

CURRICULUM
CHANGE

 School Improvement
Pathways

New
2nd
Edition

A Guide to Managing Curriculum Change in Wales

Support for senior and middle leaders

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Who is this guide for?

This guide is aimed at primary school senior and middle leaders in Wales who have responsibility for pupil outcomes, curriculum provision, and staff development.

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Introduction

There has been considerable change in education in Wales over recent years and it can seem like a daunting task to address these changes, especially when the curriculum itself is undergoing complete redevelopment. This guide aims to give you a clear outline of how the changes, from the introduction of the Literacy and Numeracy Framework (LNF) in September 2013 right through to the delivery of the new curriculum for Wales in April 2019, will affect your pupils, your staff and your school. Most importantly this guide will look at what every school leader and teacher can do now, offering practical ideas of how to prepare for and manage the transition period before the new curriculum for Wales becomes statutory for all teaching contexts in September 2022.

The changes in Wales over the last five years have been the biggest since the National Curriculum (NC) was introduced in 1988. In 2012, change was triggered when the Programme for International Student Assessment (PISA), an international survey of the mathematics, science and reading skills of 15 year olds, showed Wales falling behind England, Scotland and Northern Ireland in mathematics.¹ The Welsh Government commissioned Professor Graham Donaldson to carry out an extensive curriculum review. His report, *Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales*,² contains 68 recommendations, all of which have been accepted by the Welsh Government. The review has been the catalyst for a number of far-reaching education changes in Wales, which will have a significant impact on schools.

Curriculum change timeline

Date	Development	Impact on schools
Sept 2017	Welsh Government publishes <i>Education in Wales: Our National Mission</i> ³	Sets out the strategic actions for curriculum reform across Wales from 2017–2021, including what schools can expect from the process.
Nov 2017	<i>Schools as Learning Organisations</i> ⁴ launched	7-dimension framework provided for schools to support them to prepare for the new curriculum and increase their capacity to adapt to change.
Summer 2018	National Academy for Educational Leadership established	The Academy will broker and quality assure leadership programmes across Wales to support the development of leaders in education.
Sept 2018	National Tests become online adaptive 'Personalised Assessments'	National Procedural Maths test in 2018, Reading in 2019 and Reasoning test in 2020. Online adaptive format provides individual diagnostic information to pupils and group view information to teachers. Schools will have two opportunities to test pupils each year.
Sept 2018	Teacher assessment data and national test results no longer published at school level	Teacher assessments against NC Levels and national test results will only be published at a national level, not on a school by school basis. This data will also be removed from All Wales Core Data sets and My Local School website.
Sept 2018	<i>National Professional Standards of Teaching and Leadership</i> ⁵ becomes statutory	All teachers and leaders should now be using the Professional Standards to support their own professional development.
Apr 2019	Draft curriculum documents due to be available	All curriculum and progression framework documents are available for review and feedback, including the AoLE What Matters Statements and Progression Frameworks.
Sept 2020	Finalised curriculum documents due to be published	All schools can begin to use the new finalised curriculum documents in preparation for statutory launch in Sept 2022.
Sept 2020	New <i>Additional Learning Needs and Education Tribunal Act</i> ⁶ becomes statutory	Schools will need to adhere to a new single Individual Development Plan (IDP) to plan for, monitor and support pupils' additional learning needs.
Sept 2022	New Curriculum due to become statutory for Nursery to Year 7	All provisions must now use the new Curriculum for Wales documentation to plan, teach and monitor pupils' progress.
Sept 2023–2026	New Curriculum due to be rolled out for Year 8 to Year 11 on an annual basis	Secondary school teachers must begin using the new Curriculum for Wales documents on a roll out basis, ending in 2026 with Year 11.

Preparing for the future of education

How *Successful Futures* can inform change now

Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales is the Welsh Government's vision for education and the new curriculum for Wales. Undertaken by Professor Graham Donaldson, it sets out a markedly different view from what has been done before. To be ready for the vision of education that *Successful Futures* outlines, there are several underlying principles that schools can be addressing now, linked to Donaldson's recommendations, which are in line with the current curriculum.

1. The four purposes

Professor Donaldson dedicates an entire chapter to the idea of a curriculum driven by "straightforward, enduring" purposes. Having a collective understanding of what the curriculum is and does, and what kind of adults it is creating, is important when the detail of the new curriculum is considerably less than our current curriculum. The four purposes of the new curriculum provide teachers with the framework with which they can make choices about what and how to teach.

The purposes serve as statements of intent for teachers and schools. As Donaldson himself quite clearly states they "should be developed through the curriculum". The school's responsibility is to identify which of these statements requires the most development for the pupils, and to then create learning which actively develops these skills in a step-by-step approach that actively progresses those attributes, skills and competences for each child.

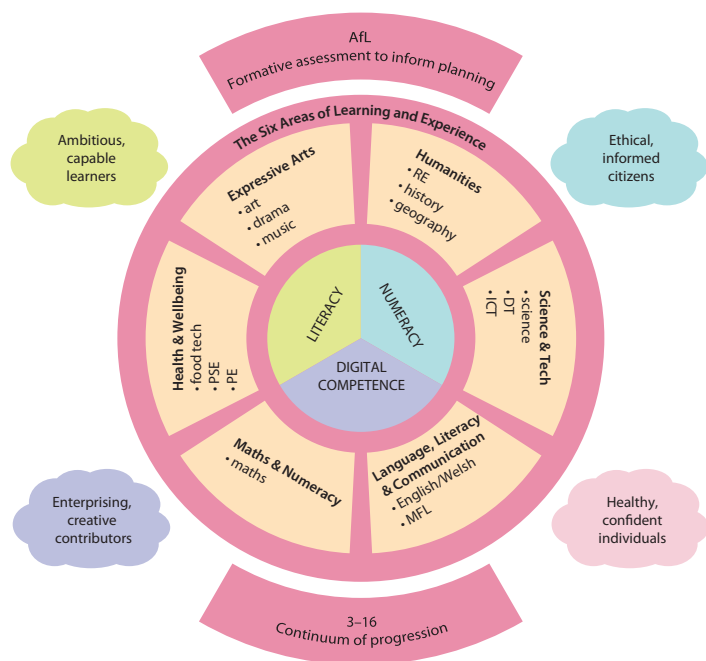


Figure 1 – Structure of the new curriculum for Wales from *Successful Futures* by Professor Graham Donaldson

Key action points

- Use school data such as Student Satisfaction Surveys, national tests, and so on to identify areas of greatest need against the four purposes of the new curriculum.
- Prioritise key 'four purpose statements' that are areas of concern in terms of development for a majority of pupils.
- Create models of learning that actively progress the attributes outlined in the four purpose statements.
- Create classroom tools for pupils that can help them monitor their own development against identified areas of weakness from the four purpose statements.
- Explicitly discuss the expectations of learning against the four purposes with pupils, parents and the wider community, asking for feedback on school progress towards these aims.

2. What it means to be an excellent teacher

Successful Futures identifies key attributes of excellent teachers that link with the four purposes of the new curriculum. The four excellence attributes of good teaching include:

- excellent subject and methodological expertise
- sound classroom craft skills
- understanding of how social and psychological factors influence learning
- the ability to excite and inspire children to become independent learners.

These attributes have now been crystallised in the publication of the *National Professional Standards of Teaching and Leadership*. The Standards also introduce a new expectation that teachers will both use research to inform their curriculum and school improvement decisions as well as carry out research in their own classroom in the form of practitioner enquiry.

Key action points

- Use current school data to identify both excellent practice and areas for further support and development.
- Use school improvement priorities and research-based resources to identify key research-informed strategies to trial.
- Create support networks and use these to address areas of weaknesses through observation and sharing of practice.
- Ask staff to identify themselves as champions for one of Donaldson's four excellence attributes and institute a learning programme where staff share expertise.
- Use bite-sized Professional Learning sessions to share staff successes, learning and resources linked with the four excellence attributes. Follow up on new ideas that have been tested in the classroom.
- Support staff to innovate in their classroom using research-informed strategies and evaluate the impact using collaborative practitioner enquiry.

3. The pedagogical principles of the new curriculum

Donaldson states clearly in the review that no recommendations are being made regarding one

pedagogical principle over another; that choosing which pedagogical approach to use is a decision for schools and individual teachers based on the needs of the pupils and the context of their learning. Every teacher should feel confident that they fully understand and can apply each pedagogical principle to the benefit of their pupils. Schools should use research to identify which pedagogical approaches will be of most benefit to their pupils. This can be done by using tools such as the Sutton Trust Toolkit (created in collaboration with the Education Endowment Foundation).⁷ It outlines the impact and supporting evidence for pedagogical approaches. There is also research completed by NfER that identifies key whole-school strategies including pedagogical approaches for closing the attainment gap.⁸ A good starting point is the list of 12 pedagogical principles included in *Successful Futures* that link directly with the four purposes of the new proposed curriculum.⁹

Key action points

- Survey staff to identify how confident they feel with the content and potential impact on learning of each pedagogical principle. Address teacher's professional learning needs by providing research-informed support to develop their understanding and confidence with priority pedagogical principles. More information about the new Professional Standards for Teaching and Leadership can be found on the [Learning Wales website](https://www.learningwales.gov.uk/).
- Link recorded assessments with pedagogical approaches and look for pupil progress as a measure of efficacy of the pedagogy. Collate these in learner e-portfolios, digital collections of assessed pupil work, in line with Donaldson's recommendations.
- Create a photo collage of all the different teaching strategies used by staff in a week to assess the range and share good practice. Save this as a digital portfolio that can be linked with pupil e-portfolios of assessed work in order to evaluate whether the teaching strategies have progressed pupils' skills.
- Allow time at the beginning of lessons for pupils to act upon feedback from previous lessons and to complete improvement and reflection activities. For example, this might mean turning reported speech from their own work into direct speech in order to consolidate pupils' punctuation skills.
- Evaluate current practice to identify and share good examples that reflect Donaldson's pedagogical principles, and to pinpoint areas for greater support.

4. Cross-curricular responsibilities

The new curriculum will have three cross-curricular responsibilities: literacy, numeracy and digital competency. It also brings together subjects that share both skills and content. Welsh Government have introduced a new curriculum in response to falling PISA results. To compete in a modern world, pupils need the skills desired and required by 21st century employers, such as innovation, creativity and good interpersonal skills. Schools can prepare pupils by ensuring they can apply the appropriate skill in real contexts: to be equipped that they know how to collaborate, think critically, reason effectively and use technology both creatively and to solve problems.

Key action points

- Use all available quantitative and qualitative data to identify one key priority for each cross-curricular responsibility that will be developed across the school through Professional Learning, teaching strategies and pupil work. For example, your national test data can be used to identify key skills for improvement across the whole school.
- Build links with local employers and involve them in real tasks for pupils that develop the skills they need. For example, enlist the help of a local estate agent to organise a project to create the measurements, financial calculations and documents needed to sell a house.
- Work together with secondary subject staff to identify literacy, numeracy and digital skills required by subjects and in need of further development. Use cross-phase shared-skill development priorities and create subject working parties to improve lesson planning for these skill priorities.
- Use real and authentic, rich tasks that are designed to progress the literacy, numeracy and digital skills pupils most need to improve. A great example of this is an entrepreneur project, where pupils are involved in the day-to-day running of a school café or tuck shop. Activities such as this give pupils the opportunity to progress in key areas such as financial numeracy and oracy in a real context.

5. Areas of Learning and Experience

In the new Curriculum for Wales, subjects will be organised in Areas of Learning and Experience (AoLE) and there will be one common curriculum document for all of the subjects covered within it. This curriculum document will outline the big ideas of the AoLE in What Matters statements. The intention is for curriculum documents for each AoLE to cover the skills, experience and key concepts that are intrinsic to each area. Pioneer groups have been hard at work defining and refining these What Matters statements. There have been two iterations already published with the final versions due for release in draft form in April 2019. After consultations on the draft version the final statements will be released with the rest of the curriculum in September 2020.

Schools should be preparing for the altered structure of the new curriculum by considering not only their curriculum content but their staffing structure and the way in which they format their Professional Learning and collaboration opportunities. The Welsh Government has contracted Higher Education institutions to create exemplification materials for each AoLE along with advice for appropriate pedagogical approaches. Once published, this should prove to be an invaluable resource for schools to use during both planning and assessment.

Key action points

- How can you as a school provide opportunities for staff to work together and collaborate within their AoLE teams? How might you reorganise curriculum responsibilities so that they reflect the structure of the new AoLEs?
- Provide staff with time to look at the draft AoLE statements to identify new or altered expectations in comparison with the current curriculum.
- Allow staff time to work together on planning for an AoLE. Ask staff to look carefully at the draft What Matters statements and identify areas of commonality in the current curriculum that could be taught in a more joined-up way as a preparation for the demands of the new curriculum.
- Don't audit your curriculum against the What Matters Statements yet; wait until the statements and curriculum documents are finalised.

Getting practical: preparing for change

The challenge with so much ongoing change is how to prepare staff, systems and processes for present and future change. This section identifies key actions for managing the changes outlined in *Successful Futures*, whilst still delivering on current curriculum requirements. The four-step improvement cycle, shown below, can be used to raise standards and improve outcomes for all pupils across the whole school. You can also use the Welsh Government's *Schools as Learning Organisations* document¹⁰ to check your progress and help you to identify next steps in the improvement process.

Improvement cycle

Using a four-step improvement cycle will ensure a rigorous, focused, common process that everyone understands and is able to use effectively.

The following questions are intended to support the school improvement process, help identify good practice as well as areas for further development.

Using the four-step improvement cycle to progress pupils' skills

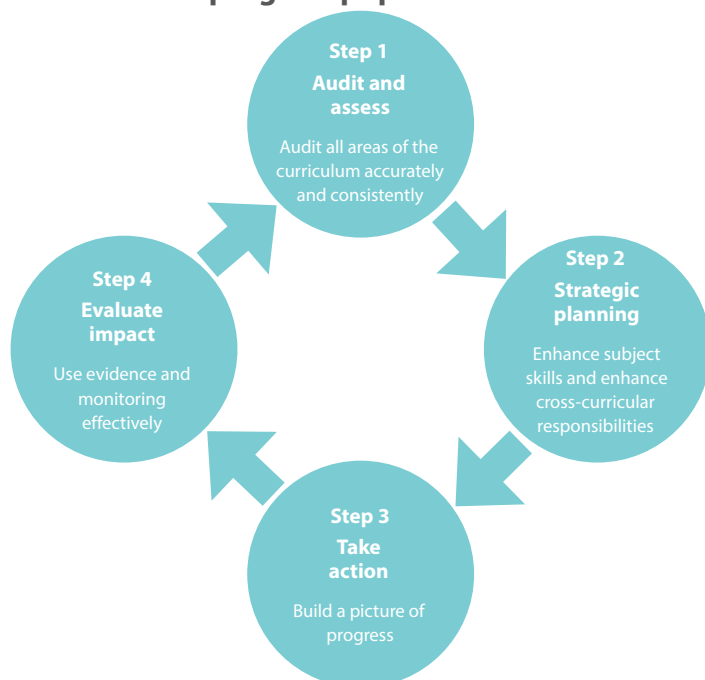


Figure 2 – The four steps of the improvement cycle to improve pupil outcomes.

Step 1: Audit and assess

Gather data that will measure success and current progress in order to set targets

Step 1 is about identifying which skills or issues are the areas of greatest need for pupils. It supports the assessment of current progress to inform strategic planning.

- What does the data reveal about staff pedagogical skills and knowledge? What programme of support and collaboration will you be developing to help staff to improve in these areas? What opportunities will there be for staff to measure and monitor their progress against the Professional Standards?
- What does school data reveal about pupil skills, knowledge, understanding and progress? Using National Test Diagnostic information at skill level is essential here to identify priorities for curriculum development.
- Are there any skills that need further development in more than one area of the school (for example, subject areas)?
- What are the three priority skills highlighted across a range of both qualitative and quantitative data? What Professional Learning will need to be delivered to ensure excellence in teaching these skills? How well are pupils performing for these skills? How accurate and effective is assessment and feedback for the skills in question? Which expectation statements from the Professional Standards for Teaching and Leadership will be addressed during this process?
- How does progress measure up in terms of the curriculum yearly expectations? Are pupils' skills above or below their chronological year group?
- How does progress compare with similar contexts? How are standards in comparison with other schools? How does your skill tracking compare with end of key stage assessments?

Step 2: Strategic planning

Identify and outline key steps on the road to success

Step 2 is about identifying key areas of focus for improvement, setting key targets and planning how to reach them. The process includes identifying how, when and who will complete each action and exactly what those actions and successes will look like.

- How much time can you make available to implement strategies to help reach your targets? What are your key milestones?

- Exactly how much progress do you expect to see for each priority skill? Will it be a percentage of pupils reaching chronological expectations or a percentage improvement in the national tests for a specific skill?
- How will you share your vision and plan with staff and governors?
- How will each action be linked with statements from the Professional Standards so that staff can monitor and measure their own progress?
- Who will complete each action, and how will they be supported to do so?
- How does your plan allow for the unexpected?
- What are the pupil progress and Professional Learning requirements?
- Use the *Schools as Learning Organisations* model from the Welsh Government to check how far along the journey to becoming a Learning Organisation you are. This process will give you pointers as to what you might do next.
- Does your plan allow for regular review, so that strategies that are not impactful can be identified, reasons pinpointed and any necessary adjustments made or the strategy dropped?
- Are targets SMART: specific, measurable, achievable, realistic and appropriately-timed? This will allow you to accurately identify what is working and what is not working, as well as ensuring you are able to reach the target set in the time you have available.

- How will you ask members of staff involved in carrying out the actions to feed back during the evaluation phase? Are there key questions you would like all involved to consider during this phase?

Step 4: Evaluate impact

Check whether what you have done has really worked and agree next steps

The improvement process is a never-ending cycle. As part of the cycle, it is important to evaluate the success of action taken in order to inform the next steps you need to take. Build in monitoring and evaluation processes such as staff questionnaires, progress checkpoints and pupil self-assessment to ensure continued success. These steps will ensure high expectations and high-quality teaching and learning that will result in improvement.

- Have you built in monitoring and evaluation processes such as staff questionnaires?
- Have you fed back your evaluation findings to key stakeholders?
- How can you build on and celebrate success?
- What collaborative opportunities are available to explore the nature of the challenges your staff faced, as well as possible solutions to these challenges?

Step 3: Take action

Carry out your action plan

Taking the planned actions constitutes Step 3 of the improvement cycle. It is important to understand that actions may need to be adjusted to take account of the unexpected, and this will need to be recorded to inform the evaluation process.

- Have you had to adjust your actions due to unexpected circumstances? What were the adjustments you made and why did you make them?
- How will each action be linked with statements from the Professional Standards so that staff can monitor and measure their own progress?



Managing changes to assessment

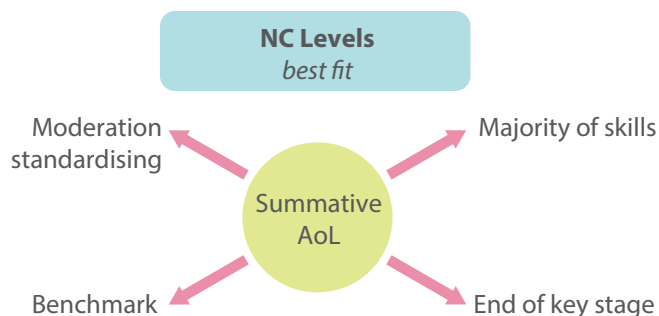
Assessment is always an emotive subject for teachers. In Wales, assessment has been identified by a recent OECD report on Welsh education as needing to “... Ensure that student assessments support learning for all and align to national objectives”.¹¹

Until the new progression frameworks become statutory in September 2022, the expectation is that schools will assess pupils using the best fit model of the National Curriculum in the form of teacher assessments. The Welsh Government has published a number of documents from the Camau Project, a collaboration with University of Glasgow and University of Wales Trinity Saint David.¹² These publications have provided some detail on what assessment will look like in Wales after September 2022.

National Curriculum Key Stages will be replaced by five Progression Steps at ages 5, 8, 11, 14 and 16. Each Progression Step will be populated with Achievement Outcomes for each Area of Learning and Experience. These Achievement Outcomes will be short statements in learner friendly language (I can, I have, and so on), and will serve as reference points for each pupil's learning journey. The Achievement Outcomes will cover the What Matters Statements from each AoLE, address the four purposes of the new Curriculum and provide a sequence of learning across the curriculum. The main and most important difference between these Achievement Outcomes and the NC Level descriptors is that it will be moving from a best fit model to a continuum of progression where assessment will have to be precise and focused on progression. We already have four curriculum documents that use a similar approach to progression in Wales. They are: the *Literacy and Numeracy Framework*, the *Digital Competence Framework* and the revised programmes of study for both English and Maths.

As part of the national Professional Learning offer for schools, the Welsh Government will be providing exemplification materials, much as they did for the *Literacy and Numeracy Framework*, created by higher education experts, that will outline what each achievement outcome looks like and suggested pedagogical approaches for its development.

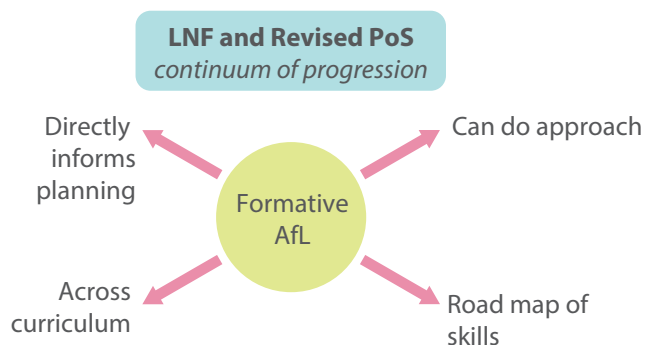
Assessment models in Wales



The summative assessment model in Wales:

- remains highly variable in its accuracy
- supports a product curriculum
- relies heavily on subject specialist experience
- is the old National Curriculum model
- is “Not fit for purpose” (Assessment Commission¹³).

Assessment models in Wales



The Formative assessment model in Wales:

- allows teachers and pupils to identify next steps
- clearly shows how progress is being made
- supports a process curriculum
- supports pupil and self-assessment
- incorporates “Responsive teaching” (Dylan Wiliam¹⁴).

Figure 3 – This diagram shows the two statutory assessment models that currently appear in the revised programme of study for English, Welsh and mathematics.

Factors affecting assessment in Wales

There are a number of factors that could influence the direction of travel for assessment in Wales that are worth bearing in mind when planning any change within your school:

- Once the new Welsh Labour leader has been appointed in Dec 2018, a change of cabinet Secretary for Education may well follow along with potential policy changes.
- Until full accountability measures are announced for KS2 and KS3, it will be difficult to see how assessment will work in practice in Wales. *Successful Futures* expects assessment to be focused on the formative process and to inform next steps, but what schools have to report will lead how assessment works on the ground.
- e-portfolios for assessment are recommended by *Successful Futures*.
- Teachers need support to move away from the best fit NC levels assessment model, acknowledged by the Welsh Government as having clear weaknesses, and move towards the continuum of progression recommended by *Successful Futures*.

Strategies for managing assessment

Putting the learner first

Schools have already been told that teacher assessments against NC levels will no longer be published on a school-by-school basis, and the Welsh Government has expressed a desire to use accountability to support improvement. How schools will be monitored using accountability measures will determine the emphasis and focus schools place on assessment against the new curriculum, but there are a number of actions schools can take now to ensure their staff and pupils are ready for assessment using the new Curriculum for Wales.

“The best strategy for any school managing assessment within the current climate of change in Wales is to put pupil progress at the heart of their system and, as Donaldson says, only ‘assess what matters.’”¹⁵

Key action points

- Assess pupil progress using the coded Literacy and Numeracy Framework (LNF) Progression Pathways designed by the Welsh Government.
- Support pupils to take ownership of their own learning by using the learner friendly LNF statements to monitor their own progress and identify their next steps.
- Agree a school standard for priority Literacy, Numeracy and Digital Competency skills.
- Help staff to develop their formative assessment skills by building a digital exemplification portfolio of pupil work against priority Literacy and Numeracy skills, together with next steps for the pupil.
- Use NC levels as they were originally intended, as an end-of-key-stage check to identify progress across a cohort or whole school for accountability demands.
- Ensure assessment processes in school focus clearly on developing pupils’ skills, not an individual piece of work.



Managing staff anxiety

Change is unsettling and organisational change can be complex and demanding. Continual organisational change, as we have seen in Wales, can lead to considerable staff stress and change fatigue. The curriculum and associated structures in Wales have undergone numerous changes over the last few years and the new Wales curriculum stands to be both the most momentous one and the most challenging for staff. Use Figure 4 (adapted from the Kübler Ross Change Curve model) to help staff identify where on the journey they are and what can be done to move them on towards internalising that change.

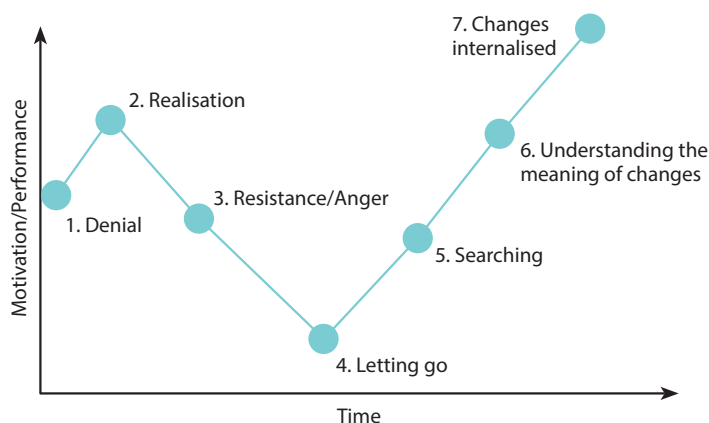


Figure 4 – Use this tool to measure how far along staff are on the change journey. [Adapted from the original change model by Elisabeth Kübler-Ross.]

In order to support staff through curriculum change follow these four steps:

1. Prioritise

- Audit the workload demands staff are under and make sure when targets are set those individuals are given the time and support they need in order to maximise the chances of success.
- Make sure that changes are manageable and closely matched to the priority-achievement needs of pupils. Use a common skill pathway priority across the whole school or key subject areas, to allow staff to support each other, to learn from each other and to work together to develop their understanding of what needs to be done.
- Identify a single-skill pathway for development, so that all the monitoring and self-evaluation and processes that a school requires to function, such as lesson observation, book scrutiny, feedback and marking, now have a single focus by which their success can be evaluated.

2. Communicate

- Help staff adjust to change by providing regular communication opportunities and staff training.
- Keep staff and governors aware of what is happening, so they have a shared vision for development. Use e-bulletins, staff briefings and staff/governor meetings to share and discuss the school's vision. Be prepared for some members of staff to disagree.
- Listen to staff and allow them to provide honest feedback through online staff surveys, suggestion boards or boxes and staff support buddy programmes. Ensure staff know that their concerns are heard and that action taken is to address these concerns.
- Make sure members of staff feel valued – hear what they say and actively address their concerns. Use staff meetings to explain plans and discuss roles and responsibilities.

3. Support

- Make sure staff are aware of the signs of stress and that they can recognise them. Create the formal structures to allow staff to work together to find solutions to their concerns. Supporting staff needs to be more than an intention, it needs to appear in staffing structures, weekly timetables and school development plans.
- Provide allocated time to share ideas and progress on prioritised change actions. Set up staff partnerships designed specifically to address the change actions. Clearly identify champions and manage how they provide support for others. Provide training and support for those champions on coaching and mentoring to take advantage of their knowledge and expertise and in turn support their work.

4. Thank staff

- Publicly acknowledge the effort and time staff give to the change agenda and involve governors.
- Celebrate success, both in leadership and staff actions, and embrace mistakes as learning opportunities.

TOP TIP

Use the staff questionnaire in the Tools for leaders section of this guide to gauge levels of staff confidence and knowledge on curriculum change.

Next steps

Top tips for preparation

The top tips for preparation below are a final checkpoint. They draw together all the issues raised in this guide and provide a tangible starting point for delivering a better education for pupils.

- Familiarise yourself with the structure of the new Wales curriculum outlined in *Successful Futures*.
- Use the audit exemplar in the Tools for leaders section of this guide to evaluate how effective your current provision is and whether it is in line with *Successful Futures*.
- Focus on pupil progress for the skills your pupils struggle with the most.
- Use the sections in this guide to identify five key actions to complete with your staff to help you manage curriculum changes and prepare for the new curriculum.
- Identify innovators on your staff who are ready to trial and test new approaches and strategies.
- Support small-scale innovative trials by giving your staff the freedom and support to fail as well as succeed.
- Share your preparation journey with staff, parents, pupils, governors and the wider community.
- Keep up to date with the latest educational research and Welsh Government guidance, starting with the Further reading and support section in this guide.
- Look after the Professional Learning needs of your staff and they will look after the learning needs of your pupils.

Further reading and support

Welsh Government (2017): *Education in Wales: Our National Mission (Action plan 2017–21)*

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

Welsh Government plan of action which sets out how the school system in Wales will move forward over the period up until 2021 to secure the effective implementation of the new curriculum.

Welsh Government (2013): *Assessment for learning and the National Literacy and Numeracy Framework*

<http://learning.gov.wales/resources/browse-all/Inf-assessment-for-learning/?lang=en>

Guidance materials to support practitioners in implementing assessment for learning through the LNF across the curriculum.

Organisation for Economic Co-operation and Development (OECD) (2017): *The Welsh Reform Journey – A Rapid Policy Assessment*

<http://www.oecd.org/education/thewelsheducationreformjourneyarapidpolicyassessment.htm>

This report analyses the Welsh Government education reforms adopted since 2014 and offers recommendations to inform next steps.

Public Policy Institute for Wales (2016): *Promoting Emotional Health, Well-being and Resilience in Primary Schools*

<http://ppi.wales/ppiw-report-publication-promoting-emotional-health-well-being-and-resilience-in-primary-schools/>

This report combines evidence on promoting emotional health, well being and resilience in primary schools.

Welsh Government (2015): *New Deal for the Education Workforce: Effective use of data and research evidence*

<http://learning.gov.wales/resources/browse-all/effective-data-and-research-evidence/?lang=en>

This booklet supports practitioners to develop their skills in the effective use of direct research evidence.

Estyn (July 2017): *Financial education in primary and secondary schools in Wales*

<https://www.estyn.gov.wales/thematic-reports/managing-money-financial-education-primary-and-secondary-schools-wales>

An evaluation of the quality and provision of financial education in schools and how teaching and learning in this area have developed since Estyn's previous report published in 2011.

Estyn (April 2018): *Curriculum innovation in primary schools*

<https://www.estyn.gov.wales/thematic-reports/curriculum-innovation-primary-schools>

Case studies showing how primary schools are adapting their curriculum arrangements to respond to the challenge of meeting the new curriculum.

Estyn (July 2018): *Preparing for the Digital Competence Framework (DCF)*

<https://www.estyn.gov.wales/thematic-reports/preparing-digital-competence-framework-dcf>

This report focuses on how schools are beginning to ensure pupils develop their digital competence, identifying examples of innovative practice.

Useful resources

National Literacy and Numeracy Framework (2014)

<http://learning.gov.wales/resources/browse-all/nlnf/?lang=en>

The National Literacy and Numeracy Framework (LNF) is designed to help teachers embed literacy and numeracy into all subjects for learners aged 5 to 14.

Welsh Government (2015): *Curriculum for Wales: Routes to literacy and numeracy*

<http://learning.gov.wales/resources/browse-all/routes-to-literacy-and-numeracy/?lang=en>

Statutory document for schools that addresses skill progression of those learners with more complex special educational needs from the earliest stage. This document forms part of the LNF.

Estyn (Autumn 2017): *Supplementary guidance: the inspection of literacy in schools*

<https://www.estyn.gov.wales/document/supplementary-guidance-inspection-literacy-schools>

Guidance documents that set out key principles, considerations and resources for inspectors with regards to literacy.

Estyn (Autumn 2017): *Supplementary guidance: the inspection of numeracy in schools*

<https://www.estyn.gov.wales/document/supplementary-guidance-inspection-numeracy-schools>

Estyn supplementary guidance documents that set out key principles, considerations and resources for inspectors with regards to numeracy.

Welsh Government: Curriculum for Wales Blog

<https://curriculumforwales.gov.wales/>

The latest updates and information from Welsh Government and Pioneer schools.

Welsh Government (2018): *Science, Technology, Engineering and Mathematics (STEM) Guidance for schools and colleges in Wales*

<https://beta.gov.wales/science-technology-engineering-and-mathematics-stem-guidance-schools-and-colleges>

This document provides guidance on the provision of science, technology, engineering and mathematics (STEM) for 3–19-year-olds in Wales.

Welsh Government (2018): *Global Futures. A plan to improve and promote MFL in Wales 2015–2020*

<https://beta.gov.wales/global-futures-modern-foreign-languages-plan>

This publication sets out the Welsh Government's strategic objectives for modern foreign languages in Wales from 2015–2020.

Estyn case studies

Improving pupils' wellbeing and attitudes to learning through curriculum enrichment

<https://www.estyn.gov.wales/effective-practice/improving-pupils-wellbeing-and-attitudes-learning-through-curriculum-enrichment>

Planning a more flexible and adaptable creative curriculum to engage pupils' interest

<https://www.estyn.gov.wales/effective-practice/planning-more-flexible-and-adaptable-creative-curriculum-engage-pupils-interest>

Assessment for Learning and thinking skills

<https://www.estyn.gov.wales/effective-practice/assessment-learning-and-thinking-skills>

Enhancing pupils' entrepreneurial skills and improving standards

<https://www.estyn.gov.wales/effective-practice/enhancing-pupils-entrepreneurial-skills-and-improving-standards>

Oxford University Press resources



School Improvement Pathways provides the structure, the research and the resources to drive improvement forward in your school – in an easy-to-use online system. There are over 20 Pathways, each guiding you through four key steps to address a different school improvement issue.

[Find out more about School Improvement Pathways](#)

Tools for leaders

Tool 1: Audit Exemplar

This tool will help you to consider and evaluate how effective your current provision is and whether it is in line with the ideology and language of *Successful Futures*. It will also aid you in identifying the training and support needs of your staff during this interim period before the new curriculum becomes a statutory document. Evidence can come from a range of different sources, for example, observing teaching and learning or discussions with pupils and staff.

Statement	1 Definitely	2 To some extent	3 A little	4 Not at all	Not sure	Evidence
The school curriculum						
We use the four purposes to help us decide on curriculum content that suits the needs of our pupils. <i>Where this is happening, how does it link with pedagogy?</i>						
We are making links between subjects within Areas of Learning and Experience. <i>Consider how topics or themes are planned, delivered and assessed.</i>						
There is evidence of progression of literacy and numeracy skills across the curriculum. <i>Consider how progression of skills is measured in subjects other than English, Welsh and Maths.</i>						
Provides real or authentic opportunities for pupils to apply their learning.						
Provision for change						
Technology is used in the school to enhance learning in subjects and across the curriculum. <i>Identify pockets of good practice for development of internal staff support and opportunities to share practice.</i>						
The school is using e-portfolios for assessment purposes. <i>Consider hardware, software and staff training that will need to be put in place.</i>						
Quality teaching and staff Professional Learning						
The quality of teaching matches the four attributes of excellent teachers as outlined by Donaldson.						
Adequate time has been allocated and staff structures are in place to support staff Professional Learning in readiness for the new curriculum in this academic year.						
Metacognition or thinking about learning is part of the current curriculum. <i>If metacognition is not currently a curriculum component is there expertise in this area among your staff?</i>						

Tool 2: Preparing for *Successful Futures* – Staff Questionnaire

Preparing for the new Wales curriculum	1 Very confident	2 Confident	3 A little confident	4 Not confident at all	Not sure	Comments
How confident are you in your understanding of the following?						
Progress of the Pioneer Schools towards the new curriculum and what it may mean for me and my school.						
The Welsh Government's timeline for the sharing the new curriculum documents.						
The Digital Competency Framework and how it fits with the current curriculum.						
Accurate assessment against the Literacy and Numeracy Framework.						
Metacognition strategies.						
Technology tools that enhance teaching and learning.						
How the additional freedom of the new curriculum will affect your practice.						
Which of the above areas of the new curriculum do you feel you would benefit from receiving further professional development for?						
Individual capacity and workload	1 Very well	2 Well	3 Okay	4 Not at all well	Not sure	Comments
How well do you feel you are coping with the following?						
Using the four purposes of the new curriculum during planning.						
Assessing against the <i>Literacy and Numeracy Framework/Digital Competence Framework</i> expectations statements.						
Using pupil assessments to directly inform planning.						
Providing evidence of pupil progress within LNF skill pathways.						
Reporting to parents.						
The increase in workload.						
What are your main concerns in terms of the implementation of the new curriculum and the impact on your workload and stress levels?						

Conclusion

Are there any other comments you would like to make about recent curriculum changes and preparation for the new curriculum?

Thank you for filling out this questionnaire.

OPTIONAL

Name _____

Endnotes

- 1 Wheater, R., Ager, R., Burge, B. and Sizmur, J. (2013) *Achievement of 15-Year-Olds in Wales: PISA 2012 National Report (OECD Programme for International Student Assessment)*. Slough: NFER. <https://www.nfer.ac.uk/publications/PQUK02/PQUK02.pdf>
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- 3 Welsh Government (2017) *Education in Wales: Our National Mission*. © Crown Copyright 2017. <https://beta.gov.wales/education-our-national-mission>
- 4 OECD (2016) *Schools as Learning Organisations*. © OECD 2016. <http://www.oecd.org/education/school/school-learning-organisation.pdf>
- 5 Welsh Government (2017) *National Professional Standards of Teaching and Leadership*. © Crown Copyright 2017. <http://learning.gov.wales/docs/learningwales/publications/170901-professional-standards-for-teaching-and-leadership-en.pdf>
- 6 Welsh Government (2018) *Additional Learning Needs and Education Tribunal Act*. © Crown Copyright 2018. <https://beta.gov.wales/additional-learning-needs-and-education-tribunal-wales-act>
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- 13 DfE (2015) *Commission on Assessment Without Levels: final report*. © Crown Copyright 2015. <https://www.gov.uk/government/publications/commission-on-assessment-without-levels-final-report>
- 14 Dylan Wiliam: quote from Twitter feed <https://twitter.com/dylanwiliam/status/393045049337847808>
- 15 Donaldson, G. (2015) op. cit.



A Guide to Managing Curriculum Change in Wales

Support for senior and middle leaders

This guide is aimed at primary school senior and middle leaders in Wales who have responsibility for pupil outcomes, curriculum provision, and staff development.

This guide aims to give you a clear outline of how the changes, from the introduction of the Literacy and Numeracy Framework (LNF) in September 2013 right through to the delivery of the new curriculum for Wales in April 2019, will affect your pupils, your staff and your school.