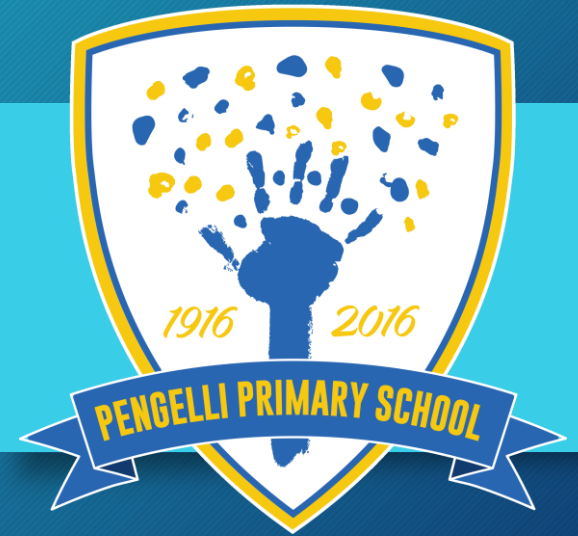


# DESIGNING OUR NEW CURRICULUM

PENGELLI PRIMARY SCHOOL



# THE CURRICULUM FOR WALES



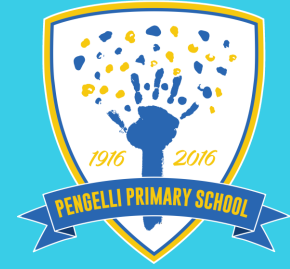
## Cyflwyniad i'r Cwricwlwm i Gymru Rhan 1

An introduction to the  
Curriculum for Wales  
Part 1





# WHERE AM I COMING FROM?

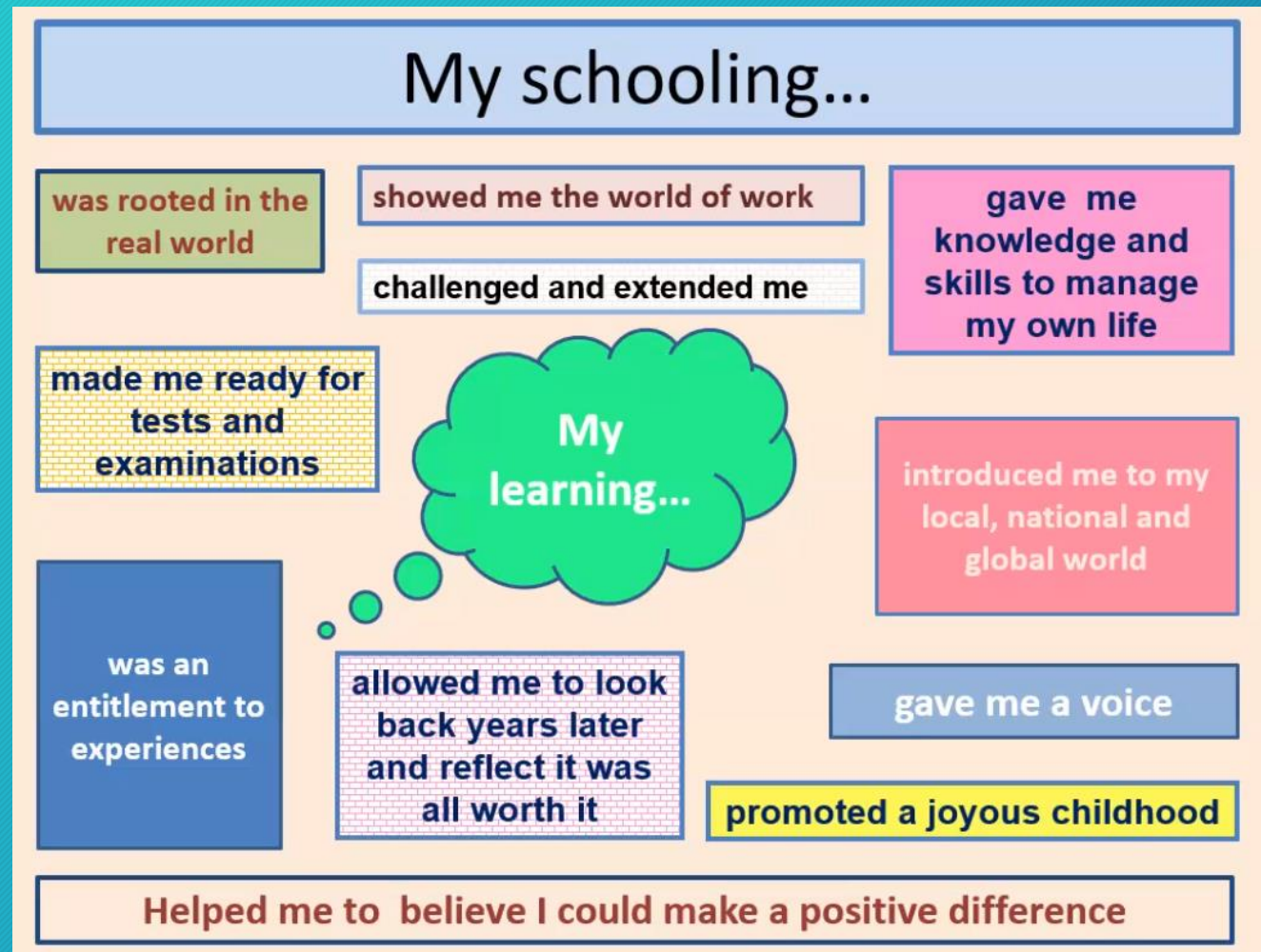
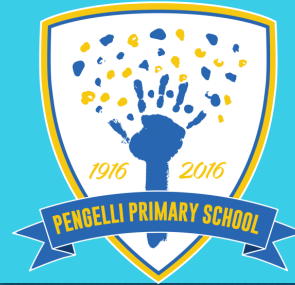


I believe that children should feel happy, safe and secure throughout their school lives. I genuinely believe that if this is not the case, they cannot achieve their true potential.

This has to be the starting point for all learning and we also have to accept that we are sometimes the only calm and reassurance in some children's lives.

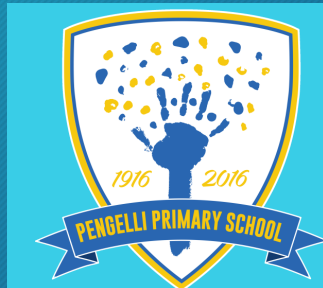
Helen Talaat

# HOW DO WE WANT FUTURE ADULTS TO VIEW THEIR SCHOOLING?





# WHAT DO YOU SEE IN YOUR CLASSROOM?



Mystified

challenged

excited



disaffected



bored

Stimulated

engaged



motivated

autonomous

disruptive

compliant

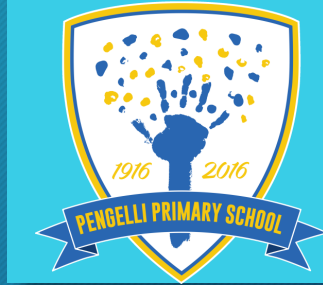
negative

responsible

disengaged



# BEFORE WE START - Myth Busters.



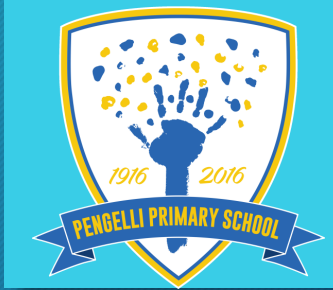
**Myth #1 - Nothing will really change - it can be delivered in the same way as we are doing now.**

- If it ain't broke, don't fix it? This is a common objection to doing something new. But, does something need to be completely broken before we look to improve, develop and reform it?  
The new curriculum for Wales is a different type of curriculum to our current one – built on the four purposes. Regardless of how effective you feel your current curriculum provision is, you will need to engage with what a purpose-led curriculum means for learners and consider your curriculum in the light of the 4 Purposes, the AoLEs, What Matters and Achievement Outcomes. This will mean more than simply retro-fitting these elements into the current understanding and ways of working. The new Curriculum for Wales framework is precisely that – a national framework, which can only be realised following school-based curriculum and assessment development. Moreover, it is vital that we understand that the term curriculum refers to all the learning experiences and assessment activities planned in pursuit of our agreed purposes of education.  
There will need to be change, for some settings more than others. Is it really going to be possible (or advisable) to have a new curriculum, new professional standards, new assessment and accountability arrangements, development of new qualifications, and the proposed Curriculum and Assessment (Wales) Bill, and yet not change anything in your setting at all?



## Myth #2 – This is a ‘skills’ curriculum.

In our work with schools and other education stakeholders there has occasionally been a misconception that the Curriculum for Wales is a ‘skills’ curriculum. In Successful Futures, Graham Donaldson has made it clear that a balance of knowledge, skills development and experiences are essential to ensure that our young people have a rounded education. Indeed, one look at the four purposes reveals that to be an ambitious, capable learner, ready to learn throughout their lives, learners need ‘a body of knowledge and have the skills to connect and apply that knowledge in different contexts’. Enterprising, creative contributors can ‘connect and apply their knowledge and skills to create ideas and products’. Ethical, informed citizens learners should be ‘knowledgeable about their culture, community, society and the world, now and in the past. Within the planning for learning section of our new curriculum there is a detailed explanation of the knowledge, skills and experiences that are encompassed within each What Matters.



‘Disciplinary knowledge, or subject specific knowledge, continues to be an essential foundation for understanding, and a structure through which students can develop other types of knowledge. The opportunity to acquire disciplinary knowledge is also fundamental to equity.’ **OECD 2030 Future of Education and Skills Project**

## Myth #3 – There are no disciplines or subjects in the new curriculum

In addition to the above, there have been some interesting media headlines regarding the loss of a number of traditional disciplines from the curriculum framework.

Whilst the pioneers have sought to actively make links and connections between disciplines, the central constructs, essential knowledge and skills of key disciplines remain within the curriculum framework.

Indeed, there are many new subject areas in the curriculum – reflecting the changing world since 1988 – such as business studies, social studies and film and digital media. Each Area of Learning and Experience encompasses a range of subject areas – the subjects are not lost, they are grouped into areas of learning and experience, reflecting the desire for a more connected and less fragmented approach to learning.

In designing the curriculum, Pioneer Schools were always asking the question, how does the Area of Learning and Experience support the development of the four purposes in young people? Rather than how does the curriculum support a faithful study of disciplinary knowledge and skills? Evaluating different curriculum design approaches may be a good first step for teachers and school leaders.

A cross-curricular approach to developing the three cross curricular responsibilities of Literacy, Numeracy and Digital competence, as well as wider skills, also needs to be developed.



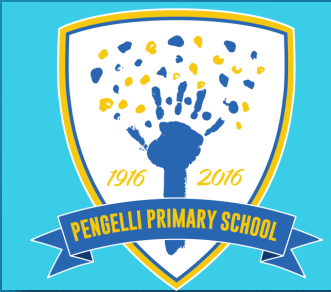
## Myth #4 – This curriculum should be learner-led

As in other areas of the debate surrounding the curriculum, there has often been discussion about the degree to which learners are involved in the direction of their learning. There has been a confusion the interests of children are the starting point for planning the school-level curriculum. Inversely, there are views that the curriculum should be sequenced and planned in forensic detail by teachers and leaders, with little or no involvement from children.

The intention of the design teams lies somewhere between these views. It is essential that our young people have a well-planned and structured curriculum with opportunities to learn across subject areas contained within (and across) the AoLE's. This should be developed in such a way to develop their knowledge and connect their learning (across Areas of Learning and Experience) to deepen their understanding, but also include a longer-term plan that maps out this learning in a logical and sequenced way.

However, it is also important that learners have a voice to shape the experiences and areas of inquiry that will help to ensure that their learning experience builds on their prior knowledge and experiences, providing them with an authentic and relevant curriculum.

The new curriculum should not be seen as a 'free for all' where anything goes. Teachers and support staff play a vital role in deciding which content should be studied and how best it should be taught, rooted of course in the 'What Matters' and KSEs. Students have a choice but within boundaries. Teachers make decisions on content/topics that ensure breadth and relevance with students having a voice within that. It would then make sense if curriculum was referred to as learner influenced rather than learner led.



## Myth #5 – This is a Curriculum-only reform

Whilst curriculum reform has gained most of the recent publicity, it needs to be remembered that the proposed changes to the curriculum sit within a broader series of wider education reforms, which are designed to make sure the curriculum is realized in schools, reforms that are coherent and have a common underpinning philosophy. In countries that have successfully implemented reform, a holistic approach has been taken to support change, with time and space given to embedding the changes across the system.

- A greater emphasis on school self-evaluation and improvement
- A pause in inspection (2020-2021),
- A National Approach to Professional Learning
- Professional Standards for Teaching and Leadership
- The Schools as Learning Organisations approach, which helps schools evaluate their position as Learning Organisations
- Changes to ITE provision to ensure new entrants in to the profession are better prepared to realise the new curriculum.
- A review and consultation on qualifications by Qualifications Wales,
- Additional Learning Needs reform



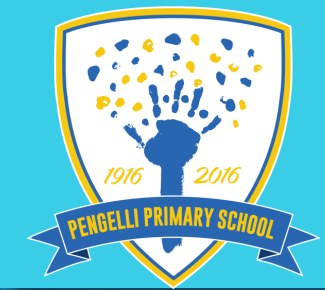
## **Myth #6– There will be no PE or competitive sports in the new Curriculum for Wales:**

Physical health is part of the Health and Wellbeing AoLE. One of the Health and Wellbeing What Matters is: “Developing physical health and wellbeing has lifelong benefits”. The narrative beneath this highlights “regular physical activity”.

Achievement outcomes for this What Matters include clear reference to physical activity and sport. This extract from the draft Achievement Outcomes at progression step 5 illustrates:

I can value the benefits of participation in regular physical activity and have the self-motivation to do so. I can proactively seek opportunities to develop my expertise in physical activity, in sport and physical health.

Some have noted that physical activity is only 1 what matters in one AoLE. It is a school-based decision as to how much time is timetabled for each AoLE – the curriculum does not dictate this. (It is also worth remembering that Dance is also a subject area in Expressive Arts AoLE.)

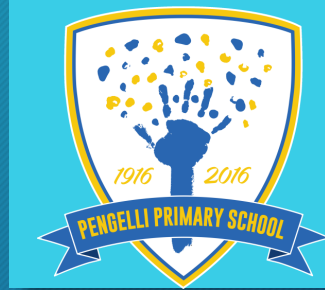
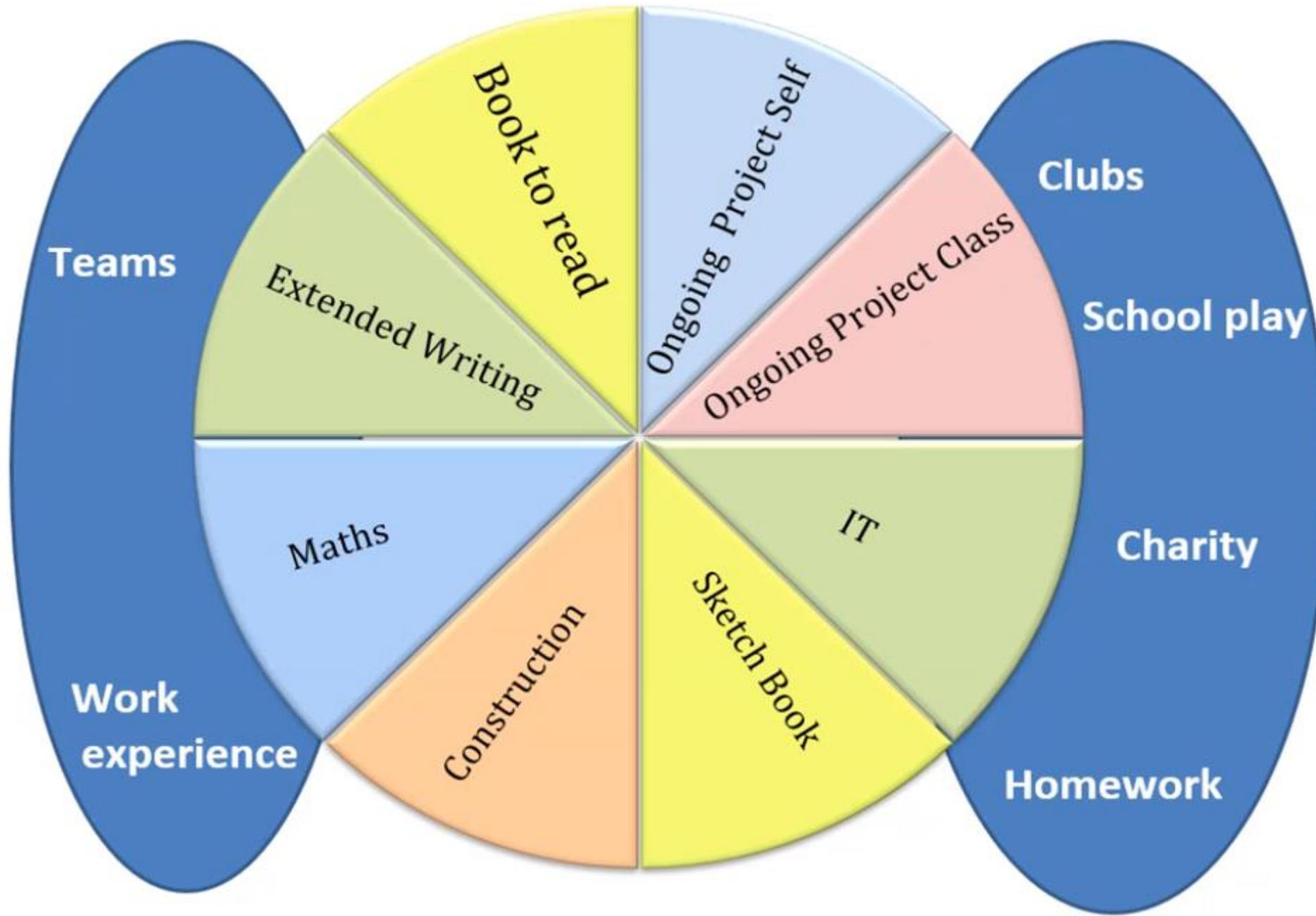


## **Myth #7 – Foundation phase pedagogies, (including continuous and enhanced provision) should be followed by older learners.**

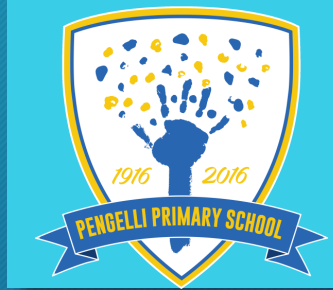
Chapter 5 of Successful Futures sets out 12 pedagogical principles that underpin the new curriculum. These are broad principles, designed to support school curriculum making and pedagogical development. What is absolutely clear is that a variety of pedagogical approaches should be explored by teachers.

Graham Donaldson stated that the Curriculum should build on the strengths of the Foundation phase, but this should not be interpreted to mean that foundation phase practices are to be replicated for all older learners. What it means is that lessons can be learned from the approach, but a careful consideration of the pedagogical choices across the continuum is needed to meet the needs of the AoLEs and learning.

## Continuous Provision : Key Stage 1, 2 and 3







## **Myth #8 Enquiry and project-based pedagogies will dominate**

As stated above, the curriculum for Wales encourages a wide range of pedagogical approaches. The Science and Technology and Humanities AoLE's each have What Matters linked to inquiry. These What Matters should not be confused with the more open ended, unstructured, enquiry-based learning pedagogical approaches. The What Matters in humanities refers to enquiry in humanities – historical enquiry, geographical enquiry, social studies enquiry etc. In Science and Technology, it is scientific experimentation, investigation and inquiry. Subject and domain-specific enquiry knowledge, skills and processes represent the methodologies that underpin these areas of learning.

## **Myth #9 – Every 'What Matters' should be covered in every topic, theme or unit.**

At the heart of this myth is the question of what actually is a What Matters? It's perhaps easier to say what they are not to start with. A What Matters is not a unit of work, it is not a topic area, it is not a discrete entity.

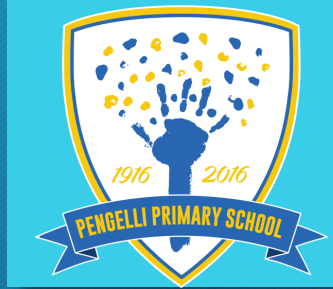
The idea of What Matters developed out of the 'big ideas' approach (see Prof. Wynne Harlen et al – Big Ideas in Science). The What Matters in an AoLE collectively represent the big ideas of that area – what are the main ideas of the AoLE that we want our young people to think about? But they are more than that – they are the things that *matter* for young people in Wales, the things that contribute to developing the 4 purposes.

So, the What Matters, together with the 4 purposes, should be the starting point in curriculum design. Learners should have a curriculum that allows them to progress in all of the What Matters at every progression step. But each progression step is 2-3 years, so not every What Matters needs to be being developed all of the time.



## **Myth #10 – We won't need to use the LNF and DCF as it will all be covered in the new AOLEs.**

Literacy, Numeracy and Digital Competence are cross-curricular responsibilities in the new curriculum, and are therefore the responsibility of all teachers and support staff across all AoLEs. The LNF and DCF are currently being updated to take account of the new curriculum. Both will remain as non-statutory guidance to support the development of literacy, numeracy and digital competence across the whole curriculum. So due regard must be given to the LNF and DCF in school-based curriculum design in all AoLEs.



## **Myth #11 The Achievement Outcomes are our new levels.**

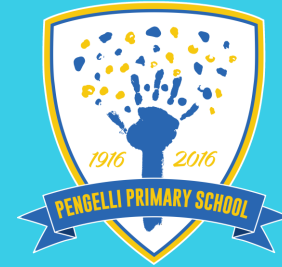
Achievement outcomes are different to levels. They represent the essential learning that needs to be taking place at these reference points, and should not be used as tick boxes or as a 'best fit' model. They should be the basis for curriculum planning and building an accurate picture of how learners are progressing across AOLEs and towards the four purposes. Achievement Outcomes are descriptions of learning, their focus should be formative, identifying where learners need support and what they should do next. Practitioners should continuously refer back to achievement outcomes in their curriculum and assessment planning.

### **Closing thoughts**

To conclude, the success of this (or any other curriculum) will depend upon teachers' ability to engage with and make sense of the framework and enact this within their own practice. This will require leaders in the system, within schools, regional consortia and HEIs to create the culture and climate in which teachers are supported to engage with the new curriculum. Teachers will need time, ready access to professional learning, and networks of support to engage with and make sense of what the new curriculum will mean for their learners. This starts with clear messaging and critical engagement about what the Curriculum for Wales actually is!



# SO WHERE DO WE START WITH OUR VISION?



Schools and practitioners should develop a vision for their curriculum considering the following.

What should we teach and why?

How should we teach it?

How will this support our learners to realise the four purposes?

This should be an ongoing conversation for the whole school and beyond, engaging with parents/carers and the wider community, including business, academia and public services. It should be informed by the school's values and ethos, as well as by its location and surroundings. However, it should retain an approach that is consistent with the learning set out in national guidance

Schools and practitioners should have a vision to develop a curriculum which:

- contributes to learners' realisation of the four purposes and acquisition of the integral skills which underpin them
- supports the development of their learners' sense of identity in Wales
- is broad and balanced
- is appropriate for their learners, with regards to their age, ability and aptitude
- enables appropriate progression for all learners along the continuum of learning
- incorporates opportunities for the application of mandatory cross-curricular skills
- incorporates assessment for learners' progression
- draws on learner voice and responds to learners' needs, experiences and input
- fulfils curriculum requirements.



# CURRICULUM FOR WALES - DEVELOPING A VISION FOR CURRICULUM DESIGN

## Considerations

- What should we teach and why?
- How should we teach it?
- How will this support our learners to realise the four purposes?

## The four purposes

- Healthy, confident individuals
- Ethical, informed citizens
- Ambitious, capable learners
- Enterprising, creative contributors

## Skills integral to the four purposes

- Creativity and innovation
- Critical thinking and problem solving
- Personal effectiveness
- Planning and organising

## Cross-curricular skills

- Literacy
- Numeracy
- Digital Competence

## Accessibility

- Additional Learning Needs

## A vision to develop a curriculum which:

- contributes to learners' realisation of the four purposes and acquisition of the integral skills which underpin them
- supports the development of their learners' sense of identity in Wales
- is broad and balanced
- is appropriate for their learners, with regards to their age, ability and aptitude
- enables appropriate progression for all learners along the continuum of learning
- incorporates opportunities for the application of mandatory cross-curricular skills
- incorporates assessment for learners' progression
- draws on learner voice and responds to learners' needs, experiences and input
- fulfils curriculum requirements.

## Principles of progression

- Increasing breadth and depth of knowledge
- Deepening understanding of the ideas and disciplines within the Areas
- Refinement and growing sophistication in the use and application of skills

- Make connections and transferring learning to new contexts

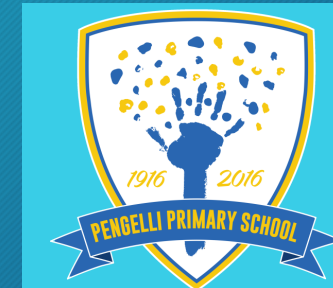
- Increasing effectiveness

## Designing a curriculum in Wales for Wales

- |             |                 |
|-------------|-----------------|
| • Culture   | • Traditions    |
| • Heritage  | • Cynefin       |
| • Diversity | • Society       |
| • Languages | • Bilingualism  |
| • History   | • Siarter Iaith |

## Assessment

- Support individual learners on an ongoing, day to day basis
- Identifying, capturing and reflecting on individual learner progress over time
- Understanding group progress in order to reflect on practice



## Key considerations:

1. What are the needs and priorities for our school?
2. How do we ensure that every member of the school community can contribute towards our vision?
3. How is our vision created, communicated and reviewed?
4. How do we ensure that our vision is realised through our decision-making at all levels?
5. What are the professional learning needs of our school community as we prepare to fulfil our roles?

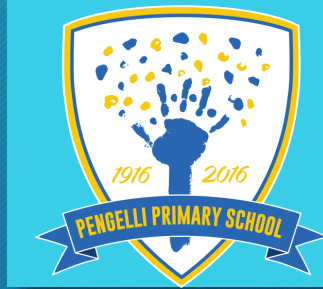


If I had asked people what they wanted, they would have said 'faster horses'.





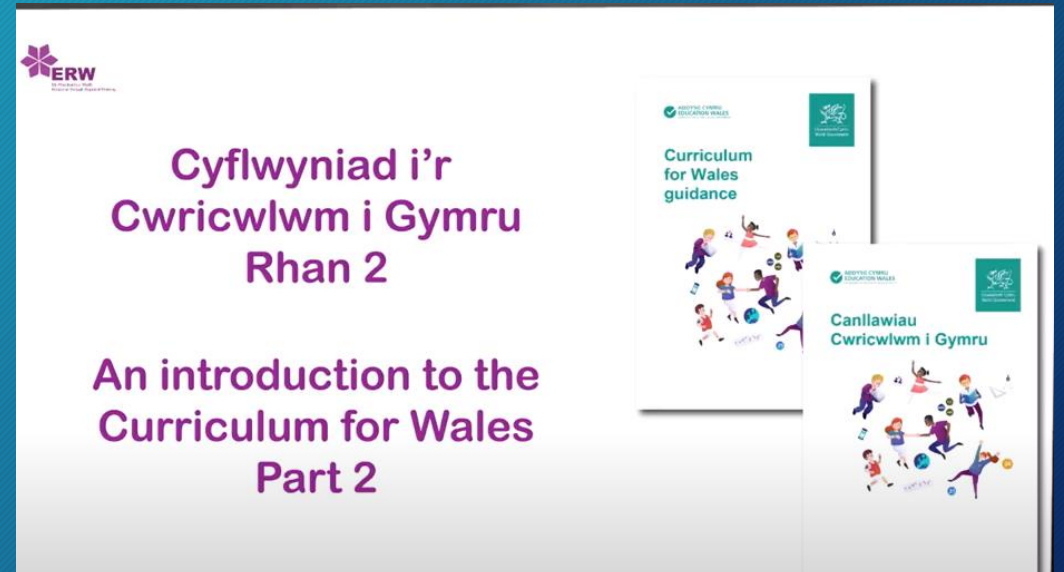
# SETTING OUR VISION



A school vision encompasses the aspirations and goals for the future of a school as a learning community. A vision is reflected in a shared commitment which drives the curriculum and the school's daily practice together.

## Key Principles

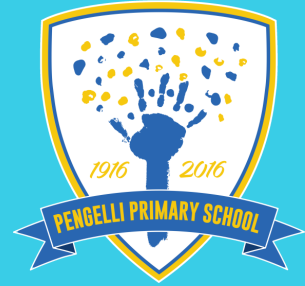
- The vision outlines the big picture which provides purpose and direction for all members of the school community.
- A vision is made stronger by involving the whole school community in its creation.
- The unique context of the school needs to be considered when creating the vision.
- Everyone has a part to play and understands their role in working towards the vision including the learner.
- This understanding brings motivation, ownership and a sense of responsibility



Learning for Life..... Successful Futures Start Here!

# THE VISION

Firstly, We need a phrase to encapsulate what we are trying to achieve.



*"Inspiring our learners to be the best they can be!"*

*We aspire for all our children to become confident, secure, caring individuals who achieve personal success. They are given every opportunity to achieve their full potential, develop a love of learning, acquire skills to become lifelong learners and the ability to make informed choices.*

Learning, Laughing and Living Together

**"TO CREATE A SAFE AND CARING ENVIRONMENT WHERE STAKEHOLDERS FEEL VALUED, AND THE WELL-BEING OF ALL IS AT THE FOREFRONT. WE WANT TO DEVELOP A POSITIVE ATTITUDE TO LEARNING; EMPOWERING AND PROVIDING EXCITING LEARNING EXPERIENCES TO ACQUIRE THE KNOWLEDGE AND SKILLS REQUIRED, TO MAKE AN ACTIVE CONTRIBUTION TO AN EVER CHANGING TECHNOLOGICAL, DIVERSE SOCIETY."**

To provide a caring, secure and stimulating environment where all pupils are inspired to become lifelong learners within the 21st Century.

**Learning together and having fun, there's room here for everyone!**

Reaching high, Learning together, Having fun!

*"We want our children to develop a positive attitude to learning by providing an experienced based approach whereby pupils acquire the knowledge and skills required to reach their full potential, in an ever-changing technological society. We expect self-discipline and self-reliance so that our children can work independently as well as in co-operation with others. We aim to create a happy, stimulating and challenging environment where our children can grow in caring surroundings, learning to be ethical and informed citizens of Wales and the world."*



# THE VISION

Next are our aims - how are we going to achieve this?

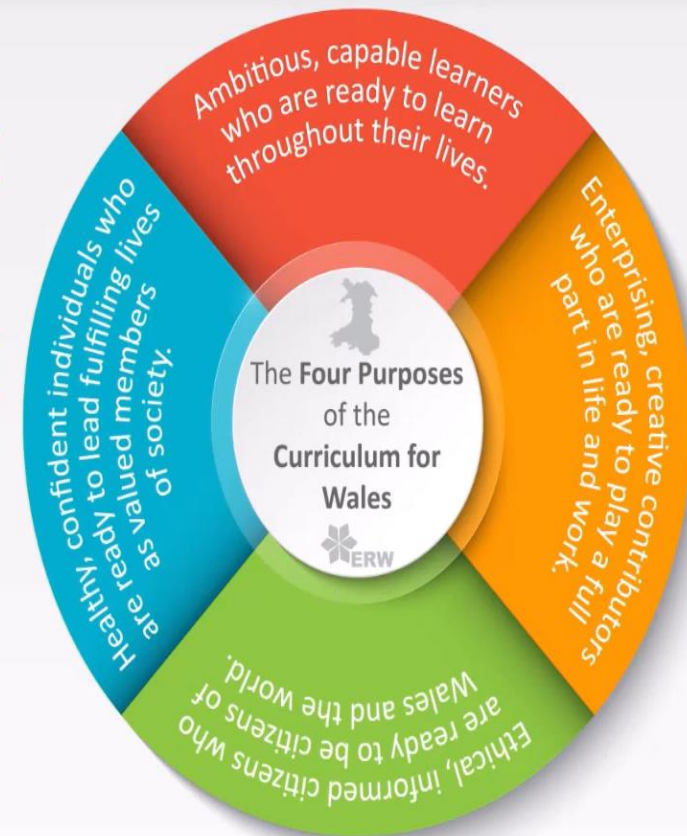


What should we teach and why?

How should we teach it?

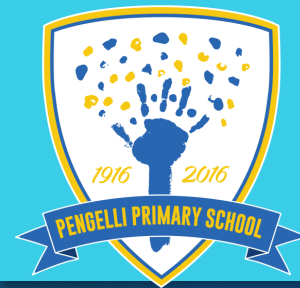
How will this support our learners to realise the four purposes?

**A curriculum  
vision for  
every school  
and setting:  
the four  
purposes**



# INITIAL IDEAS

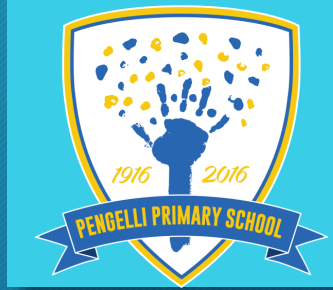
DISCUSSION AMONGST WHOLE STAFF





# AIMS

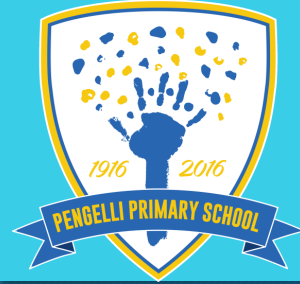
(we decided to start with our aims)



To achieve this we will:

- create a welcoming environment that promotes confidence and self belief.
- provide an enriched, authentic curriculum which is appropriate for our learners
- provide opportunities for every child to become ambitious, enterprising, confident and healthy learners utilising opportunities for developing creativity, problem solving, organisational and effectiveness skills
- utilise every opportunity to develop the skills of numeracy, literacy and digital competence enabling each child to experience achievement at all levels.
- support the development of our learners' sense of identity in Wales through language, history and culture.
- build resilience and develop strategies which will help individuals manage their well-being
- challenge learners to the particular needs of the individual at a particular time
- develop the ability to work effectively with others
- incorporate assessment for learning at all levels
- respond to learners' needs, experiences and input through pupil voice
- promote equity and respect for everyone, irrespective of belief, race and gender

# VISION IDEAS



Inspiring learners to shape the future they deserve

Their future in our hands

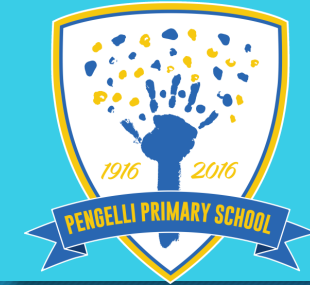
Cooperative, collaborative, caring and kind

Preparing for life's adventures with smiles on our faces

Opening doors to a successful future



# MISSION STATEMENT



At Pengelli, we believe that it is essential to support every child with their next steps for progression and learning.

We believe that a happy child is a successful one and are, therefore, committed to providing a positive, safe and stimulating environment for children to learn, where all are valued. Pengelli Primary provides a safe environment which puts relationships first. We believe that education should take place in a fully inclusive environment with equal opportunities for all and that all children should learn to value religious and cultural differences.

Children need to be engaged in discussion, debate and the celebration of moments and we feel that this is supported through project based learning. It is important to provide a curriculum that equips children with the necessary skills for the 21<sup>st</sup> century, encouraging perseverance and providing opportunities for worthwhile application of literacy, numeracy and digital skills which promote higher order thinking and learning. We aim to provide a broad and balanced curriculum that is equipping children not just with the basic core skills but also with the chance to develop their creativity and express their feelings and ideas. There is no 'one size fits all' as children have a variety of skills and learn in a variety of ways.

Above all we look to provide a relevant and balanced curriculum designed for pupils to realise their full potential. We intend that all children should enjoy their learning, achieve their potential and become independent life-long learners.

# INITIAL PLANNING IDEAS







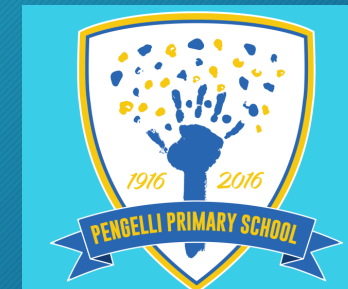
# TOPIC PLAN

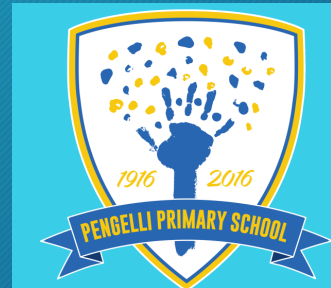
CLASS

DATE









<b>FOUR PURPOSES</b>	<i>Identify four purpose focus for topic</i>
<b>BIG IDEAS</b>	<i>What do we want the children to (generally) understand from the topic - major themes</i>
<b>SUBJECT SPECIFICS</b>	<i>Any 'subject specific knowledge' you want to get across to ALL children within the topic</i>
<b>EXPERIENCES</b>	<i>Identify trips/visits/events/assemblies/SPECIALS</i>
<b>SEPARATE LEARNING</b>	<i>Anything 'added on' to the topic that is not thematic</i>
<b>RESOURCES</b>	<i>Identify theme specific resources that are needed</i>





# PENGELLI PRIMARY SCHOOL

## WEEKLY PLANNING



MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Activity L.O. Resources	Activity L.O. Resources	Activity L.O. Resources	Activity L.O. Resources	Activity L.O. Resources
B	R	E	A	K
Activity L.O. Resources	Activity L.O. Resources	Activity L.O. Resources	Activity L.O. Resources	Activity L.O. Resources
L	U	N	C	H
Activity L.O. Resources	Activity L.O. Resources	Activity L.O. Resources	Activity L.O. Resources	Activity L.O. Resources

CLASS \_\_\_\_\_

WK COMM. \_\_\_\_\_

