

Curriculum for Wales Planning and priorities guide



Schools and settings will begin teaching under the Curriculum for Wales in September 2022.

Schools and settings need to design a curriculum in line with the [Curriculum for Wales Guidance](#), and can draw on the processes and key questions outlined in [The Journey to Curriculum Roll-out](#) to guide their planning.

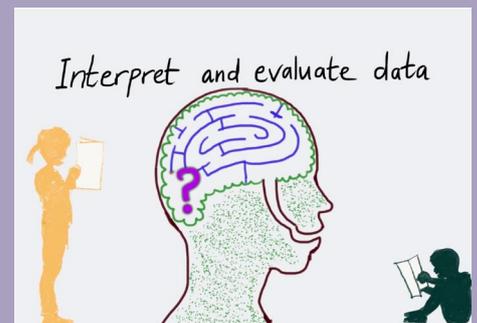
Videos: what is the Curriculum for Wales?



Education is changing



What makes Curriculum for Wales different?



Curriculum for Wales – animated explainer

This pack contains short guides, key questions, and further reading to support you on the following topics:

- » Designing your curriculum
- » Progression
- » Assessment
- » Professional Learning
- » National Network

Schools and settings will be at different points on their reform journey – this pack reflects that and provides a range of prompts to:

- 1 Support your understanding of curriculum priorities and use the Curriculum for Wales guidance effectively in your school
- 2 Help support your teams at school to engage in the process of curriculum design
- 3 Consider the progress you have made so far, your next steps, and where you might turn for further support

Thinking about your journey

These questions, organised around the topics of this pack, are an opportunity to reflect on your curriculum development so far.

You can use these questions to consider your progress and what you may want to consider in further detail. The following sections bring together guides, questions, and reading to help guide your next steps, as well as where you can look for further support.

Curriculum development priorities

Designing your curriculum

- » Have we considered the four purposes in our vision, policies, planning and practice?
- » Do they align with our priorities for teaching and learning?
- » Do all my staff share in our vision for curriculum reform?
- » Have we established a culture of change – are all staff engaging with this process?
- » Am I fully aware of the legislation, guidance, and codes that form the statutory framework, and have I ensured these are considered across design?

Progression

- » Have we considered what knowledge, skills, and experiences will support our learners to make progress towards our intended outcomes? How should these be sequenced?
- » Do my staff understand the principles of progression and what they mean?
- » Is there a shared understanding of what progression should look like for the learners in my school?
- » Have we engaged with others in our cluster, or more widely, to support a shared understanding of progression and ensure coherence, smooth transitions, and sufficient pace and challenge in learning?

Assessment

- » Have we considered how our assessment methods can build from and support our approach to curriculum design and progression?
- » Are our assessment methods supporting the purposes of assessment as set out in the Supporting Learner Progression: Assessment Arrangements guidance?
- » Have we engaged with others in our cluster, or more widely, as we develop our assessment arrangements?

Finding further support

Professional Learning

- » Who do we need to work with to support our professional learning journey?
- » What local, regional and national support are we engaging with?
- » What are the gaps in our understanding? How can we tackle them?
- » How will we ensure our pedagogy and practice continue to improve to support the curriculum for all learners?
- » How will we continue to develop our school as a learning organisation as well as our curriculum?

National Network

- » Are there particular areas where we would benefit from discussing with a wider range of practitioners to share our thinking and hear more ideas?
- » Are there particular barriers, challenges, or opportunities that we could share?
- » Are we using the National Network to help identify and overcome challenges and barriers?

Designing your 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.

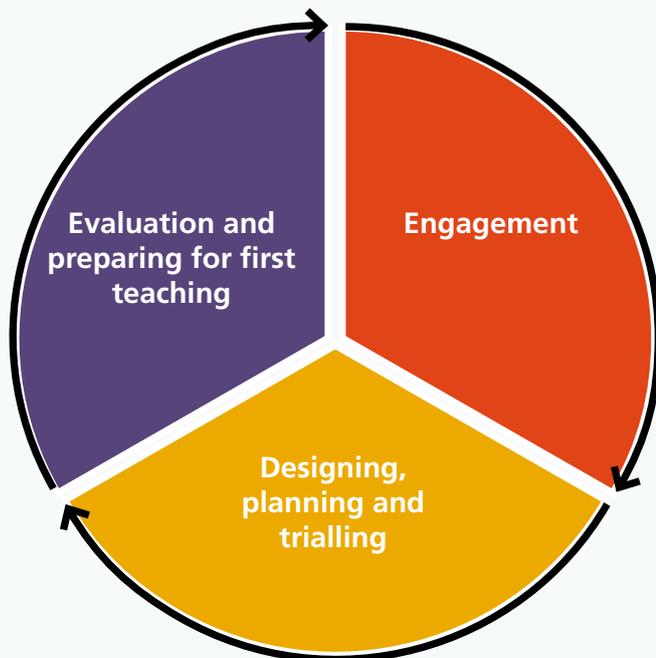
All curriculum development should have a clear **purpose** in mind. A clear understanding of the purpose of learning and **why** specific knowledge, skills and experiences are important helps focus the planning of progress and learning and teaching.

Getting started: a purpose-led Curriculum for Wales asks you to consider:

- » Do we understand the needs of our learners?
- » Do we have provision that enables all to become more effective learners?
- » Have we involved stakeholders in our design?

- » Have we engaged with the statements of what matters?
- » Have we considered how we will use the concepts and mandatory elements to design learning that enables progression?
- » Will our design thinking enable us to achieve our vision?

- » What should our learners learn?
- » Why should they learn that?
- » How should we teach it? What should progress in that learning look like?
- » How do we plan for learner understanding that allows breadth and depth in knowledge and growing sophistication in skills?
- » How should we assess that progress?



Curriculum design is an ongoing, cyclical process of engagement, design, planning, trialling, and evaluation.

This is an iterative approach: you are not seeking a 'product' that is simply delivered on day one. Your curriculum will continue to evolve to meet the needs of your learners and enable their progress towards the four purposes.

[Designing your Curriculum](#) sets out general principles for design across all areas – starting with developing a vision for your curriculum.

[The Journey to Curriculum Roll-out](#) should inform and support your design. It contains:

- » Priorities for curriculum development
- » Shared expectations for curriculum realisation
- » Key work and questions for schools across each phase of design

Find out more

Where have others started their curriculum design journey?

Examples of how people have approached design in [primary](#), [secondary](#), and [special schools](#) are available to help you get started.

Further journeys shared include:

- » ["Vision into practice"](#)
- » ["Developing an experimental curriculum to enhance, excite and engage"](#)

School Improvement Services and Estyn support

Utilise the support on offer from your [school improvement service](#) and [Estyn thematic reports](#) and webinars on what is working well.

National Network

The Network discussed preparing for the curriculum in autumn 2021. Resources from that include:

- » [How schools have approached curriculum](#)
- » [Estyn – findings on how schools have overcome challenges](#)
- » [How regional consortia are supporting schools with curriculum](#)

Sign up for the conversation on curriculum design [here](#).



Progression in learning is a process of increasing depth, sophistication, engagement and learner control, over time, rather than of covering a body of content. Progression in learning should always be at the heart of curriculum design rather than starting with a theme and fitting the learning to it.

Progression should be central to the [development of your vision](#).

Getting started: developing your understanding of progression

Video:

Why is a purpose-led curriculum based on progression so significant?

Guidance:

How do the principles of progression, statements of what matters, and descriptions of learning fit together?

The [principles of progression](#) relate to progression across the whole curriculum. There are overarching principles and principles for each Area. You should carefully consider both.

The [27 statements of what matters](#) are the basis of learners' progression throughout Curriculum for Wales and its 3-16 learning continuum.

[Descriptions of learning](#) describe how learners should progress within each statement. Progression steps arrange the descriptions to provide reference points for 3-16 progression

These three elements should inform the selection and sequencing of curriculum content in each Area

A "shared understanding of progression" means that practitioners – within a school, and more widely – understand:

- » their joint expectations for how learners should progress and how knowledge, skills and experiences contribute to this
- » how to ensure coherent progression for learners throughout their learning journey and in particular at points of transition
- » how these expectations compare to those of other schools and settings, to ensure coherence, equity and sufficient pace and challenge

You need to undertake facilitated and structured conversations – in your school (at various levels), across the cluster, and with practitioners outside your cluster – to develop this understanding.

Progression is at the heart of Curriculum for Wales.

The process of curriculum design should determine what knowledge, skills and experiences will support learners to progress both in the short term and over time, and how these should be sequenced.

Developing a shared understanding of progression is critical to ensuring coherence, smooth transitions, and appropriate pace and challenge across a school or cluster.

The guidance sets out the importance of [developing a shared understanding of progression](#); and [practical tips](#) for enabling those discussions

Find out more

Reading to support discussion

- » [IEAN – Rethinking Learner Progression for the Future](#)
- » [Professional learning journey – developing a shared whole-school vision](#)

Hwb has **case studies** from the National Professional Enquiry Project on **understanding and planning for progression** in [primary](#) and [secondary](#) contexts

National Network

See the [resources and facilitation pack](#) to have a conversation on Progression in your school

Analysis, feedback, and outputs from the autumn 2021 progression conversation will be made available on the [National Network page](#) by the end of the **Spring term**.

Camau i'r Dyfodol – Steps to the Future

will support capacity-building in learning progression across Wales.

Schools across Wales will have access to sessions delivered through the National Network from **May 2022**.

More information on how to get involved will be communicated in the **spring term**.

Assessment

Assessment is fundamental to enabling each learner to progress at an appropriate pace, ensuring they are supported and challenged accordingly. Effective assessment requires a clear understanding of the purpose of learning and expected progression. The roles of assessment are:

- 01 supporting individual learners on an ongoing, day-to-day basis
- 02 identifying, capturing and reflecting on individual learner progress over time
- 03 understanding group progress in order to reflect on practice

Getting started: developing your understanding of progression

Summary: What's Changing in Assessment?

The Supporting Learner Progression: Assessment Guidance sets out the purpose and key principles of assessment and the following three processes:

- >> developing a shared understanding of progression
- >> transition points along the 3 to 16 continuum
- >> communicating and engaging with parents and carers

As you develop approaches to capture and reflect on individual and group progress over time – consider this as part of your wider suite of self-evaluation approaches, and in your discussions to support a shared understanding of progression. How might you approach this?

Assessment is an intrinsic part of curriculum design and pedagogy.

Develop assessment as part of your curriculum design, based on your understanding of progression and planned learner progression.

When developing arrangements, you should consider:

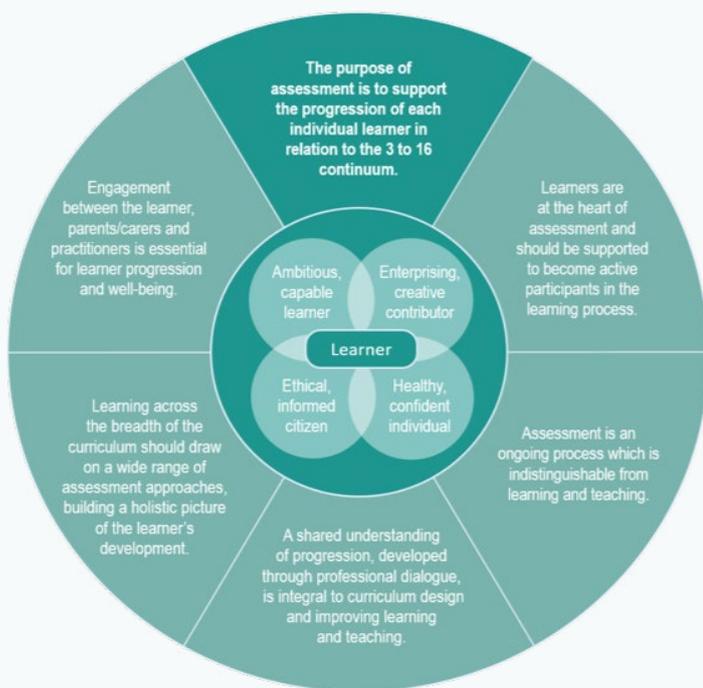
- >> **Breadth and depth**
- >> **Different approaches to assessing**
- >> **How you will understand your learners' progress over time**

Assessment should focus on drawing out evidence of understanding and progression, as learners develop their knowledge, skills and engage with experiences. Use the descriptions of learning in each area to support you to develop a wide range of assessment approaches to gather evidence of learning and discern progress.

Specific assessment approaches will depend on the knowledge, skills and experiences being developed and the needs of your learners.

Qualifications are changing.

Both your new curricula and our new made-in-Wales qualifications will be built from the Curriculum for Wales Framework. If you are developing your curriculum, you are already preparing for the qualifications.



Find out more

Engage in **professional dialogue** with your teams and others outside your setting – what assessment methods could you use to support progression?

Engage in professional learning to deepen your understanding of assessment and assessment methods

Assessing for the Future:

A series of professional development workshops with CAMAU will be made available in the **summer term** to support their development of assessment in their curriculum

Resources to support development of assessment arrangements are available on **Hwb**

(further resources will be added to this link over time):

- >> [Supporting learner progression case studies](#)
- >> [Information on online personalised assessments](#)
- >> [National Professional Enquiry Project – Assessment and Progression domain](#)
- >> [Learner well-being and assessment – George MacBride](#)
- >> [Priorities for curriculum development – The Journey to Curriculum Rollout](#)

Professional Learning

We believe that every teaching assistant, teacher and leader in Wales should clearly understand what they are entitled to in terms of Professional Learning, and what is expected of them in exchange for this entitlement. The **National Professional Learning Entitlement**, currently being developed through co-construction, will set out our system's entitlements and expectations for all teaching assistants, teachers and leaders. More information will be made available at the end of March, and the entitlement will be launched in September.

National Professional Learning Entitlement

The National Professional Learning Entitlement will support the delivery of high quality teaching and learning, by enabling the education profession to:

- » Support our system's priorities, specifically delivering curriculum and wider reform and improving equity through education
- » Enjoy equity of access to Professional Learning, regardless of language, location, role in school, subject in secondary school, and whether practitioners are full-time, part-time or supply
- » Enjoy the highest quality of provision and support
- » Easily access the provision and support available to them locally, regionally and nationally
- » Engage in enquiry and be supported by coaching and mentoring

Nationally available opportunities and resources

<p>Resources on Hwb</p> <p>Schools as Learning Organisations</p> <p>Professional Learning Journey (PLJ)</p> <p>Digital Professional Learning Journey (DPLJ)</p>	<p>Policy Insight Events</p> <p>This is a series of events to keep practitioners and partners up to date with professional learning policy developments.</p>	<p>Talk Pedagogy – the national online community</p> <p>A place to talk and explore a diverse range of pedagogical approaches within the context of a purpose driven curriculum.</p>	<p>National Enquiry Programmes</p> <p>Collaborative enquiry opportunities exploring curriculum design, pedagogy, assessment and a range of other areas in the local context.</p>
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The regionally delivered, nationally aligned, Professional Learning programme

This common programme, delivered regionally by consortia school improvement services, includes:

<p>Developing a shared vision</p> <p>What is a purpose-led curriculum?</p> <p>Developing the curriculum as a learning organisation</p> <p>Engaging with the curriculum guidance</p>	<p>Leading pedagogy</p> <p>Leading a culture of change</p> <p>An introduction to curriculum design</p> <p>Curriculum design and development</p>	<p>Creating time and space for professional learning</p> <p>Exploring pedagogy</p> <p>Understanding and planning for progression</p> <p>Medium-term and long-term planning</p>	<p>Assessment</p> <p>Cross-curricular skills</p> <p>Cross-cutting themes</p> <p>Links within and across areas of learning and experience</p>
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Regional level – distinctive programmes to support schools locally

<p>Central South Consortium</p> 	<p>GWE</p> 	<p>Education Achievement Service</p> 	<p>Mid Wales Education Partners</p> 	<p>Partneriaeth</p> 	<p>Neath Port Talbot</p> 
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National Network

The National Network brings together teaching professionals, experts, stakeholders, policy makers and enabling partners, including regional consortia and Estyn to identify and address the barriers to, and opportunities for, the implementation of Curriculum for Wales.

What is the National Network?

The National Network allows all practitioners to be involved in co-construction developing approaches, on a local, regional or national level, to overcome barriers they and learners face.

What happens next?

As well as giving practitioners time and space to reflect on their practice and learn from others, conversations will inform the Welsh Government and partners' approach to supporting you with the Curriculum for Wales.

Get involved here.

In spring 2022, the Network will hold conversations on:

- » Welsh History, including Black, Asian and Minority Ethnic histories
- » curriculum design
- » qualifications reform

You can use these materials to have conversations with your teams

You can view facilitation materials, and videos from previous conversations here. This includes:

- » progression
- » preparation for roll out – are we on the right track?
- » resources and supporting materials

You can participate at a national or regional level, and use the materials for conversations in your own setting.

The National Network will be an ongoing feature of practitioner co-construction.

It will bring practitioner voices into policymaking and will make our support more responsive to your needs.

National Network conversations:

- » gather information and share understanding
- » co-construct approaches
- » connect people
- » drive change

Find out more

Conversation analysis, materials, and a summary of what we will do in response to the challenges and opportunities discussed in the autumn 2021 conversations, will be published in spring 2022 on the [National Network page](#).

Find out what practitioners have gained from National Network conversations:

[Video 1](#)
[Video 2](#)

From May 2022 onwards, the **Camau i'r Dyfodol progression project** will run workshops through the National Network.

Details will be made available on the National Network page on Hwb.