

## Curriculum for Wales update for Cardiff – January 2023

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### 1. Context:

Information on all Central South Consortium (CSC) schools' preparations for and implementation of Curriculum for Wales (CfW) is gathered in a variety of ways. These include discussions during school visits; analysis of progress against school improvement priorities; evaluation of professional learning (PL) and bespoke support; regional networks; surveys and focus groups. This information is used effectively for knowledge, development, and evaluation within the region - such as the evaluation and further development of PL and support for schools; reporting to Welsh Government, local authorities, and CSC governance groups; and to inform CSC self-evaluation and business planning.

All CSC schools have:

- a named Improvement Partner(IP) who provides ongoing support for all areas of school improvement including CfW.
- access to a comprehensive professional learning offer to support all elements of CfW that aligns to the '[Curriculum for Wales: the journey to curriculum roll-out](#)' and is responsive to local, regional and national needs.
- access to specific PL opportunities related to pedagogy, curriculum design, development, progression, and assessment.
- access to bespoke support for the development of CfW and other school improvement priorities.

Nearly all schools:

- are continuing to develop a good understanding of the CfW framework including the four purposes, the statements of what matters and the mandatory elements.
- have reviewed their vision, values and behaviours to support curriculum realisation.
- continue to review and develop curriculum design models suitable to their school vision.
- continue to review and develop their approaches to assessment and supporting learner progress.
- 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.

#### **CSC Professional Learning Opportunities:**

Between April and November 2022, 4379 practitioners from 90% of schools across the region engaged in PL events, programmes, networks, and conferences focused on curriculum, teaching and learning. This includes 1443 practitioners from Cardiff.

CSC facilitates over 50 regional networks across all areas of the curriculum with over 1000 practitioners and school leaders from many schools (82%) across the region participating. This includes 367 practitioners from Cardiff, representing many (71%) Cardiff schools.

45 funded collaboration projects have been established across nearly all curriculum areas with 423 practitioners from across the region participating. Over 70 lead practitioners (LPs) from schools across the

region work with the CSC curriculum and professional learning team to support curriculum, learning and teaching within the self-improving system. Of these 25 are from Cardiff.

In the same period, the CSC curriculum team and/or LPs provided bespoke support to 152 schools across the region related to CfW. This represents 45 schools in Cardiff.

Since May 2022, half termly drop-in sessions, in all local authority locations across the region have been created to further support schools in their work on curriculum and assessment design. 50 schools across the region have participated in these up to December 2022. Of these 10 are from Cardiff.

In June 2022, CSC hosted a virtual CfW conference with record numbers of engagement. Over 8700 resources were accessed by delegates across the live and on demand period with over 2000 of those focused specifically on curriculum design. Data shows that whilst the conference webinars were viewed over 3600 times, these materials continue to be accessed by a significant number of visits to the CSC website. Whilst only a few respondents felt either confident or very confident about curriculum design before accessing the conference, a majority (69%) felt either confident or very confident about curriculum design after accessing the conference.

The national programme of PL for CfW was refined and relaunched in September 2022 with CSC as a key partner in its design, delivery and evaluation. CSC 'Leaders of Curriculum' network meetings were launched in October 2022 with almost 100 school practitioners engaging with strategic oversight and development planning related to curriculum design and delivery. CSC CfW monthly newsletters have received over 9000 views since launching in April 2021. Total members subscribed to the CSC CfW online community is now almost 1700.

### **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. Nearly all these schools have published their curriculum summary and engaged with PL opportunities related to CfW. Many of these schools (75%) engaged with the CSC virtual Curriculum for Wales conference. This includes 99 from Cardiff.

Some of these schools have shared their practice with other schools through regional PL opportunities. Between April and November 2022, half of all these schools across the region received bespoke support that includes support across areas of CfW.

### **PRU and Secondary Schools:**

One PRU and ten secondary schools in Cardiff have designed, developed, and implemented a curriculum for Year 7 considering the Curriculum for Wales 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.

All these schools are implementing and further developing their approaches to curriculum, teaching and assessment suitable to their school vision, and ensuring they are meeting the needs of their pupils in supporting learner progress. In addition, they continue to refine their Year 7 curriculum within the school's self-evaluation processes. This will inform the design, planning and development of the curriculum in Year 8.

CSC provides collaboration funding to facilitate a regional network for all special schools and PRUs to work together on shared priorities related to CfW. Between April and November 2022, around half of these schools received bespoke support for CfW.

1 PRU and 8 secondary schools in Cardiff are designing, developing and trialling a curriculum for Year 7 and 8 for implementation in September 2023. This is with consideration the of CfW framework and the needs of all learners.

### **Cluster collaborations:**

Most clusters across Cardiff are collaborating effectively on CfW. Of these, nearly all are focusing on developing a shared understanding of progression to support their curriculum design, planning and development along the 3-16 continuum. A majority are collaborating on the Areas of Learning and Experience (Areas), teaching, leadership and well-being. A few clusters across the region have shared their emerging practice with other schools through regional PL. A very few need to further develop relationships and understanding between secondary practitioners and their cluster primary colleagues in relation to the 3-16 learning continuum. Primary colleagues report the challenge of secondary schools releasing subject specialists to support cluster working due to their need to prioritise current examination classes.

To address these challenges, CSC provides collaboration funding to all schools to enable clusters to work together. CSC also has available expertise to support all disciplines, subjects and Areas through the CSC curriculum team and/or school-based lead practitioners.

Between April and November 2022, 30 clusters and three other groups of schools in the region received bespoke support. Of these four groups of schools received bespoke support in Cardiff.

Many schools in the region are also collaborating on CfW with schools from their sector across local authority areas. These self-facilitating school improvement groups (SIGs) are predominately focusing on progression, teaching, leadership and well-being.

## **2. School improvement guidance - contributory factors:**

Welsh Government states the overarching purpose of school improvement as being ‘to help schools give learners the best possible learning experiences and outcomes, whatever their background or circumstance, in order to achieve high standards and aspirations for all.’ (Welsh Government, 2022). The [School improvement guidance framework for evaluation, improvement, and accountability](#) supports that objective by setting out a framework for evaluation, improvement and accountability that will deliver sustainable school improvement and drive behaviours and practices required by CfW.

To support schools to navigate this new context, Welsh Government has set out contributory factors, describing the key attributes that schools successfully realising the curriculum will possess. ‘These describe the factors that support reform and which, where absent, are likely to act as barriers to success.’ (WG, 2022).

**‘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.’**

Evidence from all primary schools and the secondary schools across Cardiff who have chosen to roll-out September 2022, shows:

- A few schools (15%) state their curriculum fully enables all learners to progress in the ways described in the principles of progression; whilst a majority have minor areas to further develop related to this. A few (21%) acknowledge that they have a number of areas to further develop in relation to embedding the mandatory principles of progression
- 71% of Cardiff schools state that they have fully developed assessment approaches and/or have some minor refinements to understand and support pupil progress.
- A majority of schools (66%) have strong progress in relation to tracking, they have fully developed systems that monitor pupil progress; a very few schools (3%) are making good progress with only minor areas to further develop whilst a minority (31%) in Cardiff state themselves as having further work to develop in this area.
- Many (75%) schools stated they had engaged with the CSC Enabling Equity and Excellence document. Of those, 50% stated the document had increased their understanding of equity and excellence in the school and that it was being used to support school improvement conversations.

The CSC Curriculum and Professional Learning (C&PL) team offer professional learning and bespoke support for schools in developing assessment approaches to understand learner progress. Support is also available from each school’s IP to understand how the [CSC Enabling Equity and Excellence](#) document can underpin their approach to raising aspirations for learners.

**‘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 Cardiff primary schools, and those secondary schools who rolled-out September 2022, have published their curriculum summaries.

Evidence shows:

- 94% of Cardiff schools are meeting all mandatory requirements and/or have identified some minor refinements. A majority of these relate to further developing Religion, Values and Ethics (RVE) and Relationships and Sexuality Education (RSE). A minority of schools acknowledge that they have a number of areas to further develop.
- Many schools (70%) have further minor work to do in ensuring their curriculum promotes a broad range of knowledge, skills and experiences, whilst few (22%) state they have fully developed this aspect.

Schools with significant additional work to do in meeting the mandatory requirements are either currently receiving or have been identified to receive bespoke support from CSC C&PL team.

- Many Cardiff schools (88%) state that they are progressing with curriculum design and development as a cluster. A minority (41%) further state that they are collaborating with other schools across the CSC region in addition to their cluster curriculum development.
- A majority of Cardiff schools (65%) are engaged with their SIG. Nearly all of those schools state the SIG work is aligned to their school development plan (SDP).

- Nearly all schools state they are engaged with networks which support with curriculum and assessment design. Many (76%) of Cardiff schools are engaged with CSC regional networks.

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

- Evidence shows that many (71%) schools across Cardiff are working within their cluster on developing high quality teaching (pedagogy); of those, a minority (37%) are also developing this with other schools across the CSC region.
- All schools are encouraged to consider enquiry approaches as part of their curriculum development and review. 66% report that they have fully or mostly embedded approaches to enquiry within their school.

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

- Across Cardiff, many (73%) schools state their staff are engaging with professional learning in line with the National Professional Learning Entitlement. Many (83%) also state coaching and mentoring is being used across the school to support the professional learning and development of all staff.
- A third of schools reported having completed the Schools as Learning Organisations (SLO) survey on Hwb for this academic year. Of those schools yet to complete, a majority reported that they would be completing later in the academic year.

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

- Evidence shows that around half (48%) of schools in Cardiff are making good progress in embedding self-evaluation processes with a minority (43%) making very good progress. A very few (9%) acknowledge that they have a number of areas to further develop in relation to reflection, self-evaluation and improvement, all of which are being supported by their improvement partner.
- Around half (55%) of schools stated that they are engaged in self-evaluation and improvement activities with colleagues beyond their school.

**‘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.’**

Evidence shows that:

- Most (94%) schools in Cardiff state that they have very good engagement with parents/carers; very few (6%) identify they have further work to do in developing this.
- Many schools (89%) state they have fully developed (or have very minor areas to improve on) in relation to engagement with the wider community. Few (11%) acknowledge that they have areas to improve on to further engage the community, in particular employers and trainers.
- Many (75%) schools in Cardiff have effective transition plans in place and/or have some minor planned refinements. The remaining schools have identified additional development for this area.

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

- Evidence shows that around a half of Cardiff schools have well developed systems and processes for listening to learners whilst the remainder have minor areas relating to this that they intend to further develop.

### **3. Next steps**

CSC continues to work with all schools across the region in relation to the development and ongoing refinement of curriculum. This includes:

- The Improvement Partner working alongside their schools to identify improvement priorities and to broker the appropriate bespoke support and/or professional learning opportunities.
- The Curriculum and Professional Learning team continuing to provide an agile response to the needs of schools across the region. This includes support for ongoing refinements in individual schools and clusters and signposting the evolving availability of professional learning opportunities.
- Bespoke support available to all schools across the region where required
- Our evaluation strategies and ongoing dialogue with schools and local authorities continuing to inform the next steps in the provision of support for individual schools and clusters across the region.