



Regional School Improvement Consortia  
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# REALISING

# A Curriculum for Wales

## Curriculum Development

## Core Brief

Clarity, Coherence & Convergence



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*This Core Brief supersedes the document issued in March 2017. It sets out the key tasks now needed to develop the curriculum and the roles and responsibilities for all those engaged in curriculum reform, including:*

- ★ *Curriculum, Professional Learning and Digital Pioneers*
- ★ *Pioneer School Leaders*
- ★ *Regional Consortia*
- ★ *Estyn*
- ★ *Qualifications Wales*
- ★ *Camau Partnership*
- ★ *Welsh Government*



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# Core Brief

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September 2017 update

## Executive Summary

### Background January - July 2017

During Strand 2, curriculum pioneer schools worked to complete the four tasks outlined below. These were to articulate:-

- \* A **clear statement** about how the AoLE promotes the four purposes;
- \* A description of the **scope and boundaries** for the AoLE including its central concerns, how it is distinct from other areas and why it is important for the education of each child and young person;
- \* A **decision about how best to present** the various component subjects and/or strands within the AoLE; and
- \* A **commentary on the presumed level of detail** throughout the AoLE and reasoning behind this.

The full reports from each AoLE working group were presented to the Curriculum and Assessment Group (CAG) where feedback was provided on the individual AoLE progress and the curriculum as a whole. As part of the quality enhancement process a number of other experts were also engaged through the Independent Advisory Group (IAG), Foundation Phase expert panel, the NDLC and the Literacy and Numeracy Panel. An executive summary of each AoLE report was published in July 2017.

*(For further details on the development process see Appendix A)*



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## Pioneer Next Steps:

### by December 2017:

*Produce an overarching statement on how each AoLE supports the 4 Purposes.*

*Establish and apply a rigorous process in order to determine ‘What Matters’ most in each AoLE; ensuring there is meaningful consideration of the 4 Purposes and progression as the AoLE detail is developed.*

*Produce the initial ‘What Matters’ statements (including framing of the constituent parts in a supporting narrative) in each AoLE, including further exemplification of at least one ‘What Matters’ concept.*

### by April 2018:

*Develop the progression frameworks to support ‘What Matters’ in each AoLE from 3-16.*

*Refine ‘What Matters’ statements for each AoLE alongside the progression framework. This should include the desired achievement outcomes at each progression step in terms of knowledge, skills, experiences and cross-curricular mapping.*

*Describe how assessment will contribute to learning in that AoLE, along with advice, where appropriate, on how evidence might be gathered.*

*Develop Professional Learning Pioneers’ understanding of curriculum design and development*



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## **ongoing for Autumn, Spring and Summer terms 17-18**

*Provide support on learning and teaching strategies that are particular to the Area of Learning and Experience; as an outcome of testing through the enquiry process by Professional Learning Pioneers*

*(see Appendix B).*

*Identify ways in which key elements in the three cross-curriculum responsibilities of literacy, numeracy and digital competence, and the wider skills, can be promoted and taken forward (working alongside colleagues from Strand 1 strategic design groups and digital pioneers).*

*Give consideration to further cross-curricular elements that could support learners' progression towards achieving the 4 Purposes, e.g. Cwricwlwm Cymreig, ESDGC and UNCRC.*

*Camau to test the progression framework during Summer term 2018 with Professional Learning pioneers, their schools and learners.*



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## TASKS: AoLE Specific

It is important to note that each strand of work is not self contained and should not be seen as having clear end points. It is likely that each strand of work will continue from previous strands, and will continue to be reviewed and refined in following phases of work.

The next phase of work for all AoLE groups will need to begin with the following tasks:

### 1) Refining and completing the Strand 2 work:

there is **further work** needed on the following:

- **Map the commonalities** between the six AoLE, e.g. the **overarching presentation** and the language/vocabulary used
- Decide upon the **degree of detail** for each AoLE and component subjects and cross-curriculum responsibilities in line with the 'What Matters' approach. This will become clearer as the common framework and presentation of the AoLE, What Matters and Progression reference points develop.

### 2) Commence Strand 3 - Arriving at a 'Common Framework':

As identified in the Strand 2 work to date, and the reports and discussions during the Summer 2017 CAG, it was clear to see that all the AoLEs have been working on applying Big Ideas. A consensus has developed across all AoLEs towards using a 'What Matters' approach in each AoLE. Following the AoLE lead workshops a (6th September) a Process and Template for the key concept of What Matters has been developed.

#### During the Autumn term each AoLE is to deliver:

- **A statement defining 'What Matters' in the context of the AoLE and 4 Purposes.**  
What core knowledge, skills, competencies will need to be developed as an outcome of studying the AoLE towards developing the four Purposes? How does each 'What Matters' concept contribute to realising the Four Purposes?
- **Initial titles for strands of 'What Matters'**  
It is important to ensure that the wording and structure of the titles inform and do not hinder the development of the progression reference points. AoLE leads (WG & Regional Consortia) will need to work together to consider the consistency of the titles across all AoLEs and give consideration to the implications for overlap.





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*(see Appendix C – Considerations to support the ‘what matters most’ process)*



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- **An example of a further developed ‘What Matters’ key concept**

What needs to happen to enable a learner to get to the ‘What Matters’?  
(Working back as a process of deduction from the ‘What Matters’ titles)

*(see reports: Appendix D - Guiding principles to support the development of the AoLE & Appendix E - A process and template for developing the concept of What Matters)*

**3) Continue to work on the progression framework for each AoLE**

Work with the CAMAU project team to develop, refine and review progression frameworks as set out under the timeline indicated for the CAMAU project.

*(see Tasks: Camau Project)*

**4) Identify what resources and Professional Learning** are needed to support the learning and teaching of each AoLE, including the cross-curricular responsibilities. This would include specific requirements for the development of bilingual medium resources. Along with curriculum and pedagogy testing this will be the role of the Professional Learning Pioneers.

**5) Identify implications for the new curriculum**

Curriculum, Digital and Professional Learning Pioneers will need to identify and consider the following implications as part of the ongoing development work. (WG & Regional Consortia AoLE leads will need to map and present these at the appropriate AoLE/Regional lead forum and when necessary to the Coherence Group).

Implications for:

- Professional Learning & Leadership (incl Professional Standards)
- Schools (incl Schools as Learning Organisations)
- Bilingual resources
- Supporting Guidance and Resources
- Welsh Government and Regional Consortia processes





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## TASKS: AoLE Coherence & Consistency

### 1) Ensuring Manageability, Consistency and Coherence

A Coherence Group will be established during the Autumn term 2017. This group will form part of the ongoing quality enhancement process and will include representatives from the AoLE leads (WG & Regional), Qualifications Wales, Camau and Estyn. The purpose of this group is to:

- \* ***Ensure the ‘What Matters’ statements and detail are consistent and coherent across all the AoLEs***
- \* ***Support the AoLE convergence into a single curriculum document***

To do this the group will:

- consider and support management of the size and scale of the curriculum as a whole;
- organise the cross-curricular elements to ensure they are effectively embedded in all AoLEs;
- identify commonalities and overlaps between AoLE content e.g. vocabulary, structure, content and skills;
- monitor the collaborative work between AoLEs;
- develop consistency in the AoLE frameworks, e.g. levels of granularity and the framing of the ‘What Matters’ key concepts;
- capture relevant feedback from the Professional Learning Pioneer action enquiry cycles.

### 2) Cross AoLE Working

- To support effective cross-AoLE group working and the work of the Coherence Group, AoLE and Digital/CCR leads (WG & Regional Consortia) will meet monthly following the AoLE workshops.
- To ensure the scope and range at the boundaries of AoLEs are effectively considered and defined, representation from each of the 6 AoLE groups will attend the CAG.
- During the Spring and Summer term cycles of action enquiry (Appendix C), the pioneers will be supported by HEI partners to ensure national consistency whilst allowing for nuances across each AoLE. Enquiry outcomes will be shared across the 6 AoLEs.



### 3) Working with stakeholders and experts

- Qualifications Wales will continue to be represented within each AoLE group, and as the detail of the curriculum becomes clearer will work with each group to consider the implications for national qualifications.
- Estyn will continue to be represented within each AoLE group and Coherence group, with a role to provide disciplinary expertise, evidence from inspection and support to the process.
- Stakeholders will be engaged in development and through consultation processes as the development of the curriculum progresses.

### 4) Additional Expert input

Curriculum development to date has been supported and challenged by expertise from the CAG, the IAG, both National Networks for Excellence (NNEM & NNEST), a range of academics and other engaged organisations, such as the Arts Council, Sports Wales and Public Health Wales.

AoLE groups will continue to ensure that design and development is supported by the latest national and international evidence and expertise. Welsh Government is arranging the engagement of specific expertise within and between the AoLEs during Strand 3, having regard to:

- A needs analysis undertaken by each AoLE group resulting in the identification and commissioning of specific expertise work;
- AoLE engaging with CAG members for further recommendations of experts to support their work;
- ‘Expert Engagement’ – Discipline/subject experts will support and champion the development of ‘What Matters’ and detailed AoLE content;
- The Professional Learning pioneers will benefit from the expertise of HEI partners who will support the cycles of action enquiry; trialling and testing the AoLE frameworks in order to develop the implications for the national and regional professional learning offer from September 2018.



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## TASKS: Camau Project 2017-2018

The CAMAU project, supporting work on progression within curriculum development includes a number of key tasks:

- **September 2017:**
  - share key messages from the international reviews of research and models of progression with AoLE groups.
- **October/November 2017:**
  - attend AoLE meetings to support the process of articulation of 'what matters';
  - develop detailed decision trees to support AoLEs in the critical decisions required before progression frameworks are developed;
  - explore ways of gathering evidence from pupils about their experiences of progression in different AoLEs;
  - analyse information from AoLEs about strategies for gathering teachers' experiences of progression in pupils' learning.
- **December 2017:**
  - following the articulation of 'what matters', work with AoLEs in decision tree workshops to support AoLE groups to make decisions to inform the development of progression frameworks.
- **January – March 2018:**
  - work with the AoLE groups to articulate high level progression frameworks in each of the AoLEs from 3-16;
  - collect, analyse and use evidence from pupils and teachers within the Pioneer network to inform the development of progression frameworks.
- **April – July 2018:**
  - work with Professional Learning pioneers to test the What Matters key concepts and the high level initial progression frameworks; supporting the curriculum pioneers to further develop and refine of the progression frameworks.
  - develop draft achievement outcomes for progression reference points;
  - ensure pupil and teacher voice from within the Pioneer network, during the Summer term 2018, informs the refinement of progression frameworks. This will be extended beyond the pioneer network from September 2018.



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# Roles & Responsibilities

## Pioneers: Digital, Professional Learning & Curriculum

We are extremely grateful for your continued time and investment in this reform programme. As a leader of a Pioneer Network school your support is essential to ensuring the collaborative approach to developing A Curriculum for Wales. The Pioneer Schools model assumes that the school, including the school leader, is a central partner in this work, Pioneer Schools should commit to the entire life-cycle of the curriculum design and development work. If for any reason there is a change in circumstances (including a change in personnel) or you feel that you cannot meet this ongoing commitment, it is important that you inform your Regional Consortia.

### What is the Headteachers' Role?

**As a Headteacher of a Pioneer School, you are expected to:**

1. Release nominated staff members (per single school or per partnership arrangement) for the equivalent of *2 FTE days per week* to work on specific AoLE content development, testing or refining;
2. Ensure that all members of staff within the Pioneer School are fully aware that they are part of the Pioneer Network and of the school's role within this network;
3. Keep *all* members of staff updated about the latest developments in relation to the curriculum design, testing and refining process. Where appropriate these are discussed and reflected in the learning and teaching practices of the school;
4. Network, share and work with both Pioneer Schools and those schools outside the pioneer network, utilising the knowledge, skills and experience of your wider networks, including departments, schools, partnerships and clusters;
5. Be an advocate for the new curriculum and development process, i.e. supporting the change process through sharing the vision, knowledge, understanding and experiences;
6. Lead the embedding of the new curriculum, both locally and nationally, through the development, testing and realisation stages;
7. Ensure that both the Schools as Learning Organisations and new professional standards work are being used effectively to support your school to prepare for the new curriculum.

### What is the role of the pioneer practitioner?

Pioneer practitioners have previously been referred to as pioneers when working within their curriculum groups and strategic/curriculum leads when working in their own school settings. The following clarifies the different types of pioneers :



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- \* Strategic Lead - Strand 1 Curriculum Pioneer - pioneers who were responsible for developing one of the four themes of Strand 1; some of which also have a current role as a Curriculum Pioneer.
- \* Curriculum Lead - Curriculum Pioneer - pioneers responsible for curriculum development through each AoLE group.
- \* Professional Learning Pioneer - pioneers responsible for the professional learning elements of Strand 1 development; responsible for testing the developing curriculum content and providing professional learning to their colleagues.
- \* Digital Pioneer - pioneers involved in developing the DCF and related support materials.

As we begin Strand 3 in Autumn 2017 all pioneers will be working together. Curriculum pioneers will be working alongside their professional learning and digital colleagues. Professional Learning Pioneers will be responsible for testing the content both in their own school settings and across their wider networks (partner schools). Digital Pioneers, whilst supporting the above, will focus on both the implications *from* and *for* the Digital Competence Framework and Digital Professional Learning Approach.

**All pioneers** are expected to:

1. Be the agreed representative linked to an AoLE(s) supported by your Pioneer School. You should be consistent in attendance throughout the development and delivery process.
2. Use evidence and feedback from a variety of sources to inform curriculum development. Support for this will be provided by the externally commissioned expertise, IAG, CAG, Estyn, Qualifications Wales, Regional Consortia, NNEM, NNEST and the Knowledge and Analytical Services team in the Welsh Government.
3. Draw on the knowledge, skills and experience of your wider networks – including their departments, school, partnerships and wider clusters - to design, develop and test the emerging model; engaging in action research to support the development of the AoLE and wider curriculum.
4. Work with other pioneers and partner schools to develop resource materials. It is the role of both Welsh Government and Regional Consortia to facilitate this.
5. Elaborate and develop the relevant AoLE as per page 95 of Successful Futures, and work to the directions as established in this document.

## Specific Pioneer Roles

**Curriculum Pioneers** are expected to deliver on the work set out under the tasks to the timeline set for this next phase of work, the key objectives being to:

- \* ***Determine What Matters Most in each AoLE***
- \* ***Develop the progression framework needed to achieve What Matters***
- \* ***Map the interdependent and cross-curricular elements of the curriculum***

The curriculum pioneers will work with and be supported by both Digital and Professional Learning Pioneers to achieve these key objectives.

**Digital Pioneers** are expected to:

1. Ensure digital competence skills and opportunities for digital learning are embedded into each of the AOLES and appropriately across the curriculum framework.
2. Test the developing curriculum within digital pioneer schools and across a range of partner schools.
3. Disseminate methodologies for the implementation of effective pedagogical approaches for digital learning across the curriculum.
4. Lead the production of resources to support schools to effectively embed digital learning across the curriculum.
5. Support schools and practitioners to understand the Digital Professional Learning Approach to underpin a professional learning offer.

**Professional Learning Pioneers** are expected to support curriculum development and support the readiness of all schools through:

1. **Spring 2018** - Working with the Regional Consortia to develop their understanding of curriculum design and development.
2. **Summer 2018** - Working with Camau to test the What Matters key concepts and progression framework; both to support curriculum development and to consider implication for developing the readiness of all schools.
3. **From September 2018** - (Supported by HEI partners) Testing the curriculum content and assessment arrangements in their own schools and with their wider partner schools using the agreed enquiry model and to ensure AoLE coverage of settings, stages and sectors (*See Appendix B*).





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As we progress through the above it is important that Professional Learning pioneers:

4. Identify, capture and share the implications for Professional Learning with Welsh Government and Regional Consortia Professional Learning teams to establish the next steps for all schools.
5. Provide examples of effective (proposed) pedagogies within and across AoLEs.
6. In partnership with Regional Consortia, support the design, development and delivery of a phased approach to professional learning, initially based on supporting the 'What Matters' approach.
7. Raise awareness and promote adoption of the Schools as Learning Organisations approach to enhance professional learning capacity in all schools.

## Regional Consortia

1. Management of Grant Funding and Pioneer schools through:
  - Allocation, management and reporting on grant funding in line with the 2017-18 grant agreement.
  - Ensure pioneer schools are working in line with expected roles and responsibilities (as outlined within the original specification and updated Core Brief).
2. Support and contribute to the curriculum design and development process by:
  - Joint planning of the curriculum design and development work with Welsh Government leads.
  - Supporting the Professional Learning Pioneers with engaging in the action enquiry cycles and working with the AoLE.
  - Using the outcomes of the pioneer work to support the development of a professional learning offer for schools/practitioners to prepare for the new curriculum.
  - Jointly managing the leadership and membership of the AoLE groups alongside the Welsh Government leads.
  - Supporting the co-facilitation of the AoLE groups with WG. This will include 2 days per week funding for the lead and 1 day for vice leads (Regional AoLE Leads & Vice Leads).
3. Develop the readiness of all schools to deliver *A Curriculum for Wales* via an engagement strategy that will:
  - Deliver training and development opportunities to support Professional Learning pioneers with their understanding of curriculum design during Spring term 2018
  - Facilitate the Professional Learning Pioneer enquiry cycles from September 2018, ensuring the output feeds back into both the AoLE development and the







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regional offer for Professional Learning, in order to support schools in their readiness for *A Curriculum for Wales*.

- Implementing regionally, the national approach to develop capacity in *all* schools to deliver *A Curriculum for Wales* in a managed way, including engagement in National Networks for Excellence.
- Developing and implementing a communication and engagement plan to support all Pioneers within the region, e.g. Change Management and Schools as Learning Organisations approaches.
- Contributing to national engagement indicators and development; implementing a regional engagement and communication strategy to prepare all schools to be able to deliver *A Curriculum for Wales* in an effective and successful way in the lead up to and beyond.

## Estyn

During 2017-2018, Estyn will continue to provide advice and support for the Welsh Government's education reforms in response to Education in Wales: Our National Mission. This will involve providing advice and support for Welsh Government's Pioneer Schools' network programme and HMI representation on AoLE working groups, and other implementation groups for the Welsh Government's curriculum reform project. Estyn will also provide advice and support for the Curriculum for Wales Coherence group.

In particular, during 2017-2018, to support the curriculum reform work, Estyn will:

1. Identify and share emerging interesting practice, through inspection and thematic work.
2. Undertake thematic inspections in 2017-2018 that focus on specific aspects of curriculum reform, including particular curriculum areas, leadership capacity, professional learning and the digital competence framework.
3. Identify, through thematic work, good examples of change management linked to curriculum reform, such as:
  - adopting a different approach to planning;
  - preparing staff to deliver a new curriculum;
  - working collaboratively with other schools;
  - involving learners in the planning process.
4. Deliver a conference in the summer term 2018 to showcase emerging practice from the thematic report about how schools approach their planning for the new curriculum.

## Qualifications Wales

During 2017-18, Qualifications Wales will continue to provide advice and support for the Welsh Government's education reforms in response to *Education in Wales: Our National Mission*.. This will include participation in every AoLE group and representation on a range of other Welsh Government implementation groups.

In particular, during 2017-2018, to support the curriculum reform work, Qualifications Wales will:

- Meet Welsh Government and AoLE groups to discuss and jointly consider the implications of emerging thinking on qualifications.
- Review the range of GQs and VQs currently taken by 14-16 year olds, checking their degree of fit with the vision of Education in Wales: Our National Mission, and emerging thinking from Strand 3 on content and assessment.
- Continue research into non-exam assessment and its place in summative assessment, considering how the quality, reliability and manageability of teacher led assessment can be improved.
- Continue investigation into the proportion of higher order skills assessed in GCSEs, considering the need for this proportion to increase in future qualifications.
- Critically evaluate the recent reforms of qualifications so that lessons for future reforms can be learnt.
- Conduct and commission other research activities that will inform thinking.

## Camau

The focus of the CAMAU project is assessment and progression. It takes its starting point from Successful Futures (Donaldson, 2015), A Curriculum for Wales (Welsh Government, 2015), Education in Wales: Our National Mission (Welsh Government 2017), builds on the work of the Assessment and Progression Group (Welsh Government, 2017) and on what the AoLE groups have identified as what matters.

The project works with teachers, schools, researchers and policy makers (local and national) to bring different knowledge, skills and understandings together to explore how progression might best be described and developed in relation to the AoLEs, and to investigate how achievement outcomes at progression reference points might be most helpfully identified, described and used to support learning. The CAMAU team work with each AoLE group in the pioneer school network in a manner consistent with the underpinning principle of subsidiarity. During the Summer term 2018 the CAMAU team will work with the Professional Learning pioneers to test and refine the progression frameworks.

## Welsh Government

Welsh Government will:

1. Support and contribute to the curriculum design and development process by:

- Jointly leading planning and delivery of the curriculum design and development work alongside the AoLE regional consortia leads.
- Jointly managing the AoLE leadership and membership with regional consortia.
- Providing appropriate support and training for AoLE leadership teams.
- Developing and managing the approach to expertise and stakeholder engagement. Providing and managing a governance structure to deliver a coherent and ambitious curriculum.

2. Accountability

- While the design and development of the new curriculum and assessment arrangements are being taken forward through a co-constructed approach involving all three tiers of Wales' education system, the Welsh Government has a key role in agreeing and making available the final Curriculum for Wales documentation. This includes intervention through established Governance structures, where the development process is at risk or not progressing to plan.

3. Provide the national infrastructure of the pioneer school model

- Developing and managing a Core Brief with the support of the regional consortia to clarify the agreed approach to curriculum at each of the key stages of development
- Undertaking an independent evaluation process of the pioneer model
- Providing grant funding to the regional consortia allowing:
  - i. Curriculum Pioneer schools to participate in curriculum development
  - ii. Professional Learning and Digital Pioneers to support the curriculum development and prepare wider the profession A Curriculum for Wales
  - iii. The co-constructive leadership of the curriculum development
  - iv. Capacity building for wider system readiness

4. National Approaches to Professional Learning

- Welsh Government has a key role in ensuring the necessary professional learning support is made available to schools in a timely and accessible manner consistent with Wales-wide and regional needs. PL, enquiry, regional PL development



## 5. Policy Development and Legislation

- The development and communication of the new curriculum by 2020, for implementation from 2022, will require Welsh Government to make policy determinations at key points in the process on a range of issues. Where possible, policy decisions will be informed by engagement with stakeholders in the other two tiers of education. Linked to the underpinning legislative requirements for a Curriculum for Wales.

Welsh Government and Welsh Ministers will also need to develop legislative proposals linked to policy positions and the need to ensure a new and fit for purpose Curriculum for Wales is introduced.

6. Provide a communication strategy to keep stakeholders informed on the reform developments.

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## Appendix A - Curriculum Reform

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### The Narrative so far...

Professor Graham Donaldson's report, *Successful Futures*, a comprehensive independent review of the curriculum and assessment arrangements in Wales was published in February 2015.

Its 68 recommendations were accepted in full by the Welsh Government. They envisage whole-scale system reform with an entirely new curriculum focused on four purposes and fresh approaches to professional learning, leadership and accountability. In October 2015, the Welsh Government published *Qualified for Life - A curriculum for Wales; A curriculum for Life*. This is a plan of action for taking forward the recommendations from *Successful Futures*.

Welsh Ministers agreed Recommendation 3 of *Successful Futures*, which identified *four purposes* to be at the heart of the new curriculum; and as such they are also at the heart of the reform. Together we want to create a new curriculum framework 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; and*
- ★ *healthy, confident individuals, ready to lead fulfilling lives as valued members of society*

In September 2017, the Welsh Government published *Education in Wales: Our National Mission*. This plan clearly sets out, at a high level, the ambition and inter-dependent elements of our education reform. This it does through demonstrating the three tiers upon which our national education system is designed:

- Tier 1** Welsh Government - planning, policy, accountability and supporting capacity building for systemic improvement
- Tier 2** Regional Consortia, Local Authorities, diocesan authorities, Estyn, Qualifications Wales, EWC, examination boards and higher education - researching, facilitating sharing good practice and supporting the self improving school system



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**Tier 3** Schools - enhancing learning and well-being experiences to improve outcomes for both learners and professionals



### Pioneer Network

#### **Making the curriculum a reality for every child**

A Curriculum for Wales will give schools and practitioners more responsibility for determining what is taught. The Pioneer Network approach is designed to allow the curriculum to be developed so that they embody the best of current national and international thinking about structure, organisation, content, pedagogy and assessment in each Area of Learning and Experience (AoLE). It is an expectation of all pioneer schools to engage and involve colleagues beyond the pioneer school network, in support of developing the new curriculum for Wales.

Each AoLE needs to provide sufficient structural guidance of what needs to be learned and to establish necessary consistency nationally, while also promoting creative teaching and approaches that is well-matched to the children and young peoples' learning needs. The new curriculum needs to allow schools, classrooms and learners in Wales to meet their full potential.

As the curriculum is being developed and finalised for January 2020, members of the Pioneer Network have the critical role of supporting colleagues in the realisation of the new curriculum in all schools across Wales. This will be the responsibility of all pioneers and is a key component of the specific role of the Professional Learning pioneers as they engage in the enquiry process.

A number of features of the curriculum have been agreed ([p 38 of Successful Futures](#)):

- six Areas of Learning and Experience from ages 3 to 16 progression reference points at ages 5, 8, 11, 14 and 16;
- achievement outcomes and experiences which describe expectations and experiences at each progression reference point;
- three cross curriculum responsibilities – literacy, numeracy and digital competence.

During Strand 1 and 2 of the programme the three types of pioneers focussed upon their specific areas of the reform i.e. curriculum, professional learning and digital. The Pioneer Network has therefore been at the centre of the design and development of the new curriculum. Through working with partners including the regional consortia, Estyn, Qualifications Wales, Welsh and international academics and Welsh Government we are developing a broad, balanced, inclusive and challenging curriculum.

Work will begin during the Autumn term 2017 when all pioneers will work collaboratively to establish a common framework for the new curriculum, develop and



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test content whilst also taking responsibility for the implications of this work (as detailed in Core Brief 2 - March 2017).





## Clarity and Convergence

There are a number of initiatives within our education reform journey. Curriculum reform, although an important driver, is only one of these initiatives. As explained in Education in Wales: Our National Mission (2017), the successful realisation of our transformational new curriculum depends upon well coordinated enabling reforms to fulfil the four 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

Diagram 1: Interdependencies of curriculum reform



### Moving from Strand 1 and 2 to 3 and 4

During Strand 1, Pioneer Schools and their representative practitioners (incl partnership schools where appropriate) developed a set of principles for the curriculum around four themes:

- \* Cross-curricular responsibilities
- \* Enrichment and experiences
- \* Welsh dimension, international perspectives and wider skills
- \* Assessment and progression



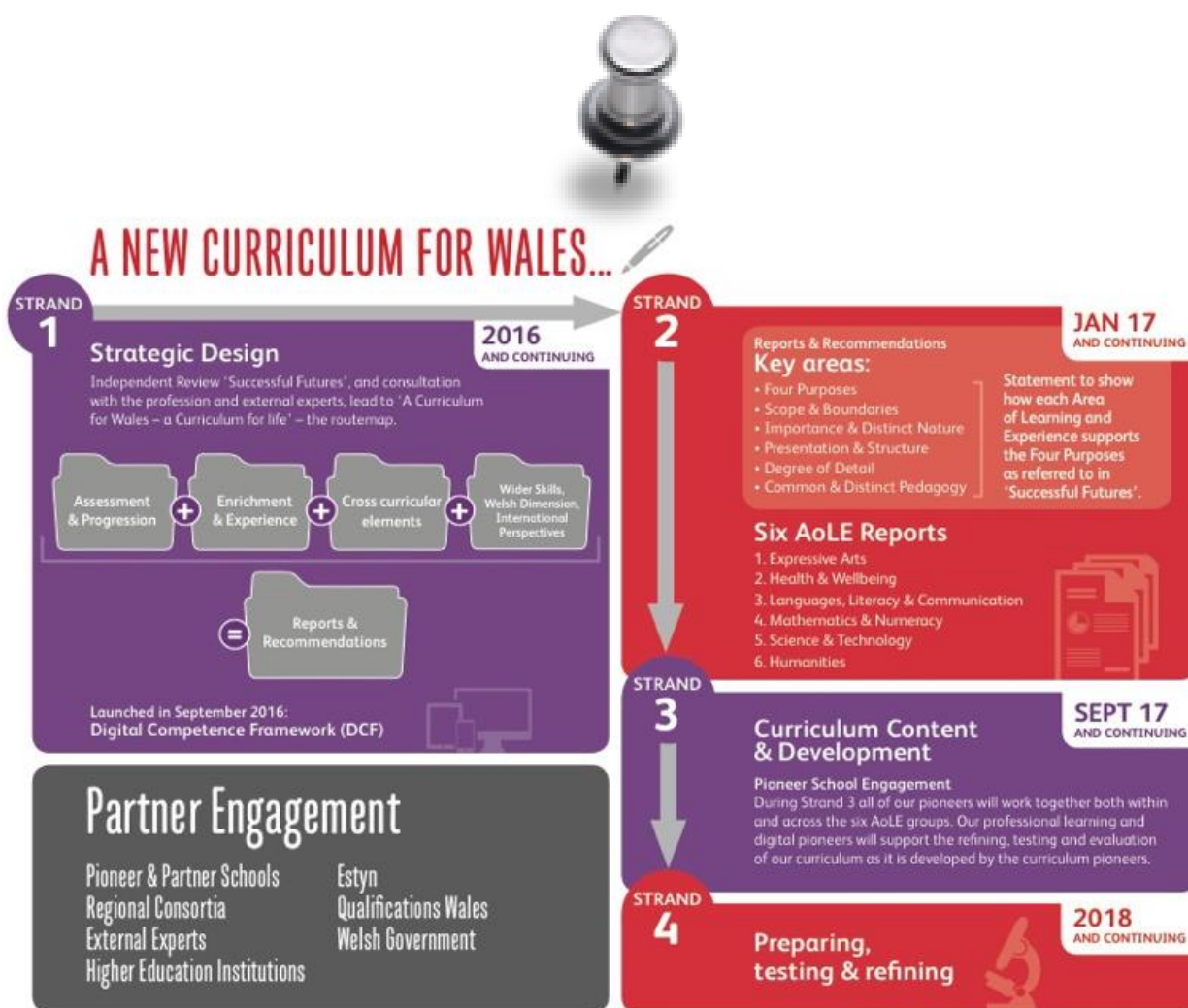
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Within Strand 2 (high level AoLE design) the Curriculum Pioneers utilised the outcomes of Strand 1 to support the next steps of curriculum design. This process took one step further by defining key aspects of each of the 6 AoLEs. Just as Strand 1 fed into this process for Strand 2, both Strand 1 and 2 outcomes will continue to support the preparation, testing and refining of curriculum content during Strand 3 and 4.

Each of the AoLE working groups will continue to be inclusive and representative of all schools. As such each AoLE will ideally contain representation from all sectors e.g:

- \* English & Welsh medium
- \* Special schools
- \* Faith Schools
- \* Primary (incl those with Nursery settings)
- \* Secondary





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Where gaps occur, either with expertise or a sector, it will be an ongoing responsibility of both Regional Consortia and Welsh Government to monitor, identify, seek to address those gaps and propose a way forward. All funding requests will need to be considered by the Welsh Government and must operate within the budget.

During Strand 3, Curriculum Pioneers (within their AoLE group) will support and challenge a developing common framework, to be applied across the curriculum, and the necessary detailed content specific to an AoLE or a number of AoLEs. It is likely that AoLE groups will, however, need to call upon Strand 1 strategic leads to provide guidance and support in the curriculum design work.

The Curriculum Pioneers will continue to make use of suitable external expertise, for instance, gathering evidence from expert stakeholders and written evidence from externally commissioned expertise. Throughout the process, they will be supported, provoked and challenged by the IAG and the CAG.



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## Appendix B - Enquiry Model

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The Critical Collaborative Professional Enquiry (CCPE) model, with its focus on critical engagement, should ensure that our pioneer schools are able to have a framework on which to draw as they further continue their work in AoLE groups.

### What is CCPE?

The CCPE process starts with a conceptual phase during which practitioners are encouraged to:

#### **Engage with purposes**

Exploration of the big questions of the curriculum: the four purposes and principles of Successful Futures; educational values, the big question 'what are schools for?'

#### **Engage with practices**

Identification of fit for purpose practices: what will such practices look like in terms of knowledge/content, pedagogy, assessment and provision.

#### **Engage in contextual audit**

Consideration of current practices and of barriers to and drivers of change: what are barriers and drivers to what we wish to do, and how do we address them?

### The CCPE then has three key phases:

- 1) Focusing** - During the first phase participants identify an area of interest, intrigue or concern drawn from the overlapping elements of content, pedagogy, assessment and provision to develop as the focus of their enquiry. This involves engaging critically with ideas in academic reading and research to devise a conceptual framework to inform the enquiry and develop a plan to interrupt and change existing practices.
- 2) Interrupting** - In the second phase of CCPE participants work collaboratively to interrupt existing practices though enacting the plan devised in phase one. During this period the participants engage in systematic generation of empirical data to evidence potential impact on process and outcomes.
- 3) Sense-making** - The CCPE culminates in the sense-making phase as participants work together to critically analyse data and interpret evidence to evaluate the impact of their work on outcomes for children, young people and those involved in carrying out the enquiry. At this stage the participants may modify their conceptual framework in light of

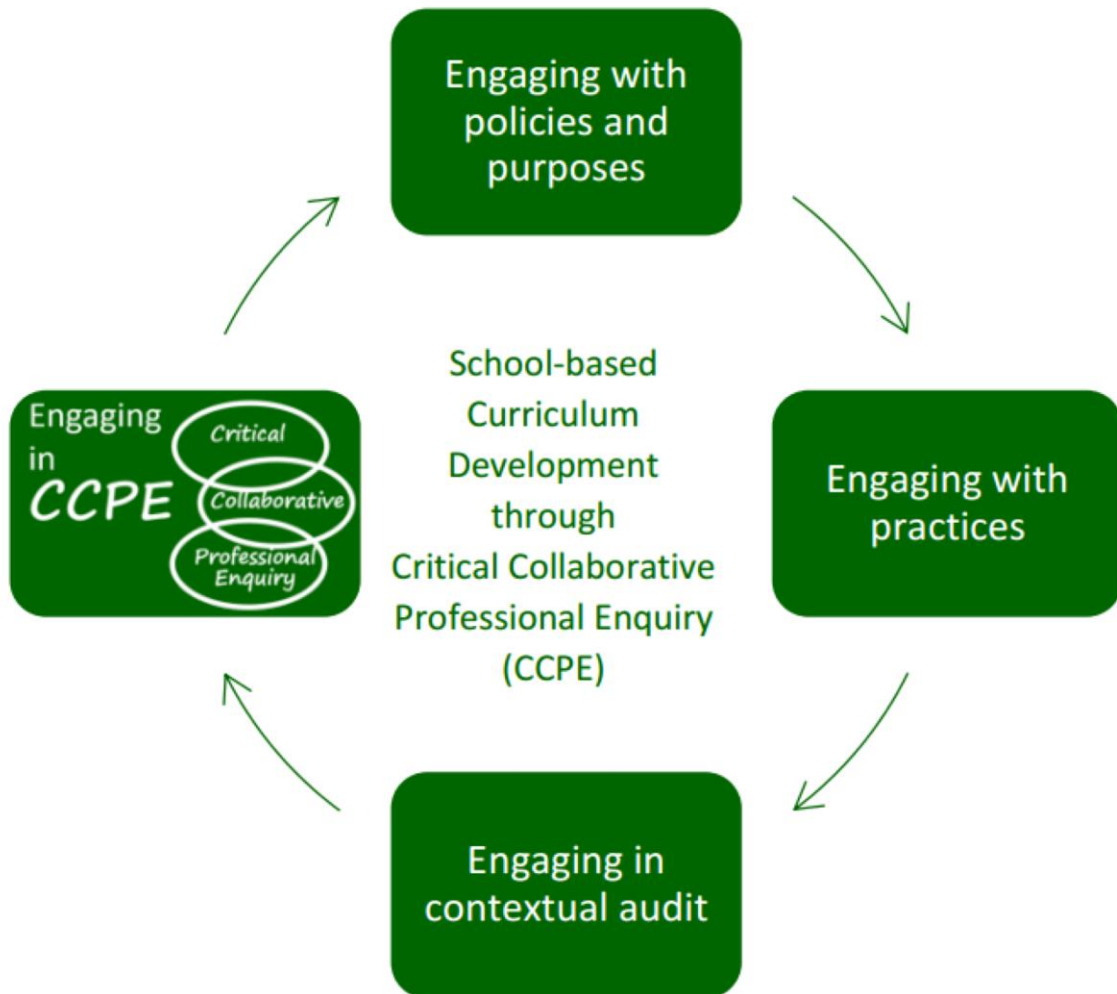


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their analysis as they prepare to disseminate their findings to others across the education community.



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(Priestley and Drew 2016)



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## Appendix C - Considerations

The questions and statements below are intended to be both a reference point and a provocation for discussion and thinking; for AoLE Leads and Pioneers during Strand 3 and 4. These considerations will further develop as an outcome of the work as we move forward.

1. We should identify ‘*What Matters*’ within an AoLE. ‘What Matters’ defines the outcome we want for our learners having studied the AoLE. Once we establish ‘What Matters’ we can then work deductively to develop the necessary progression in order to achieve it.
  - i. What Matters for your AoLE?
  - ii. How will you define, rationalise and challenge What Matters?
  - iii. What are the principles of pedagogy to enable achieving What Matters?
  - iv. Are the Four Purposes a driver at each step of the journey towards What Matters?
2. This should be a genuinely inclusive curriculum for all e.g.
  - i. How will we integrate or develop the principles of Foundation Phase into the AoLE content and progression?
  - ii. How will we integrate or develop the principles of Routes for Learning into the AoLE content and progression?
3. Each AoLE should begin to consider how the necessary balance of common and specific disciplinary knowledge/skills will be achieved.
  - i. What is it reasonable to expect an AoLE will deliver as a learner, teacher, parent and society?
  - ii. Does the AoLE (and curriculum as a whole) deliver the opportunities and experiences that allow for broad and specialist learning to take place?
4. There will be a number of areas of overlap in AoLE and between AoLE. It is important to distinguish what is genuine overlap and what is simply complementary.
  - i. In the first instance, how will each AoLE identify and develop these?
5. The nature of progression may not look the same in every AoLE. If this is the case then there needs to be a broad logic that demonstrates how the progression gets learners to the end point.
  - i. What is the agreed level of detail in the AoLE? i.e. what is specified and what is left to schools and professionals?
  - ii. What is it reasonable to expect of a teacher to fill the gaps between progression reference points?
  - iii. Will there be supporting guidance and exemplification attached to the AoLE content? How would it be used?

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## Appendix D - Developing ‘What Matters’

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### A process and template for developing the key concepts of ‘what matters’

#### **A common approach to developing an AoLE**

To ensure consistency of approach across AoLEs, while allowing for differences inherent to each domain, all AoLE groups should develop their specification using the following template headings. Further detail on process is found later in this document.

#### Purposes

The Four Purposes are central to all decisions relating to the new curriculum. It is essential that each AoLE contributes to the Four Purposes and provides context for developing them. Therefore each AoLE specification should start with a concise statement explaining how the AoLE contributes to the Four Purposes.

#### ‘What matters?’

The ‘what matters’ strands form the high level key concepts – knowledge and competencies – for each AoLE. These concepts will be developed to avoid excessive variation from school to school while allowing for local flexibility. The ‘what matters’ key concepts across the AoLEs must support the development of the Four Purposes, but will also reflect current ideas about important disciplinary knowledge and competencies for each domain. Their primary function is to act as a starting point, along with the Four Purposes, for school level curriculum development. We will agree the maximum number of ‘what matters’ key concepts per AoLE to ensure the manageability of the curriculum as a whole. Typically, this may be between 4 and 8 per AoLE.

#### Guiding principles

Guiding principles help turn ‘what matters’ into practice. These principles will be presented in various documents and inform the design of the AoLE where appropriate, rather than being a starting point for planning. One single set of principles encompassing the Strand 1 work will be shared as part of the core brief, and these should inform the development of each AoLE specification. AoLE groups will be able to identify and define additional guiding principles as appropriate to their domain. Guiding principles may relate to:

- pedagogy (e.g. there should be opportunities for dialogical learning, enquiry, pedagogies such as practical work that are specific to the particular domain);
- assessment (e.g. assessment should be capable of being used both in a summative and formative way, be continuous);
- more general questions of provision (e.g. advice on subject-based or inter-disciplinary approaches).



Each AoLE should identify a limited number of guiding principles that are particular to the domain in question. A more general list of principles will form part of the main curriculum guidance.

### Resources

It may be appropriate to provide further advice on resources (e.g. organisations that provide off-the-shelf programmes relevant to the domain, or currently popular approaches such as growth mindset), with the caveat that these are often ephemeral, and should serve rather than lead the curriculum. We would not expect to see references to these methods in the ‘what matters’ statements themselves.

## **Based on this approach, the following are made in relation to AoLE structure**

### **The Four Purposes and the AoLEs**

Each AoLE should lead with a clear and concise statement of how the framework addresses the Four Purposes – in other words, how does the AoLE contribute to the holistic education of a child? An initial draft was developed as Task 1 of the work completed by June 2017. The ‘what matters’ key concepts developed within the AoLE should clearly support the content of this statement.

### **What do we mean by ‘what matters’ key concepts?**

- ‘What matters’ headings should be outlined in the form of a statement rather than a question or a single word.
- A narrative of progression for each ‘what matters’ key concept should be developed (and an exemplification of at least one key concept provided by the November deadline). We do not feel that this narrative should be age-related, but provide a clear indication of a learner’s journey along the continuum of learning. The Progression reference points and related Achievement Outcomes developed at a later stage will support this progression narrative. Colleagues from the CAMAU project will support the development of the narrative and the Progression reference points / Achievement Outcomes.
- As outlined by Wynne Harlen in relation to the big ideas, individual strands/key concepts may encompass one, two or all of the following:
  - Ideas of the domain (how the domain explains things in the natural and/or social world) i.e. Specification of key concepts and core knowledge;
  - Ideas about domain (the nature of the domain or how it works) e.g. the scientific method, historiography;
  - Skills (which are needed both in developing and in using these ideas) e.g. enquiry skills, practical skills.



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- The 'what matters' key concept should specify enough detail to ensure clarity of understanding and progression but allowing schools to develop the detail at a local level.
- Where appropriate, the AoLE should draw on guiding principles provided e.g. from the Strand 1 work.

\*When developing the 'what matters' key concepts, AoLE groups should identify any overlaps with other AoLEs, as well as Literacy, Numeracy and Digital Competence.

As initial proposals for 'what matters' key concepts are being developed and submitted by each AoLE group in November, we will look across AoLEs to consider what the appropriate number of key concepts should be and how overlaps within and between AoLEs are addressed.

### Criteria for identifying and developing 'what matters' within each AoLE

As a starting point to discussions, the AoLE groups should establish that the 'what matters' key concepts under consideration will clearly contribute towards the realisation of the Four Purposes.

To ensure a consistent approach to identifying and developing 'what matters' key concepts, we also recommend that all AoLE groups use the following criteria outlined by Dr Barbara Wintersgill in relation to 'big ideas'. Although this process was used specifically to identify and develop 'The Big Ideas for Religious Education', we feel that they are valuable as criteria to develop 'what matters' across our AoLEs.

#### ***Characteristics of Big Ideas***

*In addition to determining learning outcomes in terms of what students should understand, Big Ideas are:*

- criteria for the selection and prioritising of subject knowledge in the curriculum.*** *If Big Ideas summarise what students' understanding should be, the content selected must enable students to achieve that understanding.*
- transferable to events outside the classroom.*** *An essential indicator of understanding is the ability to transfer learning to new settings both in and beyond school.*
- memorable.*** *If Big Ideas are to have this life-long impact they must be summarised in headlines that are short enough to be remembered but focused enough to act as reminders of their full significance.*
- capable of differentiation so that they may become the basis of progression.*** *Big Ideas can be expressed at increasing levels of complexity and sophistication to describe the understanding expected of different age groups.*



***They should also:***

- v. ***have long term relevance.*** Big Ideas are the overarching ideas that young people need to understand if their education is to have meaning and relevance to their lives during and beyond their schooldays.
- vi. ***make sense of lots of what might otherwise be confusing information/experiences and isolated facts.*** An important contributor to understanding is the ability to 'join up the dots'. Big Ideas help students make connections.
- vii. ***act as lenses which, when used to 'view' content, help to clarify it.*** When used as a 'lens' through which to view a mass of possible content, Big Ideas illuminate what is relevant and hide what is not.
- viii. ***taken together, express the core or central concerns of the subject/curriculum area.*** The essential test of subject knowledge is that as well as meeting the above criteria it reflects what is central to the subject or area of study, not what is peripheral.

Barbara Wintersgill, 'An Overview of the Big Ideas Approach' (paper produced for the pioneer network)

**Proposals to be produced by 20 November 2017**

**1. A statement defining 'what matters' in the context of the AoLE**

- What core knowledge, skills, competencies will be developed within the AoLE to support the realisation of the Four Purposes?

**2. Initial titles for strands of 'what matters'**

- To include justification as to why these titles have been chosen e.g.
  - Rationale for how each key concept meets the criteria outlined above
  - How does each key concept contribute to realising the Four Purposes (each one won't necessarily meet every purpose)?
  - Is each one appropriate to be taught across the continuum of learning?
  - Are there implications for overlap?

Are there any 'what matters' key concepts that were considered but aren't included in these proposals. If so, why?

**3. Some further developed 'what matters' key concepts**

*See template below for the work being developed during the autumn term. Work on progression will be supported by colleagues from the CAMAU project.*



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### **Template to develop a ‘what matters’ key concept example**

To provide guidance on style and detail, this template has been populated with helpful examples from the work undertaken to date in the strand two reports and Wynne Harlen’s paper.

#### **A statement about how the AoLE supports the Four Purposes (*Task 1 of work submitted in June*)**

e.g.

- By exploring big ideas, pupils will gain a solid base of knowledge and understanding of different times, places and beliefs to become ambitious, capable learners.
- To become enterprising, creative contributors, they will develop enterprising skills and dispositions, in order to improve the everyday lives of people in their local community and in the wider world.
- Through understanding and respecting different beliefs and understanding how to exercise their democratic rights and responsibilities, pupils will become ethical, informed citizens.
- By developing personal stances on matters of faith, spirituality, sustainability and social inclusion they will become healthy, confident individuals.

(Humanities Strand 2 report)

#### **Title of ‘what matters’ key concept (*in the form of a statement*)**

e.g. - All material in the Universe is made of very small particles

#### **A narrative of progression within the key concept (be it ‘ideas of the domain’, ‘ideas about the domain’ and/or skills):**

- *This is not age-related but provides a clear indication of a learner’s journey along the continuum of learning e.g. at the beginning and end of the continuum as well as a central point(s).*
- *It should specify enough content to ensure clarity of understanding.*
- *Where, appropriate, you may wish to draw on guiding principles e.g. Strand 1 work.*
- *Potential overlap with other AoLEs or Literacy, Numeracy and Digital Competence to be acknowledged.*



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e.g.

All the 'stuff' encountered in everyday life, including air, water and different kinds of solid substances, is called material because it has mass and takes up space. Different materials are recognisable by their properties, some of which are used to classify them as solids, liquids or gases. When some materials are combined they form a new material with different properties than the original materials; other materials simply

mix without changing permanently and can be separated again. Materials can also be changed by heating or cooling. The amount of material does not change when a solid melts or a liquid evaporates. If a material could be divided into smaller and smaller pieces it would be found to be made of pieces, particles, smaller than can be seen even with a microscope. These particles are not in a material; they are the material. All the particles in a particular material are the same and different from those in other materials. The particles are not static but move in random directions. The speed at which they move is experienced as the temperature of the material. The particles can attract or repel each other. The differences between solids, liquids and gases can be explained in terms of the movement of particles and the separation and strength of the attraction between neighbouring particles. The stronger the force of attraction between the particles the more energy is needed to separate them, for example in going from a solid to a liquid form or from a liquid to a gas. This is why materials have different melting and boiling points. The smallest piece of a material is called an atom.

All materials, anywhere in the universe, living and non--living, are made of a very large numbers of these basic 'building blocks' of which there are about 100 different kinds. Substances made of only one kind of atom are called elements. Atoms of different elements can be combined together to form a very large number of compounds. A chemical reaction involves a rearrangement of the atoms in the reacting substances to form new substances, while the total amount of matter remains the same. The properties of different materials can be explained in terms of the behaviour of the atoms and groups of atoms of which they are made. Atoms themselves have an internal structure, consisting of a nucleus, made of protons and neutrons, surrounded by electrons. The electrons and protons have electric charge – that of an electron being called negative and that of a proton called positive. Atoms are neutral, charges balancing exactly. Electrons move rapidly in matter, forming electric currents and causing magnetic forces. Their net effect is a force of attraction holding atoms and molecules together in compounds. When some electrons are removed or added, the atoms are left with a positive or negative charge and are called ions. In some atoms the nucleus is unstable and may emit a particle, a process called radioactivity. This process involves the release of radiation and an amount of energy far greater than any reaction between atoms.

(Harlen, W. (ed.)(2010). Principles and big ideas of science education.  
<http://www.interacademies.net/File.aspx?id=25103>)



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**A limited number of guiding principles specific to the AoLE**

e.g. Signature pedagogies for the AoLE