



Progress Report on the Reform Journey

SUMMER TERM 2022



CONTENT

- Context
- Purpose of the Report
- Areas that need further development and support
- Regional Priorities identified
- Main Findings
 - Primary and Special Sectors including relevant PRUs
 - Secondary Sector including relevant special schools and PRUs
- Summary of GwE professional Learning Offer and support to schools

CONTEXT

Since 2015 and the publication of Successful Futures, an independent review by Professor Graham Donaldson offering 68 recommendations to improve education within Wales, Welsh Government have embarked on a significant cycle of change to realise a new Curriculum for Wales. At the heart of Curriculum for Wales lies the four purposes:

- 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

Welsh Government guidance on Hwb states:

'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.'

In line with this broader curriculum definition and as part of their preparations, all schools have engaged in activities beyond curriculum design and planning. Schools and settings across the region have been supported to engage with this substantial reform journey since 2017 in line with the region's Curriculum for Wales strategy. Examples of such activities include developing effective pedagogy, considering purposeful assessment including assessment for learning, developing peer review and leading change in line with the work of schools as a learning organisation.

At the end of June 2022, Welsh Government published the new guidance and information on school improvement and the new framework for evaluation, improvement and accountability. This guidance applies to schools, PRUs, Local Authorities, diocesan authorities, regional consortia and Estyn and outlines expectations of each in contributing to sustainable school improvement. The framework is intended to drive behaviours and practices that are required by the Curriculum for Wales and the new assessment arrangements.

Since March 2020, Covid-19 has undoubtedly impacted on schools' ability and capacity to engage with the reform journey. As schools prioritised responding to the pandemic, most of their original timelines and plans to prepare for the implementation of the new curriculum were disrupted. Covid-19 continues to be a challenge as cases rise and fall with leaders facing staff absences and limited availability of supply teachers.

PURPOSE OF THE REPORT

This report builds upon the previous progress report from Autumn term 2021 which considered how schools were responding to the Curriculum for Wales work in light of the renew and reform agenda during the ongoing Covid-19 pandemic. It provides an outline of where schools and PRUs are currently at as they have continued to prepare for Curriculum for Wales and is based on evidence gathered by GwE Supporting Improvement Advisers as part of their



work in supporting schools during the Spring and Summer terms 2022.

The aspects in the bullet list below have been agreed with Welsh Government and the regions/partnerships as the processes that schools and educational settings need to undertake to be prepared for curriculum realisation in September 2022. These aspects align fully to the steps outlined in the 'Journey to curriculum rollout' document. Each region / partnership has contributed to the overall national picture shared with the Minister for Education and Welsh Language. Progress has been captured on the following:

- Identify the school's unique factors and how these contribute to the four purposes
- Review the vision, values and behaviours to support the realisation of the curriculum
- Understanding of curriculum design considerations including mandated elements and the school's linguistic policy
- Review curriculum design models and investigate their suitability for the school
- Consider the role of progression, assessment and pedagogy in the curriculum and local context
- Design, plan and pilot the proposed curriculum models, evaluate the initial designs and develop plans for the medium term

During the Spring and Summer terms 2022, all Supporting Improvement Advisers have visited schools and PRUs with a focus on Curriculum for Wales. Supporting Improvement Advisers have worked alongside school leaders to co-construct an overview and to capture the progress the school has made in preparing for the new curriculum. A copy of the template can be found in Appendix 1. This report captures the information that has been gathered from these visits at a regional level.

The report also summarises the **GwE Professional Learning Offer and support provided for schools**.

The **areas for further development and support** and the **high-level regional priorities** are summarised below:

AREAS THAT NEED FURTHER DEVELOPMENT AND SUPPORT

Schools across all sectors have identified the following areas where they would like further support for development:

- Further develop a shared understanding of progression - within a school and between schools;
- Refine and improve assessment processes and assessment tracking systems to ensure progression of all learners;
- Continue to develop the twelve pedagogical principles and improve the quality of aspects of teaching and learning identified within individual schools;
- Further supporting leaders with strategic whole school progressive planning of literacy, numeracy and digital skills;
- Further supporting middle leaders with classroom planning for literacy, numeracy and digital skills;
- In line with expectations of the new evaluation, improvement and accountability framework:
 - develop effective evaluation of curriculum processes including learner and parental voice;
 - refine long term curriculum planning;
 - continue to develop collaboration and peer review through the School Partnership Programme;
- Continue to develop curriculum design with bespoke support for leaders and middle leaders across the Areas of Learning and Experiences, integral skills and cross-cutting themes;
- Further develop the priority of whole school well-being – including developing and evaluating the Health & Wellbeing Area of Learning and Experience;
- Further strengthen transition work with particular focus on Years 6-7 through strong collaboration and focused professional dialogue between secondary and their local primary schools;
- Provide bespoke support where needed for secondary schools and settings to start Curriculum for Wales with Years 7 and 8 in September 2023;
- Continue to engage with Supporting Improvement Advisers to facilitate cluster and alliance discussions, share innovative and emerging practice and support staff professional learning through INSET (training) days.



REGIONAL PRIORITIES IDENTIFIED

The above mentioned guidance on school improvement and new evaluation, improvement and accountability framework identifies the following national priorities:

- improving pupils' progression by ensuring their learning is supported by a range of knowledge, skills and experience
- reducing the impact of poverty on pupils' progression and attainment.

The following high-level regional priorities have been identified within our regional Business Plan:

- **Curriculum & Assessment** - Supporting a national curriculum with equity & excellence at its core that sets high standards for all learners
- **Developing a high-quality education profession** - improving the teaching & learning in our schools
- **Leadership** - supporting inspirational leaders working collaboratively to raise standards. Includes future leadership & professional networks
- **Strong & inclusive schools** - committed to excellence, equity & well-being
- **Supporting a self-improving system** - supporting a system in which the education profession has the skills, capacity & agency to continually learn & improve their practice
- **Business** - ensure that GwE has strong governance and effective business and operational support that provides value for money

The work carried out during the summer term as previously mentioned in the purpose of this report has also identified the following priorities:

1. Ensure that all schools will be ready to start teaching the curriculum to meet mandatory and statutory requirements from Nursery to Year 6 settings and those secondary schools and settings that have opted in for September 2022.

This will be supported by:

- Facilitating and aligning work within regional and local networks, alliances and clusters to share clear guidance on curriculum design and planning through modelling and exemplifying curriculum practice within and across all Areas of Learning and Experience;
 - Developing shared understanding of progression through focused professional dialogue;
 - Developing a range of effective assessment procedures to include assessment for learning to ensure progression in learning for all learners;
 - Working collaboratively with schools and settings to develop robust processes to evaluate Curriculum for Wales in line with holistic measures of the four purposes;
 - Promoting learner transition by ensuring effective direct engagement between secondary and primary schools;
 - Working in tandem with leaders to ensure that all settings have clear plan for effective professional learning and to take into consideration the forthcoming National Professional Learning Entitlement to be published in September by Welsh Government;
2. Implement processes addressing schools causing concern and work with Local Authorities to ensure schools have the appropriate level of support and challenge for their improvement in line with new evaluation, improvement and accountability framework..
 3. Further strengthen and embed peer review especially within secondary alliances to strengthen self-evaluation and the improvement planning. This should include a focus on evaluating Curriculum for Wales.
 4. Continue to support all secondary and special schools and settings to be prepared for the introduction to Curriculum for Wales in Years 7 and 8 in September 2023.

These priorities will feed into the operational business plans and GwE work programme for Autumn term 2022



onwards.

MAIN FINDINGS

Progress that schools and settings are undertaking to be prepared for curriculum realisation has been captured at individual school and setting level and collated in the table below to show the regional overview.

GwE Summary	All Schools
No. of Schools	404
	On-track
1. Identifying the unique factors of the school / setting and how these contribute to the four purposes.	99.5%
2. Reviewing the vision, values and behaviours to support curriculum realisation.	98.9%
3. Understanding of curriculum design considerations including mandatory elements and school linguistic policy.	98.6%
4. Review curriculum design models and investigate the suitability for their specific school / setting.	97.0%
5. Considering the role of progression, assessment and pedagogy in their local curriculum / context.	94.0%
6. Designing, planning and trialing their proposed curriculum model, evaluating initial designs and developing medium term plans.	93.0%

PRIMARY AND SPECIAL SECTORS INCLUDING RELEVANT PRUs

Curriculum for Wales is statutory for all settings from Nursery to Year 6 in September 2022.

● Identify the school's unique factors and how these contribute to the four purposes

Nearly all schools have engaged in meaningful and robust consultation with their local stakeholders including learners, parents, governors and members of the local society. As part of this consultation, schools have co-constructed the factors which make their school unique and these factors have shaped the school's curriculum design work. Many schools have developed a range of engagement methods to gather this information, often through questionnaires or asking for opinions through social websites. There are also examples where schools have invited people in to speak and used digital methods to record the opinions of local residents. As a result, initial curriculum design of almost every school demonstrates that it is responding to its unique local factors.

The four purposes have been a key focus that schools have built upon over time and with increased consideration over the last two years. Nearly all schools have engaged learners in these discussions to understand what these mean for the school and to consider child friendly language and many schools have created characters so pupils can refer and identify with the aspects within the purposes. Across special schools, the four purposes have been linked to Individual Development Plans (IDPs) and within reporting to parents. Work carried out in PRUs also has focused on the four purposes and with particular focus on the life skills development. As a result, there is increased ownership of the four purposes by the school and by understanding each of the four purposes individually, there is a greater understanding of the four purposes as a whole. Most schools have visual representations of the four purposes in classrooms and around the school and nearly all teachers identify opportunities for the four purposes in their planning and have woven them into their curriculum design at a suitable level for children to understand. Within special schools, teachers are planning meaningful and relevant learning experiences based on the four purposes whilst recognising the individual needs of learners. All the above work to understand the four purposes has led to a clear link between the unique factors of the school and the aspirations of all stakeholders.



● Review the vision, values and behaviours to support the realisation of the curriculum.

Almost all schools across the region attended and engaged with workshops that promoted change and offered guidance on reviewing and developing a shared vision for the Curriculum for Wales. Discussions with school leaders and Supporting Improvement Advisors show that almost all schools have made use of this guidance as a starting point for their own review and consultation.

Almost every school's first step was to gather information from all the stakeholders about exactly what values and behaviours they would like to see the school develop through either face to face meetings with stakeholders or making use of questionnaires. Many schools were able to extract the important words from the responses and create a wall of words from these that indicate these values and aspirations.

At the end of July 2022, almost all schools had either modified their previous vision or drawn up a new vision for the launch of Curriculum for Wales in September 2022. These visions have mostly been developed through the direct consultations with all stakeholders and considering local contexts and aspirations. The four purposes are clearly evident within the visions and this gives aim to all the schools' work. Many schools have turned the vision into a catchy motto and used this to explain their vision locally. Some have invited local artists to work with learners to interpret their ideas and aspirations in the form of a mural or a school song. This work to develop the school vision has led to a shared common understanding of the school's aspirations across the community and most schools have now promoted and celebrated their renewed vision proudly, for example, on school websites.

● Understanding of curriculum design considerations including mandated elements and the school's linguistic policy

The Curriculum for Wales regional and local networks have established an infrastructure across the region to enable school leaders and teachers to engage in professional dialogue about curriculum design considerations. An increasing number of practitioners have engaged with these networks throughout the year resulting in up to 804 practitioners involved across the regional and local networks. There is a good representation across all Local Authorities and membership also includes colleagues from GwE, Local Authorities and Bangor University CABAN staff, for example, the Local Authority Healthy School Advisers attend the Health and Wellbeing networks within their own Local Authority. Professor Graham Donaldson continues to attend regional meetings to offer guidance and feedback on discussions and offer further points to consider for moving forward.

The Curriculum for Wales networks have focused on all aspects of curriculum design which has included experimenting and trialling curriculum planning across the Areas of Learning and Experience. An increasing number of schools across all sectors have shared their practice and identified principles of the process that have been key to their settings, for example primary school presenting their work on curriculum design, special school presenting their work on Health and Wellbeing, secondary schools presenting their work on developing and planning for progression in the cross curricular skills. This work of the networks has been shared wider with all schools through the GwE website and discussions with Supporting Improvement Advisors. The work of the networks has also been shared through a series of Professional Learning online webinars aimed at Senior Leaders and Middle Leaders and teachers. Most schools and clusters have used the guidance of the network and webinars to aid their discussions on curriculum design and this discussion, often with pupils and governors, has led to ownership of the design. For example, detailed consideration has been given to different learning models and research work has taken place in many schools to ensure the consideration of their language policy. Nearly all schools have ensured that promoting the Welsh language, culture and heritage of Wales has been clearly woven into curriculum design.

Work to consider the mandatory elements of the curriculum took place during the summer term 2022 and most schools have taken these elements into account in their design, taking care to weave these in to ensure authentic contexts.

Almost all schools have completed a draft high-level curriculum design document which has been owned by the entire staff and this has been accepted by the governors of most schools for publication at the beginning of September. This high-level curriculum design is serving as the curriculum summary and many schools' websites are now celebrating their vision, their direction of the four purposes and their innovative approaches for rich learning



experiences for September onwards.

● Review curriculum design models and investigate their suitability for the school

Nearly all schools have reviewed their curriculum design models following the work on setting vision and direction for the school. Having come to understand the design elements of their curriculum through GwE workshops and their own research, most schools have been discussing and considering different curriculum models.

As part of this work, attention has been given by almost all schools to a variety of learning models and it is apparent that, in general, integrated and interdisciplinary methods are currently the main drivers of organising the learning in primary schools. However, many schools have recognised the need for learning in a disciplinary manner at times for example, to develop numeracy skills.

In general, most schools have experimented with weaving cross-curricular themes and responding to big questions during the year. Feedback from trialling indicates that this will be the model that most schools will use in September. Most schools have planned for a combination of whole school and year group themes which enables teachers to ensure progression across the school within a whole school theme approach. Nearly all schools have also planned for the inclusion of shorter-term units of work, for example, celebration days, local opportunities in the community to secure authentic learning.

Many schools are experimenting with various medium-term planning formats, usually these offer an opportunity to identify where the theme touches on the four purposes but also identify the opportunities to be developing the cross-curricular skills. Many schools share these planning approaches with each other with most continuing to refine them to make these manageable and purposeful.

In order to better understand the requirements of the curriculum almost all schools have gone through the process of unpacking the Areas of Learning and Experience. In the majority of schools, the entire staff has been part of this process which has led to a much deeper understanding of the requirements as well as an opportunity to discuss how to weave the knowledge, skills and experience identified within an Area of Learning and Experience into authentic and meaningful local contexts. In many cases, schools have collaborated effectively with neighbouring schools to unpack the Statement of What Matters within the curriculum and have shared expertise and subject knowledge using a variety of approaches to create shared ownership and collaborative teams across the Areas of Learning and Experience, for example, shared online documentation and Google sites.

● Consider the role of progression, assessment and pedagogy in the curriculum and local context.

Almost all schools have prioritised time to focus on the twelve pedagogical principles, for example, staff meetings, cluster meetings and staff training days. Nearly all schools have begun trialling various methods of applying these principles into their curriculum plans, using the GwE twelve pedagogical principles reflection tool as a starting point to identify the school's strengths and areas for further development. The pedagogical principles have permeated the planning of rich tasks in many schools with renewed attention to authentic contexts, outdoor tasks and exciting creative projects.

Many schools also continue to develop aspects of Assessment for Learning (AfL) that feature strongly within the twelve pedagogical principles and also part of the methods that were shared and trialled within the project with Shirley Clarke. Almost all schools have adopted these learning methods and used them to ensure that the pupils can work more independently and that the next steps in learning are identified. These assessment methods will also strengthen good teacher knowledge of the progress of each child.

Generally, most schools intend to assess by starting in the classroom with the pupils' day-to-day work. Teachers will keep track of progress and often mark stages in development. Most schools also intend to continue using the national assessments and standardised tests to monitor reading and numeracy standards. Many schools also plan to assess and track the children's well-being as well as their attitude to their work. Some schools are considering buying a commercial package for this, others want to trial a GwE tracking tool while many are adapting and developing their own approaches.



Most schools and clusters are using the statutory guidance on Hwb and further examples and guidance from GwE to consider the purposes of assessment and are planning opportunities for regular professional dialogue for teachers to consider assessment and progression of learners. Most schools have identified developing a shared understanding of progression as an aspect for further development next year.

- **Design, plan and pilot the proposed curriculum models, evaluate the initial designs and develop plans for the medium term**

Collaboration has been a core element for schools to be designing and moving forward to plan the curriculum and there are many examples of developed and emerging cross-school and cross-cluster collaboration to be seen.

The teachers who are members of the Curriculum for Wales networks have been collaborating on specific areas and have shared their work across other networks. Other schools have also benefit from this work as teachers on the networks have cascaded information and ideas during local meetings and cluster sessions.

Within this pilot phase of planning, learner voice has been prominent in most schools with a variety of examples showing how learners are influencing and making choices about their learning. Many schools have also asked for the opinion or ideas of parents and the other stakeholders regarding a specific theme. Accepting these ideas and weaving them into the plans results in greater ownership of the plans, increases opportunity for the local community to be involved and heightens enthusiasm in the themes.

By the end of Summer term 2022, almost all schools have discussed and decided on mid-term planning methods for September. There is a recognition that these are early days and that the curriculum will need to be kept under review as planning will need to be refined as we move forward. Most schools also recognise that the current plans in place focus mostly on the mid-term and intend to review their planning at the end of the autumn term to feed into longer-term planning considerations.

SECONDARY AND SPECIAL SECTORS INCLUDING RELEVANT PRUs

The Curriculum for Wales comes into force for all settings for Nursery to Year 6 in September 2022. Schools and settings teaching Year 7 were given the opportunity to opt in to start teaching the new curriculum to Year 7 in September 2022. Twelve settings across GwE have opted in for September 2022. All other secondary, special and PRU settings will begin the Curriculum for Wales in Years 7 and 8 in September 2023.

- **Identify the school's unique factors and how these contribute to the four purposes**

Most schools have engaged in work to understand the unique factors in the location and context of the school and considered specialist provision as part of their school community. As part of this work, schools have carried out a range of activities to engage with stakeholders to include learners, parents, governors. Many schools have held sessions for staff to consider 'cynefin' and the focus on developing the identity of learners making local, national and international links in depth of learning. Collaborative links with local industries have been identified and opportunities to be recognised within local curriculum and in particular where careers and work-related provision can support learner pathways.

Nearly all secondary schools have developed strong working partnership with the cluster of local primary schools and this has proved a key element in considering the local developments of Curriculum for Wales across the 3 – 16 learning continuum.

Most schools have revisited the four purposes with staff, learners and wider stakeholders as a response to the impact of the pandemic on schools and families. As part of this, the consultations with stakeholders has focused on how the four purposes can contribute to the school's vision within its local community. Further examples of work to understand the four purposes include opportunities for older learners to be involved in evaluating the provision against the four purposes across the school and considering four purposes against the pastoral system within the school as part of regular staff meeting agenda item. Special schools and PRU settings have had the opportunity to consider what the four purposes means for learners in their settings and have used this as a basis for reshaping their



vision, rebranding and sharing this via social media, for example, website.

● Review the vision, values and behaviours to support the realisation of the curriculum

Almost all schools have carried out consultations with stakeholders so that they can contribute towards developing a vision based on the school's values and behaviours. There is a variety of approaches and includes questionnaires and surveys for learners, parents and governors with training day sessions allowing for discussion with staff. There are many examples across the region where secondary schools and their local primary schools have established regular dialogue on developing shared or common elements within their vision based on the four purposes.

Schools have also used the vision based on the four purposes to incorporate the school's approach to differentiation and also putting a strong emphasis on aspiration, challenge and wellbeing. Within the approaches to developing school vision, some schools have asked staff to consider the vision and contribution of the Area of Learning and Experience to the overarching school vision and visual displays of the vision can be seen around the school.

The schools who are adopting Curriculum for Wales in September 2022 have shared their vision for the new curriculum to Year 6 learners and parents as part of the transition process.

The schools who are adopting Curriculum for Wales in September 2023 acknowledge the need to continue to engage with all stakeholders to create and implement the school's vision and as part of revisiting this step. Feedback across the region shows that schools are developing a strong vision for teaching and learning which includes the "what" and "why" with further work still to carry out on the "how".

● Understanding of curriculum design considerations including mandated elements and the school's linguistic policy

Nearly all schools and settings have had the opportunity to engage with the GwE webinars on curriculum design, principles of planning and sessions to look at specific Areas of Learning and Experience. This has taken place through accessing recorded material, follow up discussions with Supporting Improvement Advisors and bespoke training sessions for all staff during INSET training time. Many secondary schools have also used the materials from the Curriculum for Wales networks to support staff to enhance professional dialogue and develop their understanding of the Curriculum for Wales framework, for example, guidance on unpacking Statements of What Matters. Existing networks such as Deputy Headteachers and Teaching and Learning Leaders and some Alliances have used their meeting time for further discussion and share their work and approaches. As a result, most secondary schools are developing their understanding of curriculum design considerations with all school staff.

All schools are giving full consideration to the mandatory elements in designing their curriculum. Guidance provided and professional learning sessions on aspects such as Religion, Values and Ethics (RVE) and Relationships and Sexuality Education (RSE) are supporting co-ordinators within schools to consider the implications and how to start develop and design a whole school approach to align with school's vision.

There is a broad and increasing understanding of the importance of the cross-curricular skills at all levels of planning. Co-ordinators are beginning to map the provision across the school and ensuring the quality of that provision by supporting the planning of each Area of Learning and Experience. Many schools demonstrate a willingness to work on developing this further and have identified that developing a strategic whole school approach to ensure progression in literacy, numeracy and digital competency skills is an area of priority in the new academic year. As part of this, a consideration of creating time and space for co-ordinators to undertake this work has also been acknowledged.

Many schools have developed a good understanding of their Welsh context and visual displays around the school celebrate Welsh culture and heritage with work on 'Ein Llais Ni' as a whole school priority. There is a focus in some schools to further explore opportunities to increase the use of incidental Welsh around the school and how it relates to the community.



● Review curriculum design models and investigate their suitability for the school

Most schools have made effective use of the resources developed by GwE to consult with Middle Leaders and teachers and as a result, a variety of curriculum design models have been considered. Schools have trialled a range of different approaches as part of these considerations, an example is listed below:

- Some schools have introduced the four main curriculum design models to staff and discussed how they could incorporate these into their planning. Subjects then worked together as Area of Learning and Experience to plan a project for Year 7;
- Some schools are exploring the Areas of Learning and Experience (AoLE) of Expressive Arts, Health and Wellbeing and Humanities as combined multi and interdisciplinary subjects;
- In some schools some multi-subject faculties are trialling a multidisciplinary approach from September. Theme-based learning will begin in some schools with 'Cynefin' being the focus and a series of further planned themes will continue throughout the year;
- Other schools are planning the introduction of some interdisciplinary projects between Areas of Learning and Experience;
- Several schools are looking at the introduction of bespoke wellbeing programmes and enhanced time in this area;
- There has been some re-adjustment to curriculum time blocks, for example, slightly increased hours for Health and Wellbeing and Expressive Arts and increased time given for the teaching of Welsh;
- A number of schools are suggesting that the curriculum will be a hybrid model, which will incorporate all of the design models at varying and appropriate points. Examples of this approach include where Languages, Maths and Science will be delivered as disciplinary subjects or some looking at developing STEM to deliver Science and Technology.

As part of this work, schools are taking into careful consideration the current staffing structures and the capacity within the school to change the timetable. Schools have also identified the necessity of ensuring sound links are created and that it is not about 'shoe horn' subjects together unnecessarily. There is also an acknowledged need for sequencing within the curriculum and exploring the dependencies. Schools are also awaiting further information from Qualification Wales and WJEC on revised GCSEs before making plans for Years 9, 10 and 11.

Many schools are working well with cluster primary colleagues and have found this extremely valuable with the practical mutual sharing of ideas continuing to inform high-level curriculum planning. There are many examples of agreed shared areas of foci that primary and secondary colleagues are collaborating on sharing planning with cluster days planned for work on specific Areas of Learning and Experience.

Professional Learning for all staff continues to focus on developing understanding of curriculum design work further. Many schools identify that this is in early stages of development and most schools have identified that the curriculum will be reviewed over the next academic year to ensure it is broad and balanced, suitable for learners of differing ages, abilities and aptitudes and importantly, enables all learners to develop in the ways described by the four purposes within the school vision.

● Consider the role of progression, assessment and pedagogy in the curriculum and local context.

Developing pedagogy has been a key focus for nearly all schools across the region as many schools have seen the curriculum changes as an opportunity to reflect and build upon existing approaches and models of teaching and learning across the school. Schools have identified a range of whole school foci including retrieval practice, assessment for learning, questioning skills. A series of sessions provided by GwE focusing on pedagogical principles have been welcomed by many schools and follow-up work within the school is now being undertaken. Many schools have also developed action research enquiry projects around pedagogical principles for teachers to develop and share practice within teams. Most schools have identified time for whole school staff to consider and develop the twelve pedagogical practices and these continue to be a focus for training days.

An important aspect for many schools has been engaging with primary clusters with a focus on teaching and learning, although the nature of this work is specific to each cluster. A small number of secondary and primary clusters have



allocated dedicated time to attend joint professional learning sessions. As a result, the cluster has developed a shared understanding of pedagogy across the continuum to meet the needs of all learners. In many clusters, it is recognised that continued professional dialogue between primary and secondary colleagues will be an increasingly important focus and activities such as shared lesson observations to develop pedagogical approaches are being planned for the next academic year.

Across the region, nearly all schools have considered their approach to assessment and have taken a variety of approaches to develop these processes. Schools have considered their existing arrangements, for example, schools involved with the work with Lyn Sharrat have seen where the 'assessment waterfall' and higher order thinking skills work aligns naturally with Curriculum for Wales planning around progression and assessment. Schools have identified priorities for their settings within assessment for learning, examples include improving the quality of feedback and using pitstops to help learners evaluate their work. A minority of schools are also exploring buying a commercial package for tracking progress of learners whilst a small number are collaborating with colleagues within other schools to develop their own methods using educational research to inform this work.

Developing a shared understanding of the principles of progression has been identified by nearly all schools as a priority for continued focus in September with further guidance, exemplars and professional discussions in networks instrumental in supporting this work. Schools are considering how to 'baseline' their learners on arrival using a wide range of data to demonstrate progress against all of the four purposes. Continued dialogue with local primaries and other local secondaries is being explored as to the potential methods to use to report progress, with a focus on transition data needed to support all learners.

● Design, plan and pilot the proposed curriculum models, evaluate the initial designs and develop plans for the medium term

Across the region, Senior Leaders in schools have re-introduced quality assurance processes due to the ongoing operational challenges of the pandemic. In most schools, there are processes that identify how work to trial approaches to curriculum design will be evaluated. Where schools are experimenting with newer content in Areas of Learning and Experience, regular review and reflection time has been identified.

Across most school staff have worked within Area of Learning and Experience teams to unpack the What Matters Statements in order to:

- identify the key concepts needing to be developed;
- identify how the statement supports the four purposes;
- consider what experiences could support the learning in their areas;
- consider what opportunities there are to address the cross-cutting themes;
- consider what connections, or links, can be explored between these and other What Matter Statements or AOLEs.

Guidance has been shared through the regional and local Curriculum for Wales networks and as a result, most schools are following this process to develop and plan the new curriculum.

All schools have identified curriculum development as a key priority for further professional learning and many schools are timetabling regular meeting time for Curriculum for Wales development, review and evaluation. Creating opportunities for schools to share their differing approaches with each other will continue to be a priority in the next academic year.

SUMMARY OF GWE PROFESSIONAL LEARNING AND SUPPORT TO SCHOOLS

The delivery of effective professional learning programmes has supported schools across all sectors with developing their initial curriculum plans. All schools have access to a comprehensive professional learning offer which includes a national, regional, and local offer focused on the development of whole school approaches, Area and subject discipline development where appropriate. This offer which includes pedagogy (twelve pedagogical principles), curriculum design and planning, assessment and progression, is clearly aligned to the phases of 'Journey to



curriculum roll-out' to ensure that schools are equipped to improve the quality of teaching and learning and implementation from September 2022.

Regular consultation with headteacher forums allows for the needs of schools to feed through to the regional professional learning offer. Co-construction remains a core component of regional working to provide practical professional learning opportunities that support leaders and teachers to understand better how they can design, adopt and implement their curriculum. As an integral part of this, there are robust evaluation processes in place to monitor the impact of support provided and refine the offer accordingly.

During the Spring and Summer terms 2022, GwE's professional learning offer has focused on a series of online webinars for senior leaders, middle leaders and teachers to support schools in their preparations for the new curriculum. These virtual sessions were well attended across the region, with many schools taking the opportunity to engage as full leadership teams and/or as full staff meeting. The sessions were recorded and shared with all schools to enable school practitioners to engage at a time most appropriate to them. Furthermore, all schools have had the opportunity for follow up conversations with their Supporting Improvement Advisers and many schools and clusters have requested bespoke sessions to develop this work further. An increasing number of schools have contributed to the sessions, sharing emerging practice and local exemplars and as result, schools are able to see theory in practice. An overview of the universal GwE professional learning offer can be seen in the table below.

Working as part of the national cross-regional Professional Learning group, there are a range of supporting resources, (provided synchronously and asynchronously) which are now shared on a national basis for all practitioners to access. Regular and ongoing communications with practitioners through networks remains a key priority to ensure open and equitable access for all stakeholders.

Schools who are preparing well for curriculum rollout have engaged in wider cluster working in a collaborative rather than competitive culture. The curricula being designed draw on local contexts, strengthening community relationships and engaging all stakeholders in a shared vision for learning and teaching. Learners are placed at the heart of curriculum planning developing a purpose-led curriculum, allowing opportunities for increased innovation and creativity.

SENIOR LEADERSHIP TEAM SESSIONS	Number of schools attended
<i>Curriculum Design</i>	<i>504 Primary, 101 Secondary, Special & PRU</i>
<i>Assessment & Progression</i>	<i>620 Primary, 141 secondary, Special & PRU</i>
<i>Principles of Planning</i>	<i>499 Primary, 95 Secondary, Special & PRU</i>
<i>Enabling Learning</i>	<i>362 Primary</i>
MIDDLE LEADERS / TEACHERS SESSIONS	
Session 1: Unpacking Areas of Learning and Experience	
Primary	237
Secondary Languages, Literacy & Communication	110
Secondary Maths & Numeracy	48
Secondary Science & Technology	54
Secondary Humanities	48
Secondary Health & Wellbeing	43
Secondary Expressive Arts	36
Session 2: Progression in Learning	
Primary	518
Primary tracking and assessment	312



Secondary Languages, Literacy & Communication	64
Secondary Maths & Numeracy	43
Secondary Science & Technology	38
Secondary Humanities	21
Secondary Health & Wellbeing	21
Secondary Expressive Arts	15

Regional and local networks and forums are effectively supporting practitioners' understanding of what works in curriculum design. An increasing number of school practitioners have engaged in the regional and local Curriculum for Wales networks across the region and over 800 staff from GwE, Local Authorities and school practitioners are working closely together to consider curriculum design and planning at a whole school level and at Area of Learning and Experience. Throughout the year, an increasing number of schools have shared their approaches and processes of curriculum design and all work is shared through the website for all schools to access. Data shows that there is an increased number of schools accessing the Curriculum for Wales pages on the GwE Support Centre with the number of hits increasing over the Summer term from 2845 to 6587 (English Medium) and from 2674 to 6429 (Welsh Medium).

Since the summer term 2022, GwE are working with Bangor University to conduct a formal evaluation of the regional and local networks and the findings of this evaluation will inform next steps of the networks. Early feedback indicates that there is increased ownership of the curriculum across network practitioners with a greater understanding of the Curriculum for Wales framework. GwE have strong collaboration with partners in Higher Education Institutes to effectively support schools to develop the role of enquiry as part of developing a local curriculum.

All Supporting Improvement Advisers (SIA) have worked closely with their schools and have supported schools in a variety of ways to meet the needs of schools and clusters. Examples of support include:

- Early in the autumn term 2021, each SIA collaborated with clusters or individual schools to formulate a priority for introducing the curriculum within their school development plan. The plans identify clear milestones for activities in each school to fully understand the Curriculum for Wales framework, to experiment with planning and learning and to gather the views of stakeholders in order to contribute to a cross-cutting vision by the summer of 2022. During their visits, the SIA discussed the implementation and impact of the plan as the year progressed;
- SIAs have been involved in leading the schools through various workshops on leading change, planning the journey towards 2022, a school vision workshop, assessment and progress, and designing a higher-level curriculum model. All schools were provided with access to recordings of these presentations in addition to a comprehensive range of resources on the GwE website;
- Other relevant resources such as the think-piece papers were presented to each school and cluster, these have now been used to map the journey by almost all schools;
- SIAs have met with headteachers to share the resources that have been developed by GwE to support schools with the process of curriculum design and to ensure that a strategic direction is in place to guide the planning and delivery;
- Many clusters have benefited from the support of their SIA, and often some of their colleagues, to lead whole school sessions during training days and twilight sessions for example guiding schools through the requirements of Curriculum for Wales, to understand and unpack the Areas of Learning and Experience and to discuss strategies for designing and planning of the curriculum;
- All SIAs have also been part of headteachers' catch-up meetings which have included local curriculum items on their agenda. This means that the latest news is shared, resources shared and that the headteachers are regularly updated on the next steps in the roll out;
- Providing bespoke sessions to many schools have to develop their understanding of the purposes of assessment within Curriculum for Wales and shared exemplars of how schools are developing their approaches;
- As well as the headteachers and teachers in schools, the teaching assistants in almost all schools have also been part of these meetings and workshops with the SIAs. Since the beginning of the pandemic, Teaching Assistants have been upskilled and empowered to adopt more prominent roles in school, for example, contributing to the



curriculum planning process;

- SIAs have also offered support to governors on their role in supporting schools with design and planning;
- During the spring and summer terms, SIAs have focused primarily on supporting schools to formulate a vision and curriculum design, ensuring the input of all local stakeholders;
- Throughout the spring and summer term, providing bespoke support on aspects of teaching and learning to include revisiting the twelve pedagogical principles;
- By the end of the summer term, following input from SIAs, including workshops and GwE models, nearly all schools have drafted a high-level design of their curriculum for September and most schools have discussed and now accepted the design through their governing body;
- SIAs have met with Headteachers and members of Senior Leadership Teams in all schools to support with evaluating the school's curriculum design and planning and to identify further support requirements;
- Subject SIAs have supported the majority of schools with Area of Learning and Experience planning and developing cross-curricular skills across the school;
- All schools have received recordings and resources from the curriculum design and assessment webinars;
- SIAs have supported and facilitated cluster and alliance work where appropriate;
- SIAs have enabled schools to develop the role of peers within self-evaluation and aligned this to Curriculum for Wales foci where appropriate



APPENDIX 1

CEFNOGAETH CiG GWANWYN A HAF 2022 / CfW SUPPORT SPRING AND SUMMER 2022



Ysgol / School		ALI / LA	
Pennaeth / Headteacher		YCG / SIA	
Statws / Status	Drafft / Draft	Dyddiad / Date	

Mae'r adroddiad hwn yn crynhoi'r broses a'r cynnydd y mae ysgolion a lleoliadau rhanbarthol yn ymgymryd â nhw mewn paratoad ar gyfer gwreiddu'r cwricwlwm ym mis Medi 2022 (neu Medi 2023 ar gyfer ysgolion uwchradd sydd wedi dewis yr opsiwn hwnnw). Mae'r broses a nodir isod yn cyd-fynd yn llawn â'r camau gaiff eu hamlinellu yn y ddogfen Y Daith i Weithredu'r Cwricwlwm.

This report captures the process and progress that regional schools and settings are undertaking to be prepared for curriculum realisation in September 2022 (or September 2023 for secondary schools who have taken that option). The identified process below aligns fully to the steps outlined in the Journey to Rollout document.

Crynodeb o fewnbwn yr YCG hefo'r ysgol yn dilyn gweminarau dylunio, cynllunio ac asesu.
Summary of SIA input to school following design, planning and assessment webinars.

--

Cam 1: Adnabod ffactorau unigryw'r ysgol / lleoliad sut mae'r rhain yn cyfrannu at y pedwar diben.
Step 1: Identifying the unique factors of the school / setting and how these contribute to the four purposes.

--

Cam 2: Adolygu'r weledigaeth, y gwerthoedd a'r ymddygiadau i gefnogi gwreiddu'r cwricwlwm.
Step 2: Reviewing the vision, values and behaviours to support curriculum realisation.

--

Cam 3: Dealltwriaeth o ystyriaethau dylunio cwricwlwm gan gynnwys elfennau mandadol a pholisi ieithyddol yr ysgol.
Step 3: Understanding of curriculum design considerations including mandatory elements and school linguistic policy.

--

Cam 4: Adolygu modelau dylunio cwricwlwm ac ymchwilio i'w haddasrwydd ar gyfer yr ysgol / lleoliad penodol.
Step 4: Review curriculum design models and investigate the suitability for their specific school / setting.

--

Cam 5: Ystyried rôl dilyniant, asesu ac addysgeg yn y cwricwlwm a'r cyd-destun lleol.
Step 5: Considering the role of progression, assessment and pedagogy in their local curriculum / context.

--

Cam 6: Dylunio, cynllunio a threialu y model cwricwlwm arfaethedig, gwerthuso'r dyluniadau cychwynnol a datblygu cynlluniau ar gyfer y tymor canolig.

Step 6: Designing, planning and trialling their proposed curriculum model, evaluating initial designs and developing medium term plans.

A oes unrhyw feysydd/agweddau pellach ar ddysgu proffesiynol sydd wedi'u hadnabod? Beth fydd rôl a chyfraniad eich YCG ac aelodau estynedig tîm GwE wrth gefnogi'r gwaith hwn?

Are there any other further areas/aspects for professional learning that you have identified? What will be the role and contribution of your SIA and extended GwE team members in supporting this work?

Gwybodaeth ychwanegol os nad yw'r ysgol ar drac ar gyfer y gweithredu.....gan gynnwys cefnogaeth wedi'i thargedu.

Additional information if school is not on track for implementation.....including targeted support.

Ysgolion Uwchradd, Canol, Arbennig a UCD yn unig: Dyddiad gweithredu'r cwricwlwm newydd ar gyfer disgyblion blwyddn 7 a 8

Secondary, Middle, PRUs and Special Schools Only: Implementation Date of the new curriculum for pupils in years 7 and 8.

GWEITHREDU / ACTIONS

Camau Gweithredu / Required Action	Cyfrifoldeb / Responsibility	Pryd / By When

Arwyddwyd / Signed

Dyddiad / Date

CEFNOGAETH CIG GWANWYN A HAF 2022 / CfW SUPPORT SPRING AND SUMMER 2022



1	Adnabod ffactorau unigryw'r ysgol / lleoliad a sut mae'r rhain yn cyfrannu at y pedwar diben. Identifying the unique factors of the school / setting and how these contribute to the four purposes.	Ar drac / On Track
2	Adolygu'r weledigaeth, y gwerthoedd a'r ymddygiadau i gefnogi gwireddu'r cwricwlwm. Reviewing the vision, values and behaviours to support curriculum realisation.	Ar drac / On Track
3	Dealltwriaeth o ystyriaethau dylunio cwricwlwm gan gynnwys elfennau mandadol a pholisi ieithyddol yr ysgol. Understanding of curriculum design considerations including mandatory elements and school	Ar drac / On Track
4	Adolygu modelau dylunio cwricwlwm ac ymchwilio i'w haddasrwydd ar gyfer yr ysgol / lleoliad penodol. Review curriculum design models and investigate the suitability for their specific school /	Ar drac / On Track
5	Ystyried rôl dilyniant, asesu ac addysgeg yn y cwricwlwm a'r cyd-destun lleol. Considering the role of progression, assessment and pedagogy in their local curriculum / context.	Ar drac / On Track
6	Dylunio, cynllunio a threialu y model cwricwlwm arfaethedig, gwerthuso'r dyluniadau cychwynnol a datblygu cynlluniau ar gyfer y tymor canolig. Designing, planning and trialling their proposed curriculum model, evaluating initial designs and developing medium term plans.	Ar drac / On Track

APPENDIX 2

Gweithgareddau a gofnodwyd ac amser a dreuliwyd

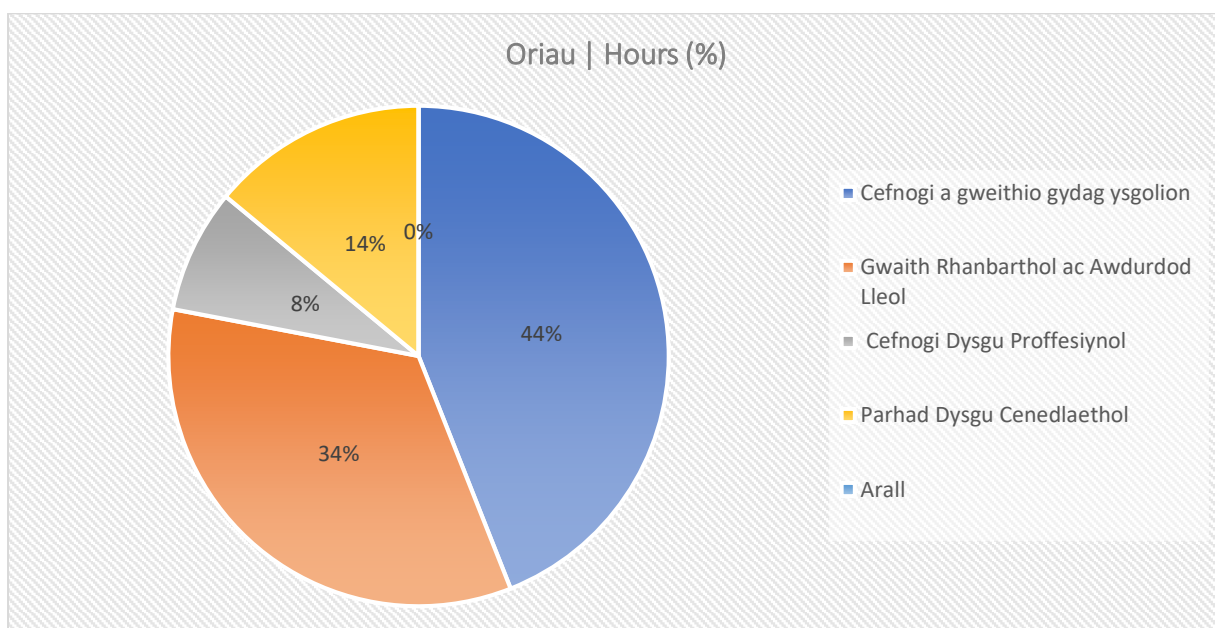
Mae pob Ymgynghorydd Cefnogi Gwelliant (YCG) yn cysylltu â'i r(h)eolwr llinell bob bore a chofnodir rhestr o'u tasgau dyddiol yn eu calendr. Dyma grynodedb o weithgareddau staff GwE ers y cyfnod clo cyntaf:

Activities recorded and time spent

Every Supporting Improvement Adviser (SIA) contacts his/her line manager every morning and a list of their daily tasks is recorded in their calendar. Here is a summary of the activities of GwE staff since the first lockdown period:

1. Am y cyfnod rhwng 23 Mawrth a 22 Mai, 2020 For the period between 23 March and 22 May, 2020

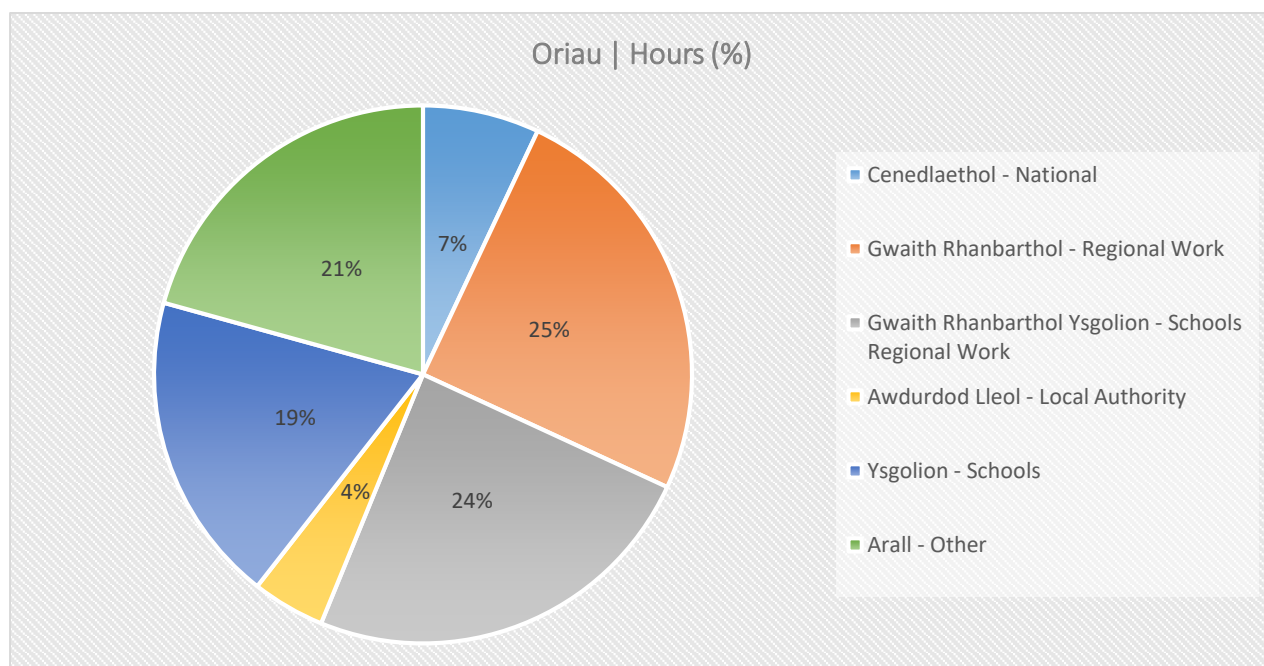
Categori Category	Oriau Hours	% Oriau Hours
Cefnogi a gweithio gydag ysgolion Supporting and working with schools	9049	44%
Gwaith Rhanbarthol ac Awdurdod Lleol Regional and Local Authority work	6992	34%
Cefnogi Dysgu Proffesiynol Supporting Professional Learning	1645	8%
Parhad Dysgu Cenedlaethol National Continuity of Learning	2879	14%
Arall Other	45	<1%



APPENDIX 2

2. Am y cyfnod rhwng 1 Mehefin a 17 Gorffennaf, 2020. For the period between 1 June and 17 July, 2020

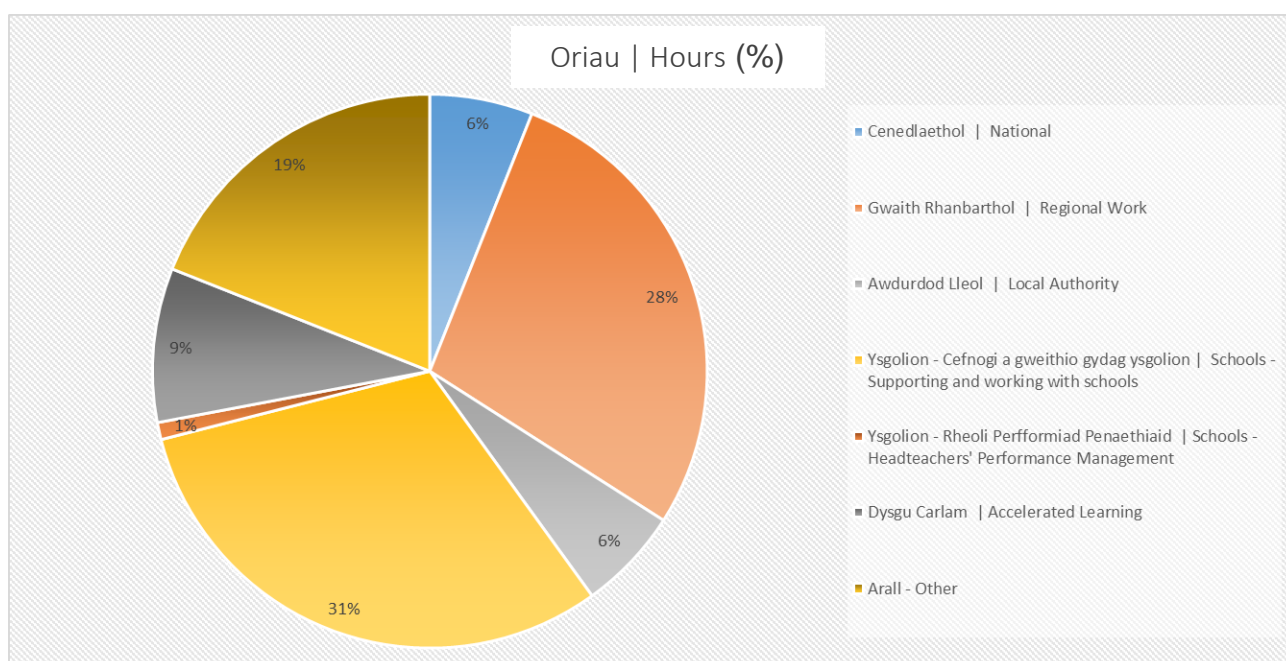
Categori Category	Oriau Hours	% Oriau Hours
Cenedlaethol National	1044	7%
Gwaith Rhanbarthol Regional work	3704	25%
Ysgolion - gwaith Rhanbarthol wrth gefnogi ysgolion Schools – Regional work supporting schools	3619	24%
Cyfarfodydd Awdurdod Lleol Local Authority meetings	653	4%
Ysgolion - cymorth unigryw/clwstwr Schools – bespoke support/cluster	2788	19%
Arall er enghraifft paratoi, datblygu canllawiau/adnoddau, gwneud gwaith ymchwil, darllen, gwella sgiliau digidol (gweminarau) ac ati Other for example preparation, developing guides/resources, doing research, reading, improving digital skills (webinars) etc.	3084	21%



APPENDIX 2

3. Am y cyfnod rhwng 1 Medi a 31 Rhagfyr, 2020. For the period between 1 September and 31 December 2020.

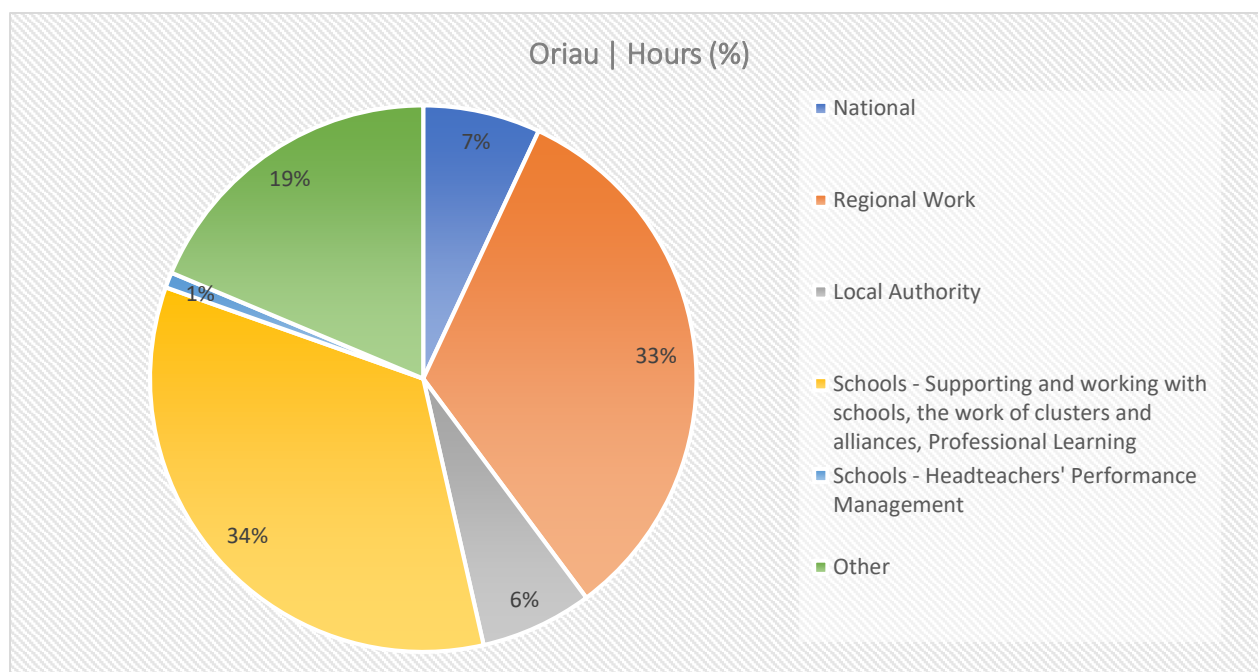
Categori Category	Oriau Hours	% Oriau Hours
Cenedlaethol National	2284	6%
Gwaith Rhanbarthol Regional work	10675	28%
Awdurdod Lleol Local Authority	2284	6%
Ysgolion - Cefnogi a gweithio gydag ysgolion (rhithwir), ymweliadau ysgol, cefnogi gwaith clystyrau a chynghreiriau, Dysgu Proffesiynol Schools - Supporting and working with (virtual) schools, school visits, supporting the work of clusters and alliances, Professional Learning	11789	31%
Ysgolion - Rheoli Perfformiad Penaethiaid Schools – Headteacher Performance Management	380	1%
Dysgu Carlam Accelerated Learning	3423	9%
Arall - er enghraifft paratoi, datblygu canllawiau/adnoddau, gwneud gwaith ymchwil, darllen, gwella sgiliau digidol (gweminarau) ac ati Other - for example preparation, developing guides/resources, doing research, reading, improving digital skills (webinars) etc.	7223	19%



APPENDIX 2

4. Am y cyfnod rhwng 1 Ionawr a 9 Ebrill, 2021 For the period between 1 January and 9 April, 2021

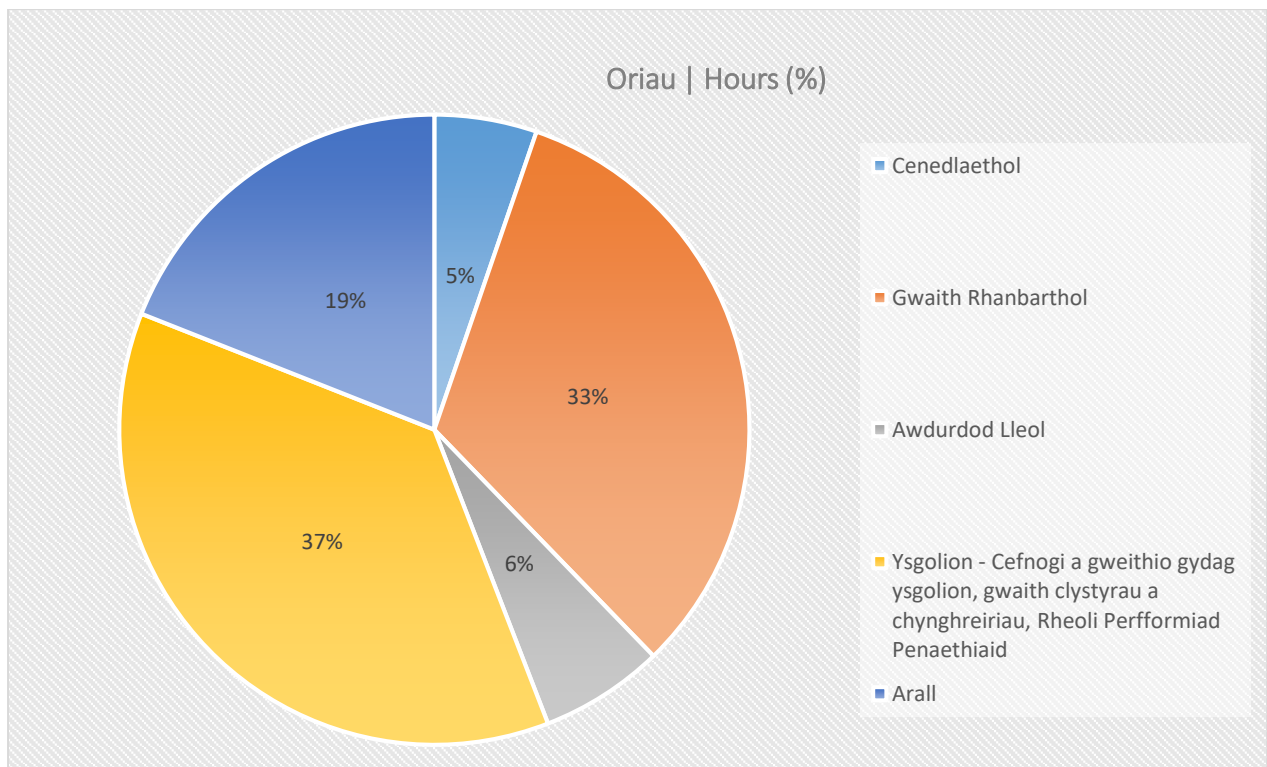
Categori Category	Oriau Hours	% Oriau Hours
Cenedlaethol National	1614	7%
Gwaith Rhanbarthol Regional work	7639	33%
Awdurdod Lleol Local Authority	1542	6%
Ysgolion - Cefnogi a gweithio gydag ysgolion (rhithwir), ymweliadau ysgol, cefnogi gwaith clystyrau a chynghreiriau, Dysgu Proffesiynol Schools - Supporting and working with (virtual) schools, school visits, supporting the work of clusters and alliances, Professional Learning	7895	34%
Ysgolion - Rheoli Perfformiad Penaethiaid Schools – Headteacher Performance Management	213	1%
Arall - er enghraifft paratoi, datblygu canllawiau/adnoddau, gwneud gwaith ymchwil, darllen, gwella sgiliau digidol (gweminarau) ac ati Other - for example preparation, developing guides/resources, doing research, reading, improving digital skills (webinars) etc.	4338	19%



APPENDIX 2

5. Am y cyfnod rhwng 11 Ebrill a 23 Gorffennaf, 2021. For the period between 11 April and 23 July, 2021.

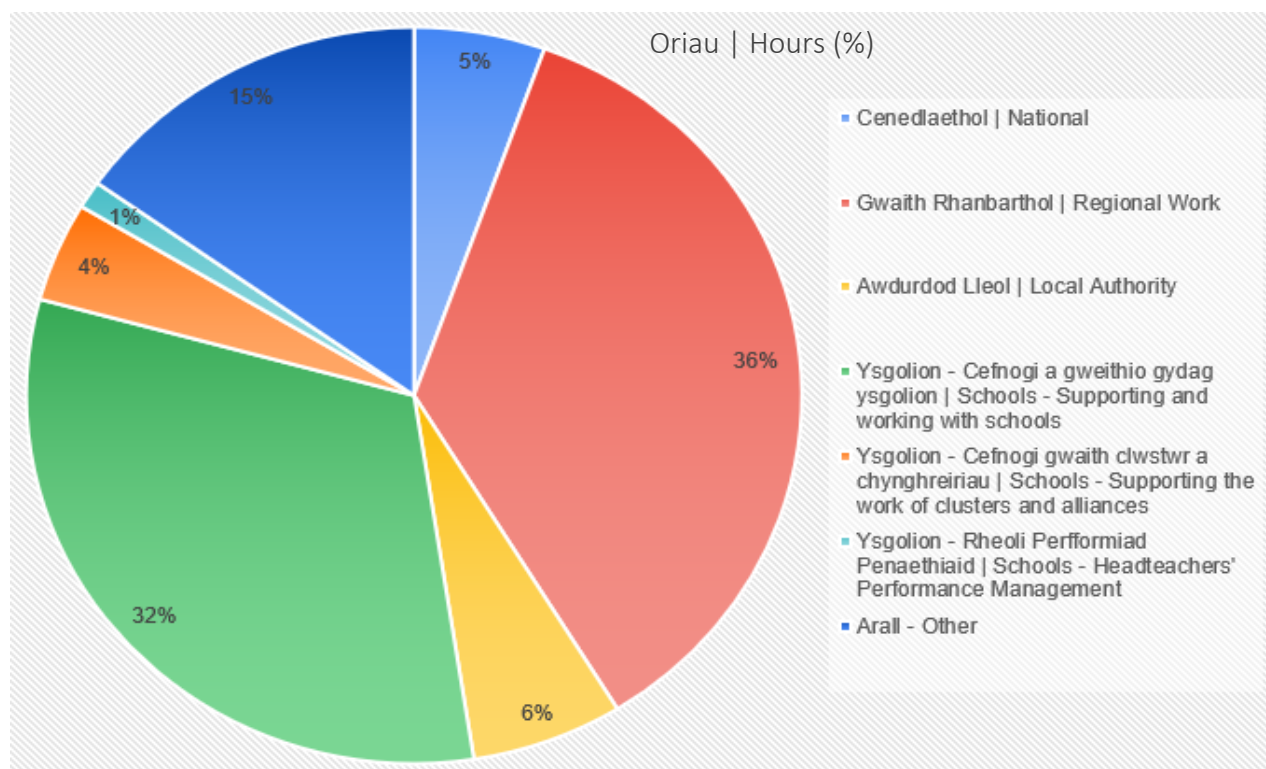
Categori Category	Oriau Hours	% Oriau Hours
Cenedlaethol National	1168	5%
Gwaith Rhanbarthol Regional work	7212	33%
Awdurdod Lleol Local Authority	1414	6%
Ysgolion - Cefnogi a gweithio gydag ysgolion (rhithwir), ymweliadau ysgol, cefnogi gwaith clystyrau a chynghreiriau, Dysgu Proffesiynol Schools - Supporting and working with (virtual) schools, school visits, supporting the work of clusters and alliances, Professional Learning	8184	37%
Arall - er enghraifft paratoi, datblygu canllawiau/adnoddau, gwneud gwaith ymchwil, darllen, gwella sgiliau digidol (gweminarau) ac ati Other - for example preparation, developing guides/resources, doing research, reading, improving digital skills (webinars) etc.	4218	19%



APPENDIX 2

6. Am y cyfnod rhwng 1 Medi a 24 Rhagfyr, 2021. For the period between 1 September and 24 December, 2021

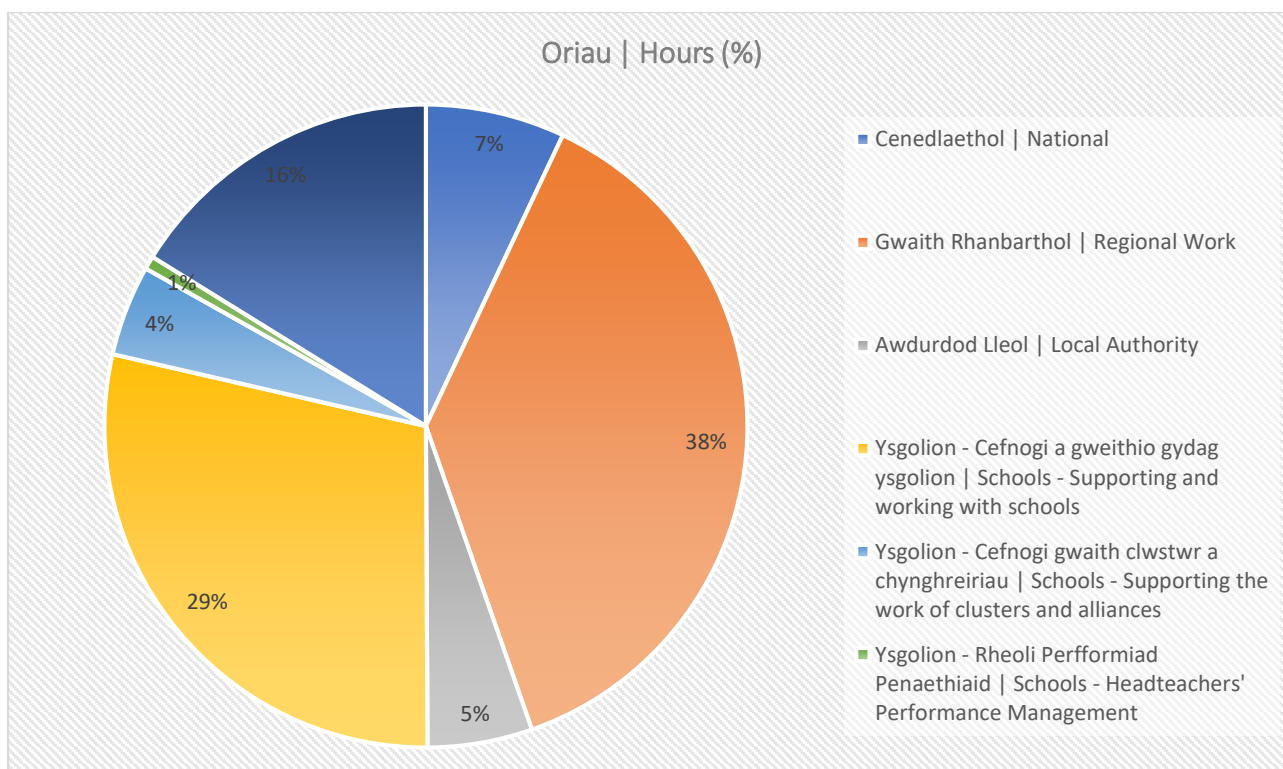
Categori Category	Oriau Hours	% Oriau Hours
Cenedlaethol National	1359	5%
Gwaith Rhanbarthol Regional work	8893	36%
Awdurdod Lleol Local Authority	1572	6%
Ysgolion - Cefnogi a gweithio gydag ysgolion Schools – Supporting and working with schools	7881	32%
Ysgolion - Cefnogi gwaith clwstwr a chynghreiriau Schools - Supporting cluster work and alliances	1087	4%
Ysgolion - Rheoli Perfformiad Penaethiaid Schools – Headteacher Performance Management	300	1%
Arall er enghraifft paratoi, datblygu canllawiau/adnoddau, gwneud gwaith ymchwil, darllen, gwella sgiliau digidol (gweminarau) ac ati Other for example preparation, developing guides/resources, doing research, reading, improving digital skills (webinars) etc.	3785	15%



APPENDIX 2

7. Am y cyfnod rhwng 3 Ionawr a 22 Ebrill, 2022. For the period between 3 January and 22 April, 2022.

Categori Category	Oriau Hours	% Oriau Hours
Cenedlaethol National	1592.3	7%
Gwaith Rhanbarthol Regional Work	8556.1	38%
Awdurdod Lleol Local Authority	1197.5	5%
Ysgolion - Cefnogi a gweithio gydag ysgolion Schools - Supporting and working with schools	6516.7	29%
Ysgolion - Cefnogi gwaith clwstwr a chynghreiriau Schools - Supporting the work of clusters and alliances	1036.5	4%
Ysgolion - Rheoli Perfformiad Penaethiaid Schools - Headteachers' Performance Management	151.4	1%
Arall - Other	3678	16%



APPENDIX 2

8. Am y cyfnod rhwng 25 Ebrill a 22 Gorffennaf, 2022. For the period between 25 April and 22 July, 2022.

Categori Category	Oriau Hours	% Oriau Hours
Cenedlaethol National	993	5%
Gwaith Rhanbarthol Regional Work	6412	34%
Awdurdod Lleol Local Authority	1336.5	7%
Ysgolion - Cefnogi a gweithio gydag ysgolion Schools Supporting and working with schools	6261	34%
Ysgolion - Cefnogi gwaith clwstwr a chynghreiriau Schools Supporting the work of clusters and alli- ances	875	5%
Ysgolion - Rheoli Perfformiad Penaethiaid Schools - Headteachers' Performance Management	24	0%
Arall Other	2701	15%

