



Consortiwm Canolbarth y De
Central South Consortium

Gwasanaeth Addysg ar y Cyd
Joint Education Service

Curriculum for Wales

Termly Report to Welsh Government

Summer 2023



Empowering schools to improve outcomes for all learners



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Cwricwlwm i Gymru
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Introduction

At Central South Consortium (CSC) information and intelligence on the preparations for and implementation of Curriculum for Wales (CfW) in all schools in the region is gathered in a variety of ways. These include:

- discussions with CSC school improvement officers during school visits
- analysis of progress against school improvement priorities
- engagement with and evaluation of professional learning (PL) and bespoke support
- regional networks and focus groups.

Information is also gathered from two key surveys. The CfW survey is a perception survey undertaken for all schools by Improvement Partners in discussion with school leaders. It focuses on the school's implementation of Curriculum for Wales aligned to the Welsh Government document 'Curriculum for Wales: the journey to curriculum roll out'. The CSC Collaboration Survey is a short multi-choice survey undertaken by Headteachers. It focuses on the school's participation in collaborative activities related to school improvement activities for curriculum reform.

This information is used effectively for knowledge, development and evaluation within the region, for example:

- to evaluate the impact of professional learning and support for schools
- to inform the development of further professional learning opportunities
- to target bespoke support to individual school, clusters and groups of schools as required
- to report to Welsh Government, local authorities and CSC governance groups
- to inform CSC self-evaluation and business planning.

During the spring and summer terms of 2023, all these activities were affected by Action Short of Strike (ASOS) and the further non-engagement of Headteachers across the region due the ongoing discussions regarding managing workload and bureaucracy. The undertaking of the surveys was significantly affected. During summer 2023 only 64% (243/380) of schools fully engaged with the CfW surveys, 57% (217/352) as schools who rolled out CfW from September 2022. Only 31% (118/380) of Headteachers completed the Collaboration Survey. Therefore, this report cannot be read as a full or accurate summary of progress of the majority of schools in the region.

N.B. All data related to engagement in PL and bespoke support are accurate as these records are held by CSC.

Development and Implementation of Curriculum for Wales in CSC schools

All nursery, primary, all-age and special schools; 2 Pupil Referral Units (PRUs) and 27 secondary schools (54%) across the region have implemented CfW from September 2022.

All of these schools have:

- designed, developed and implemented a curriculum considering the CfW framework and the needs of their learners
- published their curriculum summaries.

Nearly all schools:

- are continuing to develop a good understanding of the CfW framework including the four purposes, the statements of what matter and the mandatory elements
- have reviewed their vision, values and behaviours to support curriculum realisation
- continue to review and develop their curriculum models suitable to their school vision.
- continue to review and develop their approaches to assessment and supporting learner progress
- have developed transition plans with their cluster
- are engaging with the '[School improvement guidance: framework for evaluation, improvement and accountability](#)', to support sustainable school improvement.

Many schools:

- continue to consider pedagogy in their context, focusing on further developing high-quality teaching.

Intent

CSC Professional learning

○ Professional learning opportunities

Curriculum reform is embedded in all areas of CSC professional learning, except for those related to current qualifications and post-16 education.

All PL supports relevant Welsh Government policies and priorities including 'Our national mission: high standards and aspirations for all', 'Cymraeg 2025: A million Welsh speakers', and the 'Well-being of Future Generations Act (Wales) 2015'.

A wide variety of data and intelligence is analysed, and research undertaken to identify the PL needs of schools in the region and thus inform the PL offer. PL opportunities are continually considered, planned and published via the CSC website. CSC PL opportunities are varied in their media and delivery to increase the equity of access to practitioners. This includes:

- live or synchronous PL – includes events, programmes, networks and conferences focused on a specific area
- on-demand or asynchronous PL – includes assignments and on-demand recordings of PL focused on a specific area
- resources – includes guidance documents, toolkits, poster packs, blogs, vlogs, podcasts, etc.
- regional collaboration projects – funded opportunities for school practitioners from across the CSC region to collaborate on a particular project focus.

CSC PL opportunities are also available to staff from local authorities and to schools beyond the region.

○ CfW Drop-ins

Between May and December 2022, half termly drop-in sessions were hosted in all local authority locations across the region to further support schools in their work on curriculum roll-out.

○ Design thinking model

CSC has also developed a CfW design thinking model that provides a scaffold for schools in curriculum design and refinement.

- **Self-improving system**

The Central South Wales Challenge (CSWC) is the partnership of all schools and settings across the CSC region working together to develop a self-improving system. Encouraging schools to lead and share practice beyond their school is an on-going priority for CSC and the CSWC model facilitates this across the region.

Working in partnership with the CSC school improvement team, practitioners and school leaders, including governors, contribute to the CSWC in key roles. These include Lead Practitioners, System Leaders and Regional Leaders of Governance.

They collaborate to produce high-quality, evidence informed professional learning and bespoke support that is available to all schools across the region.

- **National and cross-regional PL**

The national programme of PL for Curriculum for Wales was refined and relaunched in September 2022 with CSC as a key partner in its design, delivery and evaluation. The revised programme offers 15 modules at present, including modules on progression and assessment, and on all Areas of Learning and Experience.

CSC actively promotes schools' participation in the National Networks and align regional networks to these accordingly. Also, CSC promotes participation in Talk Pedagogy and the Policy Insight Events. CSC continues to work in partnership with schools, Welsh Government, other regional consortia and partnerships and higher education institutions (HEIs) in the national projects and strategies. These include the Camau i'r Dyfodol project, the National Strategy for Educational Research and Enquiry (NSERE) and the National Professional Enquiry Project (NPEP).

- **Coaching and mentoring (C&M)**

The national programme, which is both endorsed and accredited, and a regional C&M programme continue to be available to all practitioners and school leaders, including governors.

CSC Bespoke support

Bespoke support is available to all schools in the region to support school improvement priorities that are not fully met by the published regional PL opportunities or through the work of the Improvement Partner (IP). This includes support for all areas of curriculum reform. Bespoke support is not limited to schools who need significant support and intervention. Support is available to all schools in the region, including those schools who are most successful and self-improving.

Bespoke support is also available to individual schools, clusters, and other groups of schools working together on shared improvement priorities. The support may be provided by members of the CSC team and/or by system leaders, lead practitioners, regional leaders of governance and other school to school partnerships. CSC ensure that the right support is provided to the school at the right time.

Improvement Partners

All schools have a named Improvement Partner (IP) who supports the schools through appropriate challenge to identify clear manageable improvement priorities and planned actions as a consequence of effective self-evaluation, including those related to curriculum realisation.

Collaboration funding*

All schools in the CSC region receive collaboration funding to support school leaders and practitioners to participate in collaborative school improvement activities. These must be focused on the curriculum and wider reforms with the desired outcome of high standards and aspiration aspirations for all. In 2023/24 a total of £5.02M was delegated to CSC schools. Each school receive a £7k lump sum + £300 per FTE teacher.

CSC also provides additional collaboration funding to facilitate targeted regional networks for special schools and PRUs, Welsh medium primary schools and Welsh medium secondary schools. This additional funding is to support the self-facilitation of PL that meets the specific requirements of the sectors beyond the CSC PL offer.

* This funding is in addition to the professional learning grant received by all schools from Welsh Government. All schools are expected to sign an SLA to receive collaboration funding. The SLA details the terms and conditions (T&Cs) of the spend related to the relevant grant T&Cs.

Implementation

Professional Learning

Between April 2022 and June 2023, 7,375 practitioners from 98% of schools across the region engaged with CSC events, programmes, networks, and conferences focused on curriculum, assessment, teaching and learning. These included PL opportunities focused on:

- Curriculum design and progression
- Pedagogy and teaching
- Assessment
- The 6 Areas of Learning and Experience (Areas)
- All subjects and disciplines
- Cymraeg
- International languages
- The 3 cross-curricular skills
- Well-being
- The mandatory elements of Relationship and Sexuality Education (RSE) and Religion, Values and Ethics (RVE)
- Careers and Work-Related Experiences
- Diversity and Anti-racism
- Human Rights

In July 2023, CSC hosted an in-person Curriculum Conference focussed on the ‘what’ (curriculum content and design), the ‘how’ (pedagogy and teaching) and the ‘how do we know’ (assessment) of CfW. Nearly 200 practitioners attended from over a third of schools across the region. 8 schools and clusters from the region led high-quality workshops, sharing their emerging practice. These workshops were focused on progression, cluster working, Welsh and the cross-curricular skills. Recordings were made of all sessions and these will be made available to all on the CSC website in the autumn term.

This conference built upon the success of CSCs virtual CfW conference June 2022 which saw over 8700 views of the materials by delegates across the live and on demand period), Recordings and materials from this latest conference will be made available through the CSC website during the autumn term 2023 for all schools to access asynchronously.

CSC facilitates over 60 regional networks across all areas of the curriculum. Over 1260 practitioners and school leaders from many schools (89%) across the region have participated in these networks.

CSC 'Leaders of Curriculum' network meetings were launched in October 2022 focusing on strategic oversight and development planning related to curriculum design, assessment, teaching and learning. To date 249 leaders and practitioners from the region have engaged in this network.

Since the launch of the national CfW PL programme, modules have been accessed by over 6,000 practitioners across Wales through a combination of engagement with live sessions and asynchronous recordings.

50 schools across the region attended CfW drop-in sessions, engaging in specific support and guidance to meet their emerging needs.

During 2022/23, 45 funded collaboration projects were facilitated by CSC across nearly all curriculum areas, with 696 practitioners from across the region participating. Projects included:

- Developing approaches to embedding Welsh history, including Black, Asian and Minority Ethnic History, within Humanities
- Voice 21: Oracy
- Physical development in the early years
- Promoting positive mental health and emotional well-being
- Using the EPI approaches to support curriculum design for International Languages
- Developing a responsive mathematics curriculum
- Using computation and computer science to develop scientific thinking skills
- Embedding digital skills across the curriculum.

The CSC CfW monthly newsletter provides bite-sized up-to-date information and guidance for schools. The newsletters have received over 13,300 views since launching in April 2021.

Since 2021, CSC has hosted an online CfW Community area. This collaborative space is used by CSC and schools to share information and resources. There are currently almost 1700 members of this community.

Since April 2022, over 150 staff from schools have completed or are currently enrolled on the National Coaching and Mentoring Programme. A further almost 100 delegates have attended the region programme. 66 staff have taken their training further by undertaking a formal qualification and 82 are undertaking ILM Level 3, 5 or 7.

Bespoke support

Between April 2022 and June 2023, the CSC curriculum and professional learning team received the following requests for bespoke support related to curriculum, teaching and/or assessment.

- Individual school requests = 617
- Cluster requests = 92
- Other groups of schools' requests = 9
- Total requests = 721

This represents over 140 (>40%) schools in the region requesting bespoke support from CSC.

Areas	Individual school	Clusters	Other groups of schools	Total requests
Curriculum for Wales*	70	20	0	90
Pedagogy/teaching	15	1	0	16
Foundation learning	38	0	1	39
Cymraeg development and/or PL	107	1	1	109
Expressive Arts	22	8	1	31
Health & well-being	9	9	1	19
Humanities	38	14	3	55
Languages, literacy & communication	198	24	0	225
Mathematics & numeracy	67	8	2	77
Science & technology	16	6	0	22
Digital learning	37	1	0	38
Total	617	92	9	721

*Includes: curriculum design; progression; cohesion; assessment; cross-cutting themes, integral skills.

Progress of schools

○ Primary schools

All nursery, primary and all-age schools across the region have designed, developed and implemented a curriculum considering the Curriculum for Wales framework and the needs of all learners. The curriculum in all these schools will be kept under review and further developed and refined through a range of activities within the school's self-evaluation cycle.

All of these schools have published their curriculum summary, and nearly all have developed transition plans with their cluster.

Between April 2022 and June 2023:

- nearly all nursery, primary and all-age schools engaged with CSC professional learning opportunities related to curriculum
- CSC received 890 bespoke support requests related to curriculum and/or teaching and assessment in primary schools, either as an individual school and/or cluster or other group of schools. This represents 83% nursery or primary schools across the region
- CSC received 21 bespoke support requests related to curriculum and/or teaching and assessment in all-age schools either as an individual school and/or cluster or other group of schools. This represents 86% all-age schools across the region.

Areas	Nursery/primary schools	All-age schools
Curriculum for Wales*	148	3
Pedagogy/teaching	19	0
Foundation learning	31	3
Cymraeg development and/or PL	81	3
Expressive Arts	81	2
Health & well-being	72	0
Humanities	124	1
Languages, literacy & communication	166	4
Mathematics & numeracy	90	3
Science & technology	41	1
Digital learning	37	1
Total	890	21

*Includes: curriculum design; progression; cohesion; assessment; cross-cutting themes, integral skills.

○ **Secondary schools and PRUs**

● **Schools who have implemented CfW from September 2022**

2 Pupil Referral Units (PRUs) and 27 secondary schools (54%) across the region have implemented CfW from September 2022. All have designed, developed, and implemented a curriculum for Year 7 considering the CfW framework and the needs of all learners. They are also designing, planning and trialling a curriculum with a view to year-on-year roll-out.

These schools are further developing their approaches to curriculum, teaching and assessment as appropriate to their school vision, ensuring they are meeting the needs of their pupils in supporting learner progress. During this academic year they have refined their Year 7 curriculum as part of their school's self-evaluation processes to inform the design, planning and development of the curriculum to be rolled out to Year 8 September 2023.

● **Schools who will be implementing CfW from September 2023**

All of these schools have been designing and trialling a curriculum for Years 7 and 8 for implementation in September 2023. During the summer term of 2023 each of the governing bodies (management committee in the case of the PRU) formally adopted their respective curricula and curriculum summaries were published.

Between April 2022 and June 2023:

- nearly all secondary schools, and PRUs engaged with CSC professional learning opportunities related to curriculum
- CSC received 118 bespoke support requests related to curriculum and/or teaching and assessment in secondary schools either as an individual school and/or cluster or other group of schools. This represents 98% secondary schools across the region
- CSC received bespoke support requests related to curriculum and/or teaching and assessment for 4 out of the 5 PRUs in the region.

Areas	Secondary schools	Special schools/PRUs
Curriculum for Wales*	23	3
Pedagogy/teaching	1	0
Foundation learning	0	0
Cymraeg development and/or PL	5	2
Expressive Arts	13	0
Health & well-being	10	2
Humanities	17	2
Languages, literacy & communication	20	3
Mathematics & numeracy	15	2
Science & technology	9	1
Digital learning	5	2
Total	118	17

Intent

CSC professional learning opportunities to support schools with progression and assessment are varied and continually considered to meet the needs of schools as they design and deliver a curriculum that meets the needs of their learners and enables all learners to make progress along the 3-16 continuum. CSC professional learning events are evidence informed and promote national messaging related to assessment and progression.

The offer includes PL events, programmes and networks (regional and national) which increasingly focus on schools sharing their emerging practice. A wide variety of resources are also available to support schools in assessment and progression including poster packs, newsletters, podcasts, blogs and vlogs. All these PL resources are available asynchronously and easily accessible by all schools.

The 'Leaders of Curriculum' network provides a collaborative community for school leaders and focuses on strategic support for curriculum design, delivery, progression and assessment. Opportunities are provided for leaders to receive guidance, and to reflect on their practices. Also, for schools to share their emerging practice and approaches to progression and assessment.

An assessment poster pack focused on all aspects of assessment within CfW with links to further guidance and research embedded is available for all schools.

The CSC Areas of Learning and Experience progression maps that were co-constructed with schools are available for all schools to use.

CSC works in partnership with the cross-regional group on the national CfW PL programme. This has included a recently developed module on 'Assessment and Progression' focussing on understanding of the framework and guidance in relation to mandatory and statutory duties, and the sharing of emerging practice with video case studies from schools across Wales.

CSC has available expertise to support all disciplines, subjects and Areas through the CSC curriculum and professional learning team and/or school-based lead practitioners.

Implementation

What's working well

- Professional learning – Nearly all schools and PRU's in the region have engaged with universal support through PL opportunities related to curriculum design, development, assessment and progression. One such event, CAMAU: Progression and assessment was informed by the 'Assessing for the Future' resource and workshops developed by CAMAU. There were over 150 attendees and the supporting resources and recording have been accessed over 650 times. Research from the four phases of the Camau i'r Dyfodol project will continue to inform our professional learning offer for progression.
- Sharing practice – A number of schools across the region have shared their emerging practice in curriculum design, development, progression and assessment with other schools through regional conferences, programmes and networks. Also, through PL resources, e.g., podcasts, blogs and vlogs. All these PL resources are available asynchronously and easily accessible to all schools.
- Bespoke cluster support – 27 clusters (47%), totalling over 200 schools, have been supported with their cluster collaborations as they develop a shared understanding of progression to support their curriculum design, planning and development along the 3-16 continuum.
- AoLE progression maps – These co-constructed resources have been used extensively by schools as they provide a starting point for discussions at school and cluster level regarding progression and curriculum sequencing.
- Regional networks – Over 175 leaders have engaged with the 'Leaders of Curriculum' network meeting, providing a collaborative community with strategic support and curriculum development planning for school leaders related to curriculum design, delivery, progression and assessment.
- Regional School Improvement Groups (SIGs) – A majority of schools across the region are also collaborating on CfW with schools from their sector across local authority areas. Many of these self-facilitating SIGs are focusing on progression.
- Assessment poster pack – This resource, focused on all aspects of assessment within CfW, has been viewed over 4,500 times.

Challenges

- Planning for learner progress using the principles of progression.
- Pressures on secondary schools not being able to release subject specialists to support cluster working on progression due to their need to prioritise current examination classes.
- Understanding of disciplinary progression as an approach to the planning of authentic links and connections within and across Areas.
- Concerns over tracking systems and data to use and track progress of learners, particularly for the transition between Year 6 and Year 7. This is more of a concern with larger clusters (of 10 or more schools) who have previously relied on quantitative data for tracking due to lack of time to consider individual qualitative learner data.
- Understanding of assessment in CfW with regard to summative assessment.
- Concerns over schools developing purposeful assessment practices to ensure progression of individual and groups of learners, including formative assessment processes.
- The need to publish a shared understanding of progression document has been perceived as an additional burden for a number of schools. Reassurance has been given to schools, following WG guidance, that this does not need to be an additional plan and can be included in other relevant school/cluster plans, e.g. transition plan, school development plan.

Cluster working

Intent

Supporting collaboration across clusters continues to be a priority. A wide range of support is provided to enable primary and secondary leaders and teachers to engage in regular professional dialogue and to identify common priorities for the learners within their locality. This includes bespoke professional learning and support available to all clusters from the CSC curriculum team to meet their specific improvement needs.

All clusters receive £1.5k additional funding for a 'cluster convenor' to act on behalf of the cluster in coordinating and evaluating their cluster collaboration.

All schools continue to receive collaboration funding to support clusters to work together effectively on curriculum realisation.

Implementation

Cluster working has developed considerably during the course of the 2022-2023 academic year. Nearly all schools across the region are engaging in cluster working, with nearly all of these collaborating on school improvement activities related to curriculum realisation.

The CSC curriculum team have supported 27 clusters focused predominantly on developing a shared understanding of progression in all disciplines, subjects and Areas across the 3-16 learning continuum. This includes deepening practitioners' knowledge and understanding of:

- the Curriculum for Wales model, framework and guidance
- developing practitioners' awareness and understanding of a wide range of curriculum design models and approaches
- mentoring and coaching for school and cluster leaders in consideration of how to align chosen approaches to each cluster vision for curriculum
- supporting individual schools to accurately identify and prioritise school needs, assimilating those with cluster needs and priorities.

Over one third of schools in the region have a trained trainer in coaching and mentoring who can lead this professional learning for the cluster as desired.



Challenges

- Schools' ability to provide the appropriate time and space for practitioners to collaborate to develop a shared understanding of progression. This due to capacity issues, quality and availability of supply cover, and budget restraints to release staff.
- Some clusters function in more challenging circumstances where transition of pupils is from a very large number and geographical spread of primary schools, e.g., Church-in-Wales.
- A very few need to further develop relationships and understanding between secondary practitioners and primary colleagues in relation to the 3-16 learning continuum.
- Secondary schools not being able to release subject specialists to support cluster working due to their need to prioritise current examination classes.

Examples of effective cluster working

○ Radyr Cluster, Cardiff

The Radyr cluster have been working in partnership to ensure a well-planned and purposeful curriculum across the 3-16 continuum. The schools within the cluster have a shared vision of Curriculum for Wales, which informs the development of their curriculum and enables them to offer the best opportunities for their learners. In their cluster INSET day, CSC were able to facilitate discussions to ensure breadth and depth of understanding within the Areas and to support practitioners agree the 'non-negotiables' for the cluster.

○ Corpus Christi, Cardiff

Very effective collaboration has been developed across the Corpus Christi Catholic High School cluster. The cluster have developed approaches to curriculum design and progression and pedagogy. They are currently considering cluster approaches to assessment. They have undertaken considerable work on progression in LLC: English. Much of this work has been supported by the CSC curriculum team.

The recent (March 23) Estyn inspection of Corpus Christ Catholic High School stated: *'In collaboration with its partner primary schools, the school has developed a clear vision for the development of Curriculum for Wales. The importance of good teaching and subject knowledge is at the core of this vision and leaders are developing valuable learning opportunities for pupils.'*

○ Ferndale Cluster, RCT

The Ferndale cluster INSET day, allowed practitioners from across the cluster to deepen their knowledge and understanding of the Curriculum for Wales framework. The day provided the opportunity for practitioners across the schools to network and collaborate, allowing meaningful discussions to take place within all the Areas. This day was facilitated by the CSC curriculum team. The cluster are continuing their collaborative work, supported by CSC Area Leads, and will participate in further discussions to ensure practitioners can collectively plan and deliver a high-quality curriculum for all learners.

- **YGG Llangynwyd, Bridgend**

All schools in the cluster have worked in partnership on curriculum design and developing a shared understanding of progression. They have collaborated on developing a cluster continuum and a focus on high-quality teaching, prioritising professional learning and dialogue involving all staff as key. The CSC curriculum team have supported the cluster in this.

The recent (March 23) Estyn inspection of YGG Llangynwyd stated: *‘Staff work beneficially with staff in the partner primary schools to ensure progression for pupils.’*

- **Porthcawl Cluster, Bridgend**

The Porthcawl cluster joined together for an INSET day to help them consolidate their understanding of the Curriculum for Wales framework and further develop a shared understanding of progression within the cluster. The day allowed practitioners to secure a deeper understanding of the framework within each of the Areas and identify the concepts and big ideas. Practitioners began their discussions on agreeing ‘non-negotiables’ within the Areas. The schools within the cluster are committed to continuing their work on curriculum planning with the support of CSC Area Leads, to ensure the development of a high-quality curriculum for all learners.

Schools in receipt of most need of support

Intent

As detailed on page 2, information and intelligence on the preparations for and implementation of Curriculum for Wales in all schools in the region is gathered in a variety of ways by CSC. If from this information there are concerns on the progress of a school, or on a particular aspect of their curriculum realisation, targeted support will be planned and implemented to meet the needs of the school and monitor and report on their progress. This support is intended to restore the schools' capacity to be self-improving.

Implementation

Currently across the CSC region there are 4 schools in Estyn review, 2 schools requiring significant improvement and 6 schools in special measures.

A further 33 schools receive 'enhanced monitoring'. This regional intervention is where schools are identified as at risk of a concern or are causing a concern. Additional support and monitoring are planned and implemented to meet the needs of the school.

For these schools where there are concerns related to curriculum realisation, targeted bespoke support is carefully scoped, planned and implemented by the CSC curriculum team in partnership with the Improvement Partners and school leaders. Opportunities to review the impact of the support is included within all plans which are adapted accordingly in response to identified need.

Examples of targeted bespoke support:

- **Primary school in Merthyr**

The school's Estyn inspection in November 2022 identified that the school was in need of significant improvement. A robust support plan was created that targeted the areas of improvement for curriculum, teaching and learning. Professional learning for senior leaders and practitioners that focused on curriculum design and development was planned. This PL was delivered through INSETs and twilight sessions, bespoke specialist support from CSC Area Leads and the curriculum team, and asynchronous professional learning resources. Through participation in professional dialogue, senior leaders were expertly coached and mentored to support them to enact change and make improvements following this PL.

Leaders received support from CSC Area Leads to plan sequenced learning by selecting curriculum content from within and across Areas that meet the needs of their learners and enables progression along the continuum. Clear actions and timescales were given for leaders to disseminate key messages and work alongside practitioners as they planned and designed their curriculum.

As a result of the support, the quality and coherence of the school's curriculum has improved and school leaders and practitioners have an improved understanding of how to plan with clearer progression of knowledge, skills and experiences.

- **Primary school in Cardiff**

This school was placed in enhanced monitoring in 2022 and support for the school for curriculum design and development was brokered by the school's Improvement Partner with the CSC curriculum team.

Clear areas of development to support the school with curriculum realisation were identified through a scoping meeting with the Acting Headteacher and School Improvement Partner and a support plan was drawn up to meet the needs of the school.

Support was provided through whole school INSET days, meetings with senior leaders and Areas leads. Specialist support for all Areas of the curriculum, including RSE and RVE, was delivered by CSC Area Leads and curriculum advisors.

Initially the professional learning for leaders and practitioners was focused on consolidating an understanding of the CfW framework, the principles of curriculum design and developing a shared understanding of progression. This support was built on by the CSC Area Leads who worked closely with the school leaders and practitioners to deepen their understanding of the Areas and guide the development of curriculum content using the statements of what matters to select appropriate knowledge, skills and experiences and sequence them to enable learner progression.

Overall, the quality of the curriculum has improved, and practitioners are developing an improved understanding of progression across the learning continuum. The majority of staff have improved their planning with clearer progression of knowledge, skills and experiences.

Impact – The 8 contributory factors

Welsh Government’s ‘School improvement guidance: framework for evaluation, improvement, and accountability’ includes eight contributory factors, each describing the key attributes that schools successfully realising the curriculum will possess.

‘These [contributory factors] describe the factors that support reform and which, where absent, are likely to act as barriers to success. The factors cover learner progress and the curriculum itself, as well as wider processes and priorities.’

(Welsh Government, 2022)

Successful curriculum realisation will be supported by schools:

1. Enabling all learners, and in particular those from disadvantaged backgrounds, to progress along their own learning pathway and raise their aspirations to achieve their full potential; allied to a range of assessment approaches to understand and support this progress.
2. Co-constructing a curriculum, in line with the Curriculum for Wales Framework, which promotes a broad range of knowledge, skills and experiences (including social and interactional experiences) with a clear understanding of why these matter.
3. Ensuring the school environment supports learners’ and practitioners’ well-being.
4. Supporting practitioners’ understanding of what works in curriculum design by investing in the enquiry and pedagogic skills of all staff.
5. Enabling ambitious professional learning for all practitioners in a school dedicated to being a learning organisation.
6. Embedding reflection, self-evaluation and improvement within schools, with good school leadership as a pre-condition for that.
7. Being at the heart of their communities - building better relationships between schools and families, communities and employers, to support and promote educational achievement and excellent employment, next steps education and training.
8. Listening to children and young people as they engage with their learning and supporting them in achieving their aspirations.

As detailed on page 2, a wide variety of information and intelligence is used by CSC to consider the progress of schools’ realisation of Curriculum for Wales. Pages 21 and 23 consider this information and intelligence in relation to the 8 contributory factors. **Also, please note the comments on page 2 regarding the impact of ASOS and managing workload and bureaucracy on reporting the progress of schools in curriculum realisation during spring and summer 2023. Therefore, the following information is only based on schools who rolled-out CfW from September 2022 and completed the surveys.** As a result, we are unable to report progress between autumn 2022 and summer 2023 in relation to these factors in schools across the region.

Enabling all learners, and in particular those from disadvantaged backgrounds, to progress along their own learning pathway and raise their aspirations to achieve their full potential; allied to a range of assessment approaches to understand and support this progress.

- 20% of schools state they have developed a curriculum that fully enables all learners to progress in the ways described in the principles of progression with a further 68% acknowledge they still have minor areas to further develop in this.
- Only 9% of schools state they have fully developed assessment approaches, with 72% stating they have only minor areas to further develop in their approaches.
- 17% of schools state they have fully developed tracking systems to monitor the progress of pupils with a further 67% stating they have minor areas to further develop in relation to tracking.
- In relation to enabling learners from disadvantaged backgrounds to make progress and raising their aspirations, 48% of schools state they had engaged with the CSC Enabling Equity and Excellence document; of those, all state they are using it to support school improvement.

Co-constructing a curriculum, in line with the Curriculum for Wales Framework, which promotes a broad range of knowledge, skills and experiences (including social and interactional experiences) with a clear understanding of why these matter.

- All schools who have implemented CfW have published their curriculum summaries.
- 96% of school state they have implemented curriculum and assessment arrangements to comply with the mandatory requirements of CfW. 71% of schools state they have minor areas to develop related to the mandatory elements.
- 32% of schools state they have fully developed their curriculum to promote a board range of knowledge, skills and experiences, with a further 59% stating minor areas to develop in this.
- 81% schools state that they are progressing with curriculum design and development as a cluster. 60% state that they are collaborating with other schools in their local authority and 45% with other school across the CSC region in the development of their curriculum.
- 83% of schools state that they are engaged with CSC regional networks to support their curriculum development, with 37% stating they are engaged with national networks.

Ensuring the school environment supports learners' and practitioners' well-being.

This contributory factor will be a focus during 2023/24.

Supporting practitioners' understanding of what works in curriculum design by investing in the enquiry and pedagogic skills of all staff.

- 67% of schools state they are working within their cluster on developing high quality teaching.
- 83% of schools state that their school is engaged in enquiry.

Enabling ambitious professional learning for all practitioners in a school dedicated to being a learning organisation.

- 34% of schools state they have completed the SLO survey, and this has informed their self-evaluation, with a further 35% of schools stating that they are developing the dimensions of SLO but not using the SLO survey.
- 97% of schools state their staff are engaging with the National Professional Learning Entitlement.
- 84% of schools state that coaching and mentoring is being used to support the PL and development of all staff.

Embedding reflection, self-evaluation and improvement within schools, with good school leadership as a pre-condition for that.

- CSC improvement partners support all schools with their improvement processes.
- 61% of schools state they are involved with self-evaluation and improvement activities with colleagues beyond their schools.

Being at the heart of their communities - building better relationships between schools and families, communities and employers, to support and promote educational achievement and excellent employment, next steps education and training.

- 91% of schools state they have either fully developed and/or have minor areas to further develop in terms of engagement with parents/carers.
- 84% schools state they have either fully developed and/or have very minor areas to improve in relation to engagement with the wider community, including employers and trainers.
- 72% of schools state they have worked with their cluster on transition planning.

Listening to children and young people as they engage with their learning and supporting them in achieving their aspirations.

- 38% of schools state they have fully developed systems and processes in place for listening to learners with a further 53% stating they have only minor areas to develop in this.