

Date written: 13<sup>th</sup> June 2017

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Date of meeting where the report is being considered: 4<sup>TH</sup> July 2017

Appendices attached:

- A: CSC 'A curriculum for Wales - a curriculum for life' progress report to Welsh Government Programme Board
- B: 'A curriculum for Wales - a curriculum for life' eight essential building blocks
- C: Copy of presentation to CSC Strategy Group

**Issue: Realising Successful Futures; a proposal for engaging all schools**

**Summary**

1. In order to support schools across the region with the development of the new curriculum, it will be important to fund school-led structures to facilitate collaboration between schools in order to develop Successful Futures across all schools.
2. An initial three-year phased model is proposed to build upon established, effective Central South Wales Challenge structures.
3. All schools across the region will be supported to collaborate in networks including Pioneer schools to jointly develop approaches to curriculum reform.

**Recommendation**

4. There is a need to ensure that all schools have the opportunity for a greater level of engagement with Pioneer Schools to develop their understanding of the curriculum reform agenda and associated implications. In order to achieve this, it will be necessary to enhance school networking structures across the region.
5. It is proposed that this initially takes the form of a three-year phased model, which is integrated within the CSC Business Plan. In the current plan, this sits within priority 2:
  - 2.1 improving the quality of teaching and learning and assessment
  - 2.3 support curriculum reform across all schools through school-to-school networks.
6. The proposed phased timeline for the development of the model (Appendix A) would constitute:
  - 2016/17: School Improvement Group (SIG) led networks
    - Schools engage with SIGs and Pioneers to explore and develop curriculum design and pedagogical principles aligned to the four core purposes in preparation for subsequent work in clusters.

- 2017/18: Cluster-engaged networks
  - Schools engage in transition clusters to collaborate on curriculum design and pedagogy. The work will include curriculum and assessment development; adoption of the professional standards for teaching and leadership and consideration of the OECD 'Schools as Learning Organisations' model.
- 2018/21: Cluster-driven networks
  - Schools consider Area of Learning and Experience (AoLE) delivery models and assessment guidance.
  - Schools trial approaches to curriculum design and assessment in preparation for realising the new curriculum in 2021.

## Background

7. Professor Graham Donaldson's report, 'Successful Futures', 2015 posed 68 recommendations for the reform of the curriculum in Wales; all recommendations within the report were accepted by Welsh Government.
8. The document 'A curriculum for Wales – a curriculum for life' published in October 2015 sets out the eight essential building blocks (Appendix B) identified by Welsh Government to realise Successful Futures.
9. A tri-partite model of Pioneer schools was established to deliver and develop curriculum reform. Pioneer schools were identified to lead on three aspects:
  - Digital Competence Framework
  - Curriculum design and development
  - Professional Learning (formerly New Deal for the Education workforce).
10. Pioneer schools in partnership with all schools within the region need to:
  - support and develop understanding of the education reform programme in Wales
  - support the implementation of the new Curriculum for Wales
  - support the implementation and understanding of the new Professional Standards for Teachers and Leaders
  - support and develop understanding of the OECD 'Schools as Learning Organisations'
  - support and develop understanding of the National Leadership Academy
  - support and develop the implementation of development in the ITE accreditation process.
11. Change management processes from Welsh Government have not impacted sufficiently within the region. Consequently, there is too great an amount of variance across the region in terms of how 'ready' schools are for the implementation of the Curriculum for Wales. Schools fall into three distinct categories:
  - a. Schools that are pioneers and are engaged
  - b. Schools that are not pioneers and are engaged
  - c. Schools that are not pioneers and are not engaged

In the absence of quantitative data, it is difficult to estimate the proportions of schools in each category however anecdotal feedback suggests that there is too great a proportion of schools in the third category.

- 12. Change management process:** The Central South Wales Challenge has to date contributed to the regions preparations to support schools with the reform agenda.

At present, CSC schools are managing the change to the new curriculum through:

- Engagement in SIG (School Improvement Groups), where the schools take responsibility for identifying the area of focus. This should be incorporated into the SIG plan and/or school improvement plan (SIP). SIGs also provide opportunity to build leadership and system capacity in keeping with a 'Curriculum for Wales; a Curriculum for Life' building blocks. The total SIG budget for this year is £650k
- In order to facilitate all schools' engagement in the curriculum reform agenda during 2017/18, additional SIG funding of £278k is proposed. This equates to approximately £6k per SIG, allocated pro rata for the number of schools.
- Professional learning delivered by the CSC Hubs. The programmes offered are enquiry based and many have a focus on developing school leaders as well as providing knowledge and skills in line with the pedagogical principles. For 2017/18, the programmes offered are free to all schools, thus utilising the funding for engagement by focusing on workforce development, giving a high priority to leadership and pedagogy. The total hub budget for this year is £1.7m which is broken down as:
  - a. Professional Learning Hubs - £790k
  - b. Curriculum Hubs - £740k
  - c. Lead Practitioners - £193k

Budget totals are uncertain from 2018, so we would look to rationalise the funding for Hubs in the development of the cluster-led model. As many of the Hubs are also Pioneers, work also needs to be undertaken to ensure clarity of the work that is required for the different funding streams.

- Networks established by Hub or Pioneer schools.

### Success measures

#### 13. Timeline:

##### 2017/18: SIG-led networks

- All SIGs have engaged with Pioneer School(s)
- SIG priorities aligned with Successful Futures
- SIP priorities aligned with Successful Futures
- School Successful Futures lead established
- SIG Successful Futures facilitator established
- SIG innovation shared across the region
- All schools engaged with curriculum reform agenda.

##### 2018/19: Cluster-led networks

- Continued engagement with Pioneer network
- School-based Successful Futures leadership consolidated
- Cluster Successful Futures facilitator established
- Cluster innovation shared across the region
- All schools making progress with curriculum reform agenda.

##### 2019/21: Cluster-driven networks

- Enhanced working relationships with Pioneer schools
- Schools Successful Futures leadership role refined
- Cluster Successful Futures facilitator role refined
- Increased school confidence with curriculum reform agenda
- Innovation celebrated.

### Implementation issues – cost, timescale etc.

14. Timescales are suggested in section 3. Existing engagement meetings with Pioneers and SIGs in June and July 17 can be used to deliver the proposed strategy.

15. Funding for the SIG-led networks is available from existing Welsh Government grants for 2017/18. Future profiling to fund the cluster model is planned from the Raising Standards grant.

### Links to CSC Business Plan and Risks

16. Relevance to the CSC business plan:

- 2.1 - improve teaching, learning and assessment
- 2.3 - support curriculum reform across all schools through school to school networks

### Background papers

17. [A curriculum for Wales – a curriculum for life, Welsh Government, October 2015](#)



Building Block 1	Progress	Next Steps
<p>Schools/settings start thinking about how they could strengthen their practice and pedagogy in relation to the four purposes – from now onwards</p> <p>Local authorities with their consortia support schools and encourage debate, discussion and collaboration between them on how to strengthen practice and embed the four purposes - from October 2015</p>	<p>Early work of Pioneer Network – shared through:</p> <ul style="list-style-type: none"> <li>- CSC Hub school programmes 2016-17</li> <li>- DCF engagement sessions June 2016</li> <li>- Formation of CSC Pioneer Network to share / collaborate across Pioneer Schools – Dec 2016                             <ul style="list-style-type: none"> <li>- Pioneer networking activity audit</li> <li>- Pioneer development activity sharing</li> </ul> </li> <li>- Headteacher Successful Futures briefing sessions Jan 2017</li> <li>- CSC Annual Conference focus on Successful Futures and School to school working - 1 Feb 2017</li> <li>- Headteacher DCF briefing sessions Feb 2017                             <ul style="list-style-type: none"> <li>- Resources shared to develop planning for SF</li> </ul> </li> <li>- CSC Hub School Programmes 2017-18</li> <li>- Federation of Welsh-medium schools and cross-regional Gyda'n Gilydd network making progress to collaborate on SF principles</li> <li>- Curriculum network coverage with middle leaders</li> <li>- Continued communications to schools via:                             <ul style="list-style-type: none"> <li>- Cronfa Knowledge Bank Resources to support school level approaches</li> <li>- CSC Curriculum Blog – Jan 2017</li> <li>- CSC Bulletin</li> <li>- CSC Newsletter</li> <li>- Twitter feed</li> </ul> </li> <li>- SIG focus on aspects of pedagogy</li> <li>- Pedagogical principles action research undertaken by pioneer schools shared across the region.</li> </ul>	<p><b>2.1 Improving the quality of teaching and learning and assessment</b></p> <p><b>2.2 Build capacity for improvement through school improvement hubs</b></p> <p><b>2.3 Support curriculum reform across all schools through school-to-school networks</b></p> <p>Specifically, we intend to:</p> <ul style="list-style-type: none"> <li>- Develop regional school network structures / clusters to support school to school working for developing Successful Futures</li> <li>- Continue to develop the Hub schools model to support the curriculum reform agenda</li> <li>- Continue to share curriculum reform developments through briefings and engagement opportunities.</li> <li>- Continue to refocus schools on effective teaching strategies as identified with the pedagogical principles</li> <li>- Provide clear strategic overview and roadmap for schools</li> <li>- Support schools with development of 'Gallery of Excellence' focusing on key characteristics of learning and teaching</li> <li>- Develop cross-regional work on assessment for learning</li> <li>- Continue engagement with ITE institutions through pilot programmes, with school professional learning focus on pedagogical principles</li> <li>- Support programme development of Teach First with BASE school</li> </ul>

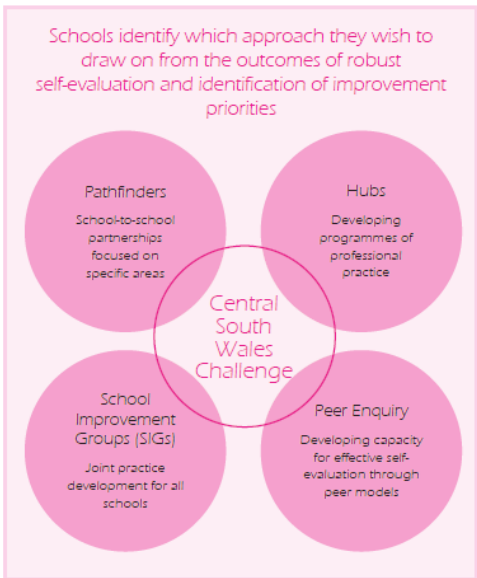
		professional learning focused on pedagogical principles to support with practitioner recruitment.
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<b>Building Block 3</b>	<b>Progress</b>	<b>Next Steps</b>
<p>Schools to review the existing experiences they offer, consider new opportunities and develop a Pupil Offer that complements and supports the 4 purposes – start now and set out in their School Development Plan for the next academic year</p>	<p>In 206/17 School Improvement Plan (SIP) headline priorities show:</p> <ul style="list-style-type: none"> <li>- Nearly all schools have a specified priority relating to the development of the curriculum, teaching &amp; pedagogies or wellbeing</li> <li>- Around half of schools have specified a priority for DCF development. Further analysis shows that the number of schools referencing related DCF development is greater</li> </ul> <p>School Improvement Group (SIG) development plans highlight:</p> <ul style="list-style-type: none"> <li>- Many SIGs have identified one or more of the cross-curriculum themes for collaborative development</li> <li>- Around half of primary SIGs have identified DCF as a priority for collaborative development.</li> <li>- A minority of SIGs have identified teaching and pedagogy as a focus for collaborative development</li> </ul> <p>Many of CSC Hub school and Welsh medium Gyda’n Gilydd joint practice development programmes focus on Successful Futures to inform curriculum development</p> <p>An increasing number of schools are reporting that they are trialling curriculum changes e.g. towards thematic curriculum delivery in KS3.</p>	<p><b>2.1 Improving the quality of teaching and learning and assessment</b></p> <p><b>2.2 Build capacity for improvement through school improvement hubs</b></p> <p><b>2.3 Support curriculum reform across all schools through school-to-school networks</b></p> <p><b>3.1 Developing a 5-year workforce needs analysis and development plan with particular focus in 17/18 on Welsh and digital learning</b></p> <p><b>3.2 Building leadership capacity for headship by piloting new programmes developed against need; evaluating and refreshing existing offer with particular focus on leadership standards and work of Leadership Academy</b></p> <p><b>3.3 Developing understanding and sharing learning about different leadership models including federation</b></p>
<p>Local authorities with their consortia – to facilitate links between schools and other partners to develop their Pupil Offer and develop collaborative opportunities across schools –</p>	<p>As above...</p> <ul style="list-style-type: none"> <li>- CSC Hub school programmes 2016-17</li> <li>- DCF engagement sessions June 2016</li> <li>- Formation of CSC Pioneer Network to share / collaborate across Pioneer Schools – Dec 2016 <ul style="list-style-type: none"> <li>- Networking activity audit</li> <li>- Development activity sharing</li> </ul> </li> <li>- Headteacher Successful Futures briefing sessions Jan 2017</li> <li>- CSC Annual Conference focus on Successful Futures and School to school working - 1 Feb 2017</li> <li>- Headteacher DCF briefing sessions Feb 2017</li> </ul>	<p><b>3.4 Developing governing body capacity across the region</b></p> <p>Specifically, we intend to:</p> <ul style="list-style-type: none"> <li>- Further develop regional school network structures / clusters to support school to school working for developing curriculum models</li> <li>- Continue to share curriculum reform developments through leadership briefings and engagement opportunities</li> <li>- Continue to develop the school-led model to support the</li> </ul>

<p>from now, as part of their planned and ongoing activity</p>	<ul style="list-style-type: none"> <li>- Resources shared to develop planning for SF</li> <li>- CSC Hub School Programmes 2017-18</li> <li>- Federation of Welsh Medium schools and cross-regional Gyda'n Gilydd network making progress to collaborate on SF principles</li> <li>- Curriculum network coverage with middle leaders</li> <li>- CSC communications to schools</li> <li>- Challenge Adviser briefings</li> <li>- Community of Leaders events</li> <li>- Action research engagement.</li> </ul>	<p>curriculum reform agenda</p> <ul style="list-style-type: none"> <li>- Continue to raise awareness of curriculum reform progress with Challenge Adviser team to inform school improvement planning</li> <li>- Inform all schools of the outcomes of Strand 2 development and continue to brief throughout the Strand 3 phase to support curriculum planning.</li> </ul>
<p><b>Building Block 4</b></p>	<p><b>Progress</b></p>	<p><b>Next Steps</b></p>
<p>Local authority regional consortia to provide support to schools on the LNF based on regional priorities – October 2015 and ongoing</p>	<ul style="list-style-type: none"> <li>- CSC Literacy and Numeracy Teams provide direct support to Red &amp; Amber category schools</li> <li>- CSC Hub schools provide direct support to Red &amp; Amber category schools</li> <li>- CSC Welsh in Education officers provide direct support for literacy through the Welsh language</li> <li>- Welsh Medium Hub schools and Gyda'n Gilydd network deliver programmes to support literacy</li> <li>- In 2015/16, designated LNF network specialists appointed to support schools in developing enquiry led programmes</li> <li>- LNF lead schools established 2015/16 to run enquiry-based programmes and deliver school-to-school support which has culminated in published case studies of effective practice</li> <li>- In 2015/16, outstanding teachers of literacy/ numeracy trained and deployed to support schools across the region</li> <li>- In 2015/16, a teacher working party mapped LNF skills to other curriculum areas. This has been shared across the region at network meetings</li> <li>- In 2015/16 'train the trainer' events took place to disseminate the WG booklet and information pack on incorporation of LNF skills into the new AOL/POS.</li> <li>- LNF curriculum hubs established 16/17 to deliver school-to-school support to the region on embedding effective practice and tackling regional needs</li> <li>- Action research groups established to research and develop regional practice in key areas such as boys' literacy and oracy development in the early years</li> <li>- In collaboration with other regional consortia, a diagnostic tool for NRT has been developed on an annual basis, which mapped test questions to LNF skills, to support teachers with planning next steps in pupils' learning</li> </ul>	<p><b>2.1 Improving the quality of teaching and learning and assessment</b></p> <p><b>2.2 Build capacity for improvement through school improvement hubs</b></p> <p><b>2.3 Support curriculum reform across all schools through school-to-school networks</b></p> <p>Specifically, we intend to:</p> <ul style="list-style-type: none"> <li>- Continue to develop the Hub schools model to support the development of the three cross-curriculum responsibilities</li> <li>- Hub schools will continue to conduct school-to-school support across the region.</li> </ul>



	<ul style="list-style-type: none"> <li>- Professional learning opportunities through the Hub school programmes designed to strengthen literacy and numeracy</li> <li>- The majority of primary School Improvement Groups (SIGs) collaborate to develop in the areas of Literacy and Numeracy.</li> </ul>	
<p><b>Building Block 5</b></p>	<p><b>Progress</b></p>	<p><b>Next Steps</b></p>
<p>Local authority regional consortia to strengthen school to school support as part of their ongoing work and in partnership with other stakeholders with the requisite expertise.</p>	<p>The school-led, self-improving model within CSC has developed over the last four years:</p> <p>The Central South Wales Challenge (CSWC) model to strengthen the school-led improvement model includes:</p> <p>The CSC Hub schools offer, whereby over 40 schools in the region collaborate to facilitate the regional professional learning offer. Of these, 18 lead practitioners collaborate at a national level with the three other consortia and 5 work in partnership with one other consortia. Welsh Medium Hubs and Gyda'n Gilydd network support Welsh Medium schools.</p> <p>All CSC schools are members of regional networks of School Improvement Groups (SIGs). SIGs lead collaborative approaches to development priorities.</p> <p>Pathfinder Partnerships: Identified CSC schools are partnered with other CSC schools in the development of specific priorities</p> <p><a href="#"><u>CSC Professional Learning Prospectus – May 2017:</u></a></p>	<p><b>2.1 Improving the quality of teaching and learning and assessment</b></p> <p><b>2.2 Build capacity for improvement through school improvement hubs</b></p> <p><b>2.3 Support curriculum reform across all schools through school-to-school networks</b></p> <p>Specifically, we intend to:</p> <p>Continue to develop the Central South Wales Challenge (CSWC) model</p> <p>Further integrate CSWC model across regional school network structures to support curriculum reform</p> <p>Collaborate further with higher education institutions with a view to gaining accreditation for professional learning programmes facilitated by schools.</p>



[CSC Business Plan 2017](#)

**Appendix B – from ‘A Curriculum for Wales - a Curriculum for Life’ Oct 2015**

Eight essential building blocks:

Building block 1 – embedding the four purposes

Building block 2 – creating a new curriculum

Building block 3 – extending and promoting learners’ experiences

Building block 4 – developing our cross-curriculum responsibilities

Building block 5 – enabling the Welsh language to thrive

Building block 6 – developing a new assessment and evaluation framework

Building block 7 – building the capacity of all practitioners and leaders

Building block 8 – establishing a constructive and robust accountability system

### **Appendix C: Presentation to CSC Strategy Group, 13 June 2017**

Restricted Briefing for: CSC Strategy Group

Date: 13 June 2017

Purpose: Implementing Successful Futures; engaging all schools.

Audience: CSC Strategy Group

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#### **Realising Successful Futures: Our challenge in the region**

Change management processes from Welsh Government to support schools with the educational reform agenda have not impacted sufficiently within the region. There is too great an amount of variance across the region in terms of how 'ready' schools are for the implementation of the Curriculum for Wales. Schools fall into three distinct categories:

1. Schools that are pioneers and are engaged
2. Schools that are not pioneers and are engaged
3. Schools that are not pioneers and are not engaged

Without evidence, it is difficult to estimate the proportions of schools in each category however, anecdotal feedback suggests that there is too great a proportion of schools in the third category.

#### **CSC Change management process**

The Central South Wales Challenge has to date contributed to the regions preparations to support schools with the reform agenda. At present, CSC schools are managing the change to the new curriculum through:

- Engagement in SIG (School Improvement Groups), where the schools take responsibility for identifying the area of focus which should be incorporated into the SIG plan and school improvement plan (SIP). SIGs also provide opportunities to build leadership and system capacity in keeping with the 'A Curriculum for Wales; a Curriculum for Life' 8 building blocks (Appendix 2).
- Professional learning delivered by the CSC Hubs. The programmes offered are enquiry based and many have a focus on developing school leaders as well as providing knowledge and skills in line with the pedagogical principles. For 2017/18, the programmes offered are free to all schools, thus utilising the funding for engagement by focusing on workforce development, giving a high priority to leadership and pedagogy.
- Wider networks established by Hub or Pioneer schools.

There is a need to ensure that all schools have the opportunity for a greater level of engagement with Pioneer Schools in order to develop their understanding of the curriculum reform agenda.

Pioneer schools in partnership with all schools within the region need to:

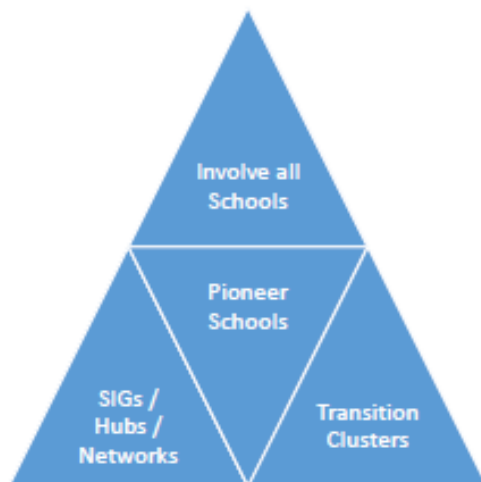
- support and develop understanding of the education reform programme in Wales
- support the development of the new Curriculum for Wales
- support and develop understanding of the new Professional Standards for Teachers and Leaders
- support and develop understanding of the OECD 'Schools as Learning Organisations' model
- support and develop understanding of the National Leadership Academy
- support and develop the ITE accreditation process.

Over the next year, CSC plans to change to the deployment model for challenge advisers to local authority-based teams. This approach would complement the proposed phased development model towards cluster-driven networks in support of curriculum reform across the region over the course of the next three years.

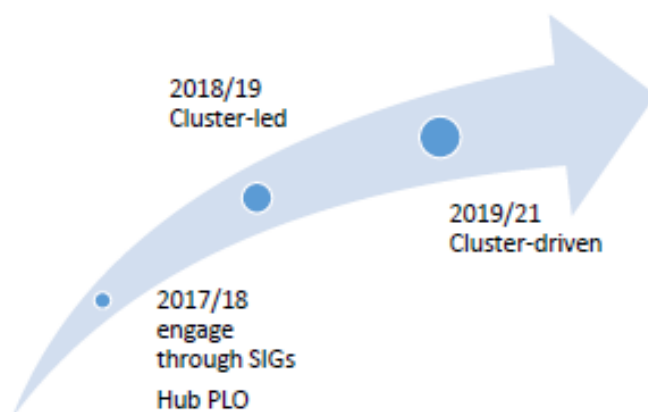
**The Proposal**

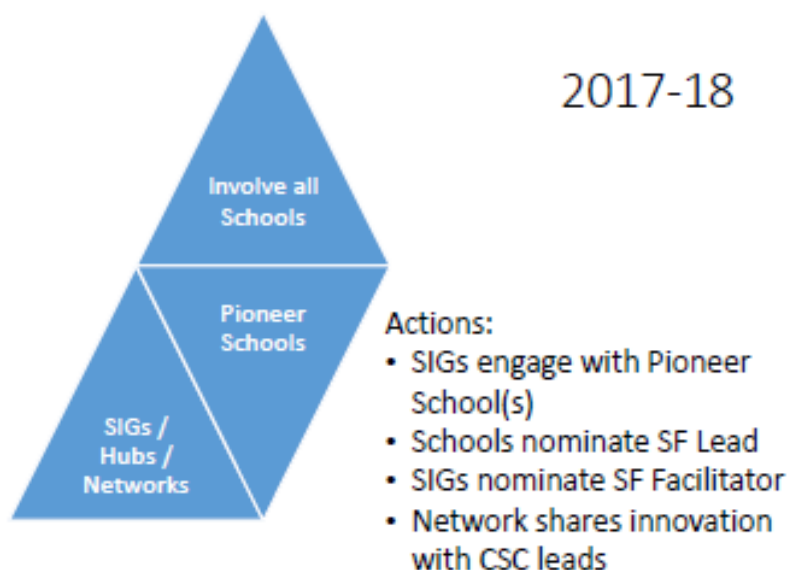
In order to achieve the actions outlined above it will be necessary to develop the networking structures in CSC on a more formal basis. It is proposed that this becomes a three-year development plan, which aligns with CSC business plan priority 2 and the aspect of transition to the new curriculum within that priority. (Appendix 1)

## Realising Successful Futures 2017-2021



## Realising Successful Futures





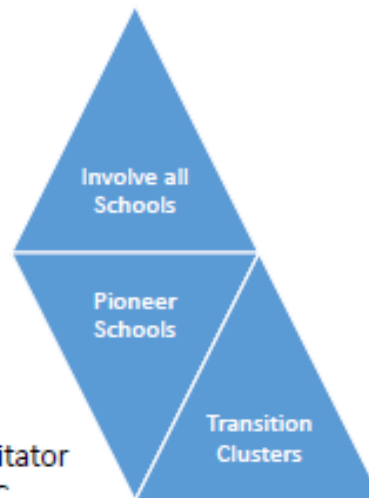
## SIG-led networks

### 2017/18

- Audit learning vision & values - four Core Purposes
- Align with four Core Purposes
- Audit vision against provision
- Audit provision against four Core Purposes
- Consider curriculum-design principles
- Explore pedagogical principles
- Develop Cross-curriculum responsibilities – LNF/DCF
- Consider Professional Standards for teaching and leadership
- Identify actions in SIPs

## 2018-19

- Continue to engage with Pioneer School(s)
- Consolidate School SF Leadership
- Nominate Cluster SF Facilitator
- Share innovation with CSC leads



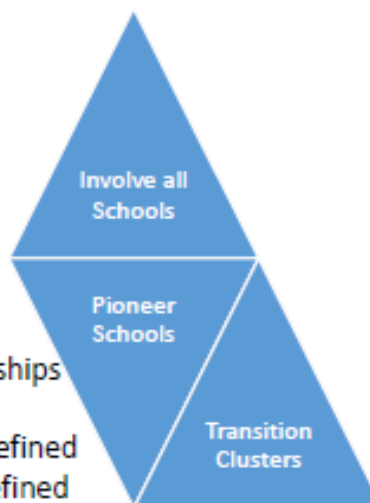
## Cluster-led networks

### 2018/19

- Review AoLE recommendations
- Consider curriculum design implications
- Develop pedagogical approaches
- Adopt Professional Standards for teaching and leadership
- Engage with the OECD 'Schools as Learning Organisations' model
- Develop transition plans
- Identify actions in SIPs



2019/21



- Enhanced working relationships with Pioneer Schools
- School SF Leadership role refined
- Cluster SF Facilitator role refined
- Innovation celebrated

## Cluster-driven networks

**2019/21**

- Consider AoLE delivery models
  - Consider progression step guidance
  - Consider assessment guidance
  - Trial approaches
  - Identify actions in SIPs
- 
- Preparation for realising new curriculum in 2021