogical and methodological processes in schools.

The consultation can be found online at

<https://beta.gov.wales/our-national-mission-transformational-curriculum>

The deadline for responses is 25 March 2019.

# Feedback exercise for the curriculum

The curriculum will be available online for feedback until 19 July.

The purpose of the feedback exercise is to:

- understand the profession's perceptions
- inform refinements – the next stage of development.

**For consideration during feedback:** The wording and components of the areas of learning and experience.

**Not for consideration during feedback:** The model and elements of the areas of learning and experience.

Engagement events will take place regionally throughout summer term.

# What can you do now?

- Share this presentation with your colleagues – begin the discussion.
- Begin to explore the areas of learning and experience in detail – available online at [hwb.gov.wales](http://hwb.gov.wales)
- Follow the Curriculum for Wales blog at <https://curriculumforwales.gov.wales>
- Inform parents/carers about the ‘Education is changing’ website at <https://beta.gov.wales/education-changing>
- Follow #educationreformwales on Twitter.



**Thank you  
for listening.**