



REPORT TO THE JOINT COMMITTEE

16/02/2022

Report by: GwE Managing Director

Subject: Delivering the Journey to roll-out – support for schools

1.0 Purpose of the Report

To present information to members of the Joint-Committee regarding the support available to schools over the next two terms to enable them to implement and deliver the new curriculum.

2.0 Background

For primary schools, rollout of the new curriculum will commence in September 2022. Secondary schools can opt in to roll out the curriculum to Year 7 in September 2022, but this will not be mandatory until 2023, where roll out to Years 7 and 8 together will be expected. By September 1st, 2022 all primary schools and all secondary schools who have opted to implement the new curriculum will need to have designed and adopted their curriculum and published a broad and high-level summary of it. As of September 1st, 2022, all primary schools and all secondary schools who have opted to commence with roll out, must ensure the curriculum is implemented.

To ensure schools are ready for first teaching in September, all schools should:

- have completed a high-level curriculum design to meet statutory requirements
- developed a shared understanding of what is important in progression of skills and knowledge
- developed whole school shared understanding of progression & assessment
- have examples of planning for trialling to include assessing learners
- have identified increasing opportunities for professional dialogue across the 3-16 continuum

To enable schools to meet expectations, the GwE offer over the next two terms will include supporting all schools in developing:

- i. whole school curriculum design and high-level curriculum statement
- ii. effective AOLE planning
- iii. whole school assessment policy and practice

In preparation for the professional learning offer, GwE staff have developed guidance and exemplar models for whole-school curriculum design, curriculum planning and assessment to aid leaders and teachers as they prepare for roll-out. The resources, models and exemplars have been fully endorsed by Professor Graham Donaldson.

Guidance and resources will be utilised by both the Regional and Local Curriculum Networks as they continue to promote and instigate partnership working across the system. This will allow all schools access to a rich library of resources and support as they design and plan their own unique local curriculum. Underpinning the work of the networks will be continued input from GwE staff, thus ensuring that this is a truly collaborative venture.

The initial series of workshops will take place during February and March to support schools through the process of curriculum design. The workshops will focus on creating a high-level curriculum statement where the rationale is based on local context. A visual resource will guide school leaders through the process of:

- recognising the unique factors of the school
- developing a shared vision through identifying the school's principles and behaviours
- outlining what Teaching and Learning looks like in the school
- considering the key aspects of the design

The workshops will guide school leaders through different models of design and provide a variety of curriculum statement examples. These models will be further built upon by the regional and local curriculum design networks, providing all schools with a wide variety of examples to consider when approaching their high-level curriculum design and statements.

Once a school's rationale and statement is in place, a school will be able to start planning the new curriculum.

Once the curriculum design workshops have been delivered, practitioners from across the region will be able to access professional learning on effective AOLE planning. These sessions will prepare leaders and teachers for first teaching of the new curriculum in September. The offer will continue throughout 2022/23 building on learning from first teaching.

The workshops will provide an overview of planning principles followed by working through various models of planning. Workshops will look at:

- Inquiry-based statements or questions as a basis to the planning.
- Planning considerations for the teacher
- Activity ideas
- Progression steps and assessment considerations
- Different planning models i.e. disciplinary, multidisciplinary, interdisciplinary, integrated models

Various examples of planning models have been created for all sectors and for all six AOLEs. These models will be shared with schools and will be utilised by the regional and local networks as a basis in ensuring additional models are created. This will add further capacity to the system.

The third area of support that will be provided over the next two terms is for whole school assessment policy and practice. Learner progress is a key aspect that runs through both the design and planning of the new curriculum. A series of workshops will take place providing schools with an overview of the national guidance and exploring the principles of assessment and learner progress. As part of these sessions, schools will have access to models and examples of assessment, including a progress tracker designed and created by GwE staff. The Regional and Local Assessment Network will again build upon this work and provide schools with many reference points to explore while considering assessment policies and practices.

A matrix of GwE support will be provided to all schools, detailing the professional learning offer available to support them in ensuring the new curriculum is realized in their schools. Schools will be able to choose which areas of support are appropriate to them and have access to a wide variety of resources, models and examples.

The matrix details whether the delivery will be on a regional, LA, cluster or school level as well detailing if it will be provided as a workshop or as a digital resource.

GwE will continue to facilitate Curriculum for Wales networks at both regional and local levels. The networks are now becoming established with many examples of effective collaborative work. Professor Graham Donaldson is provided direction and advice to the regional group. Through the networks, practitioners are accessing:

- networking opportunities with school colleagues locally and regionally
- a deepening of understanding of the curriculum design process
- co-construction opportunities and the sharing of examples of local curriculum planning
- development and sharing of examples of assessment within Curriculum for Wales

All materials and recordings of regional meetings are available for all schools to access on the GwE support centre along with resources and examples of design and planning work.

In addition to this, link Supporting Improvement Officers will be available to offer bespoke support at school and cluster/alliance level.

3.0 Considerations

3.1 GwE will be sensitive and flexible in the delivery of their Professional Learning offer to schools in considering the challenges that face individual schools due to the COVID pandemic.

4.0 Recommendations

4.1 The Joint Committee is asked to accept and approve the content of the report together with the planned activities as outlined above.

5.0 Financial Implications

5.1 There are no financial implications arising from this report. GwE will operate within current financial resources.

6.0 Equalities Impact

6.1 There are no new equalities implications arising from this report.

7.0 Personnel Implications

7.1 There are no new personnel implications arising from this report.

8.0 Consultation undertaken

8.1 Consultation with GwE Management Board and Joint Committee.

9.0 Appendices

OPINION OF STATUTORY OFFICERS

Monitoring Officer:

Nothing to add from a propriety perspective.

Statutory Finance Officer:

“I note that part 5 of the covering report confirms that there are no financial implications arising from the report, and that GwE will operate within their current financial resources. Therefore, I have nothing to add to the report from the perspective of financial propriety.”