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Issue: National Priorities / Curriculum Reform

Summary

The purpose of the report is to provide Members with an update on the following:

- Curriculum Reform
- Schools as Learning Organisations
- Professional Learning

The update will include a summary of activity undertaken at both national and regional level, engagement of stakeholders across CSC and where possible evidence of impact.

Background

The need for curriculum reform is based on some of the following points:

- a narrowing of choice in the curriculum for primary and secondary education;
- benchmarking and quartiles driving competition rather than collaboration as schools compete rather than share good practice;
- teacher assessment used as accountability to measure the performance of individual schools;
- performance indicators became a barrier inclusion and lack of focus on the individual learner; and
- the system being driven by performance indicators rather than the needs of individual learners which encouraged gaming.

Moving forward:

- indicators are to be inclusive and focused on the needs of the individual pupil;
- indicators need to drive an inclusive and diverse curriculum benefitting all pupils;
- there will be greater autonomy for schools to determine key indicators based on local needs but to retain national indicators for key subjects (English/Welsh, mathematics and science);
- we need to celebrate all learners and recognise progression from an agreed starting point and recognise the value added; and
- acknowledge the importance of wellbeing.

Brief overview of National Reform

1. Curriculum Reform

Date	National Activity
Apr 2019	Curriculum made available for feedback
July 2019	Feedback period closes
Jan 2020	Curriculum made available for all to use
Sept 2022	Schools using the new curriculum Nursery – Year 7

2023-2026	New curriculum rolled out years 8-11
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2. The pioneer schools are currently completing the six Areas of Learning and Experience and these will all be sent for publishing by January. The schools receive the first draft in April.
3. The new **Professional Teaching and Leadership Standards** have been in place since September 2018.
4. **Schools as Learning Organisations (SLO)**: OECD Report is published October 23rd and an international conference at Cardiff castle, attended by forty of the pilot SLO schools are working with academics to explore the continued implementation of SLO and the impact on school improvement. All schools will receive the SLO survey by April 2019.

OECD and Estyn are leading a working party looking at using SLO, school self-evaluation and peer review to inform school improvement work in the future.

Regional Consortia and some other Tier 2 bodies are exploring the possibility of piloting a Learning Organisation survey and working collaboratively.

5. Work on refining the **Digital Professional Learning Framework** is being undertaken as it will be one of the cross curricular responsibilities.
6. The review of leadership programmes is following the **NAEL** endorsement timescales.
7. **Assessment, evaluation and accountability.** The Quality and Standards Group have updated the National Categorisation guidance for 2018-2019.

Welsh Government have shared current knowledge around the changes to the assessment, evaluation and accountability framework these have been shared with all head teachers, directors and elected members across the region.

Assistant Directors from all regions will meet monthly with Welsh Government from October 2018 until June 2019 work on and shape further changes to the assessment, evaluation and accountability frameworks in line with agreed timescales.

Regional developments in light of the National Reform

Professional Learning for Curriculum for Wales

Creating the Climate for Change launch events were held for all schools. All pioneer schools have been linked to networks - school improvement groups (SIGs) and have engaged with partner schools throughout the Spring and Summer terms. Partner schools have been funded to release the curriculum for Wales lead from each school to attend all training. These leads then undertake the training with their own school using the centrally agreed messages and materials.

There are 396 schools in CSC composed of 353 Partner schools, 43 Pioneers. Engagement in activity is outlined in tables below:

Creating the climate for change launch event engagement		
Sector	Number of schools engaged	Percentage
Partner schools	316	90%
Primary schools	296	90%
Secondary schools	35	90%
Special schools/PRUs	12	86%

Pioneer SIG engagement sessions		
Sector	Number of schools engaged	Percentage
Partner schools	307	87%
Primary schools	260	87%
Secondary schools	34	87%
Special schools/PRUs	12	86%

Completion of the CSC readiness tool		
Sector	Number of schools	Percentage
All schools	341	86%
Partner schools	301	85%
Primary schools	285	86%
Secondary schools	31	79%
Special schools/PRUs	12	86%

Schools that did not engage or complete the readiness tool received a visit or were contacted by CSC officers. Challenge advisers follow up this work in their school visits. The information collated from the Readiness Tool has enabled CSC to prioritise training and support over the coming terms and has informed the [regional professional learning offer](#).

Schools have been directed to use the detail from the readiness tool to self-evaluate and inform their School development plans (SDP). There is an expectation regionally and nationally, that every SDP has a priority relating to curriculum reform. The second round of data collected from the readiness tool will be completed by the end of the year and analysed.

This term, training resources reinforcing prior learning undertaken in the SIGs have been sent to the schools and the lead for the curriculum for Wales has been asked to deliver the training during their staff training sessions. The training covers three levels of understanding and depending on the need of their school or department the lead decides which materials to deliver. The resources are:

- 1 - Essential Knowledge: This presentation has been created to ensure that all schools in CSC know the essential information relating to curriculum reform. [Curriculum for Wales training materials](#).
- 2 - Bringing it Together: This presentation has been created to ensure that all schools in CSC are able to see and exploit the links in curriculum reform.
- 3 - Pedagogy: This presentation is designed to encourage schools and practitioners to develop pedagogy in readiness for the new curriculum.

Support sessions are provided centrally for those leads that require further training themselves before delivering these sessions in their school.

Termly head teacher update briefings on curriculum reform are arranged that ensure all head teachers are kept well informed.

Change Management training is being offered to head teachers in response to the needs of the profession given the transformational reforms outlined in Education in Wales: Our National Mission. This training is supporting headteachers in managing cultural change in their schools.

Professional Learning in Equity, Excellence and Wellbeing:

Clusters have been undertaking this training and funding has been provided to schools to engage with the following work:

- i. Adverse childhood experiences (ACE) ambassador training has been undertaken with practitioners across the region and further training planned. The same leads undertake the PDG CLA work in the cluster.
- ii. A Wellbeing strategy (PERMA) is being developed jointly with CSC and the senior educational psychologists in four of the local authorities with a core number of schools. SELFIE is being further developed in one local authority.
- iii. Sexuality and Relationships education is being developed with Cardiff University (Professor Emma Renold) involving 16 schools across the region to raise awareness and develop expertise in the region in managing the increasing challenges within this field of work.
- iv. More Able and Talented training and development is being undertaken with the National Association for Able Children in Education (NACE) and involves at least two leads from every cluster (126 leads) being trained and they in turn train their cluster.
- v. Additional Learning Needs Coordinator (ALNCo) training has begun through the ALN Transformational Lead and is underpinned by the four purposes and supported by CSC officers.

Professional Learning in Assessment, Evaluation and Accountability

National Categorisation guidance for 2018-2019 is fully aligned to changes in the accountability system.

Challenge advisers attended national training in July in relation to curriculum reform. This has been followed up in CSC with continued and regular training on curriculum reform to enable challenge advisers to support their schools.

Professional learning to support Schools as Learning Organisations (SLO)

High level summary information has been shared with all schools through head teacher briefing and the school bulletin. Core professional learning is being developed for all schools. Through a working group of headteachers that were brought together following the September SLO conference. Further training on SLO is planned for headteachers and senior leaders in the Spring term in preparation for all schools participating in the SLO survey by April 2019.

Professional learning to support professional standards of teaching and leadership

All leaders in the region have had access to training on the professional standards for teaching and leadership. The next phase of training to be roll out in the spring term has been co constructed with schools in the region to embed the standards.

Success Measures

1. CSC Staff and Pupil Survey

- a. Findings in relation to the four purposes:
 - i. As pupils progress through the Key Stages they are less likely to identify themselves as ambitious capable learners, enterprising and creative or ethical and informed.
 - ii. The strongest negative correlation was with being an ethical and informed citizen.
 - iii. If pupils valued school in terms of their physical and social well-being, they were more likely to be comfortable in taking risks, not worry when they made a mistake and to persevere even when work was difficult.
 - iv. Overall, the number of major change schools have initiated is still limited. Only 21% of the members of SMTs in primary schools claim to have been involved in this scale of change and this figure falls to 15% in secondary schools.
 - v. The data indicated that the new curriculum is starting to permeate primary schools but has stalled within sections of the secondary phase, particularly amongst middle leaders with those who indicated that they had made no changes this year more than doubling, up from 11% to 25%
- b. Findings in relation to the Curriculum for Wales - underpinning pedagogical principles:
 - i. With regards to sustained effort in classes, the majority of primary and secondary pupils reported that they kept on working until they finished even when they found their work was difficult.
 - ii. Overall, pupils were positive about their teachers' ability to communicate learning objectives; however, the responses were less positive compared to last year.
 - iii. Similar to 2016, pupils were more confident in their numeracy skills than they were in their ability to express themselves in writing.
 - iv. Students who reported that they have a say in what they learn about in lessons and how they are taught were less likely to report that they find it hard to concentrate or are easily distracted in class.

2. The CSC readiness tool

By the end of the year CSC will have a second analysis of the readiness tool which will allow us to track progress. The aim is to have all schools at the developing phase within the readiness tool in relations to curriculum reform. Currently 82% of schools in the region are at or have exceeded the developing phase.

3. School Improvement Groups (SIGs)

- a. Around 84% of SIGs report a direct impact on their provision as a result of collaborative SIG work
- b. Over 68% of SIGs report a direct impact on their leadership capacity as a result of SIG working
- c. When considering the depth of SIG work, based on the SIG onion diagram, which considers the depth of professional learning undertaken by SIGs
 - i. Around a third of SIGs are operating at the outermost level of improved pupil knowledge, understanding and skills as evidenced through on-going summative assessments, national test results and end of phase/stage assessments.
 - ii. Only one SIG is at the inner most aspect of the circle with a focus on visits to SIG schools by headteachers with a focus of discussion and sharing.
 - iii. A further third are working at the second level where they are evaluating the impact of different or improved approaches to teaching and learning, revision of policies to embed improved approaches.
 - iv. The remaining SIGs are at level three where they disseminate information back to their home school on different approached to teaching and learning or improvements to existing approaches.

4. Hubs

All hub programmes in the professional learning offer are aligned to aspects of reform and focus on joint practice development activities. Based on Autumn engagement figures in programmes:

- a. 294 delegates are attending programmes linked to improving pedagogy
- b. 135 delegates are attending programmes linked to leadership of learning

All hub schools are receiving visits to programmes from CSC officers which includes professional discussion with attendees to support the evaluation of the impact of hub work.

The research and evaluation team is trialling the use of SNAP survey to be able to discern impact from programmes on schools that sent delegates.

Links to CSC Business Plan

Priority 1: To ensure that a high quality workforce is developed across the region

Priority 2: To develop inspirational leaders and to facilitate their working collaboratively to raise standards

Priority 3: To ensure that we develop strong and inclusive schools across the region

Priority 4: To ensure that the self-improving system is supported by robust assessment, evaluation and accountability arrangements across the region

Background papers

- Education in Wales: Our National Mission
- Schools in Wales as Learning Organisations OECD

- Professional Standards for Teaching and Leadership
- Successful Futures
- CSC Readiness Tool
- Funding letter to schools
- Headteacher Briefing presentation.