

Meeting of:	Learning and Culture Scrutiny Committee
Date of Meeting:	Thursday, 08 July 2021
Relevant Scrutiny Committee:	Learning and Culture
Report Title:	Curriculum for Wales: Journey to 2022
Purpose of Report:	To update Members on the Curriculum for Wales and the work undertaken by Central South Consortium to support schools in the Vale of Glamorgan
Report Owner:	Carys Pritchard, Principal Improvement Partner
Responsible Officer:	Paula Ham, Director of Learning and Skills
Elected Member and Officer Consultation:	Councillor Lis Burnett, Deputy Leader and Cabinet Member for Education and Regeneration
Policy Framework:	The recommendations of this report are within existing policy framework and budget
Executive Summary:	<ul style="list-style-type: none"> • This report, which is shown in Appendix A, provides an update on the Curriculum for Wales that is due to be introduced in maintained schools and funded non-maintained nursery settings from September 2022. • The report makes reference to the shared expectations for schools, as set out in the 'Curriculum for Wales: The Journey to 2022' document. • It outlines the range of professional learning and support provided by Central South Consortium (CSC) to all schools in the Vale of Glamorgan. • The report also makes reference to the schools that have engaged with the professional learning opportunities, including network meetings and key programmes.

Recommendations

1. That Members consider the findings of the report and the approaches being developed to support schools with curriculum reform.
2. That Members consider receiving regular updates on Curriculum for Wales developments, including information about the readiness of schools for September 2022.

Reasons for Recommendations

1. To advise Members of the new Curriculum for Wales that is due to be introduced in maintained schools from September 2022 onwards and the support provided by Central South Consortium (CSC) for schools in the Vale of Glamorgan.
2. To ensure Members are kept abreast of schools' progress towards the introduction of the new Curriculum for Wales.

1. Background

- 1.1 The new Curriculum for Wales is due to be introduced in maintained schools and funded non-maintained nursery settings from September 2022.
- 1.2 The Curriculum and Assessment (Wales) Act 2021 became law after receiving Royal Assent in April 2021. The Act states the new curriculum requirements for all learners aged 3 to 16 in maintained or funded non-maintained nursery settings in Wales. It will replace the current national curriculum and basic curriculum.

2. Key Issues for Consideration

- 2.1 This report outlines the professional learning and support provided to Vale of Glamorgan schools by Central South Consortium in relation to the Curriculum for Wales.
- 2.2 The programme of support aligns with the expectations in the 'Curriculum for Wales: Journey to 2022'. This document sets out shared expectations of what curriculum realisation means for practitioners and schools from September 2022. The expectations were developed and agreed in discussion between Welsh Government, the regional consortia and Estyn. It aims to support schools in planning their approach and sequencing activities when designing and implementing their curriculum. The document also acts to guide the support Welsh Government, LAs, regional consortia and Estyn offer.
- 2.3 Work in this area is ongoing. Since the report has been written, further professional learning modules for schools have been developed and presented. Improvement partners are also continuing their discussions with school leaders and staff and gathering information on schools' readiness for Curriculum for Wales.

3. How do proposals evidence the Five Ways of Working and contribute to our Well-being Objectives?

- 3.1** The Well-being of Future Generations Act 2015 (“the 2015 Act”) requires the Council to think about the long-term impact of their decisions, to work better with people, communities and each other and to prevent persistent problems such as poverty, health inequalities and climate change.
- 3.2** Support for schools in relation to the curriculum contributes to the Council's Wellbeing Objectives drawn from the Corporate Plan 2020-25. There is specific alignment with our wellbeing objectives to work with and for our communities and to support learning, employment and sustainable economic growth.
- 3.3** This report recognises the importance of involving pupils, staff, parents, governors, and members of the local community to participate and engage with schools in developing their vision and curriculum design.
- 3.4** This report outlines how partnership work is supporting schools in engaging with professional learning opportunities and trialing elements of curriculum design. It recognises the need for education provision to be flexible and responsive to future needs.

4. Resources and Legal Considerations

Financial

- 4.1** There are no financial implications resulting from this report.

Employment

- 4.2** There are no employment implications resulting from this report

Legal (Including Equalities)

- 4.3** There are no legal implications resulting from this report.

5. Background Papers

None.

Curriculum for Wales
Central South Consortium Update
June 2021

Contents

Background and context	p.2
Curriculum for Wales: The journey to 2022	p. 5
Journey to 2022: Examples of practice in Vale of Glamorgan schools	p.6
Professional learning and support for Central South Consortium schools in the curriculum reforms	p. 8
Current foci and next steps	p. 15
Appendices:	
1: Curriculum for Wales Requirements	p. 16
2: Curriculum for Wales consultations summer 2021	p. 18
3: Engagement in the Curriculum for Wales Professional Learning programme	p. 19
4: Engagement in the Central South Consortium Professional Learning programme	p. 21

Background and context

Education is our national mission. Nothing is so essential as universal access to, and acquisition of, the knowledge, skills and experiences that our young people need for employment, lifelong learning and active citizenship.

Education in Wales: Our national mission. Welsh Government (2017)

The new Curriculum for Wales is due to be introduced in maintained schools and funded non-maintained nursery education from September 2022, as shown in Table A.

2022 and beyond	
2022	All schools will be moving towards the new curriculum with the introduction of Curriculum for Wales from Nursery to Year 7. Development of new GCSEs.
2023	Curriculum for Wales introduced to Year 8.
2024	Curriculum for Wales introduced to Year 9.
2025	Curriculum for Wales introduced to Year 10. First teaching of new GCSEs.
2026	Curriculum for Wales introduced to Year 11.

Table A: Implementation of Curriculum for Wales timeline

What is Curriculum for Wales (CfW)?

A school's curriculum is everything a learner experiences in pursuit of the four purposes. It is not simply what we teach, but how we teach and crucially, why we teach it.

Curriculum for Wales Guidance, Welsh Government (2020)

The [four purposes](#) are the shared vision and aspiration for every child and young person. The aim of all of the education reforms and of our education system in Wales is to enable all children and young people in Wales to become:

- ambitious, capable learners
- enterprising, creative contributors
- ethical, informed citizens
- healthy, confident individuals.

Every school will need to develop its own high-quality curriculum.

The Curriculum for Wales guidance is the result of co-construction. It has been developed in Wales, by practitioners for practitioners, bringing together educational expertise and wider research and evidence.

Current curriculum	Curriculum for Wales
Content and outcomes curriculum	Process/purpose-led curriculum – four purposes
Specified content and outcomes – skills, range and levels	Statements of what matters – key concepts
Foundation phase, key stages 2, 3 and 4	One continuum of learning age 3-16
13 National Curriculum subject areas	6 Areas of Learning and Experience (AoLE), encompassing a larger number of subjects and disciplines: <ul style="list-style-type: none"> • Expressive Arts • Health and Wellbeing • Humanities • Languages, Literacy and Communication • Mathematics and Numeracy • Science and Technology
Cross curricular skills of Literacy, Numeracy and Digital Competence. Literacy and Numeracy Framework (LNF) Digital Competence Framework (DCF)	Cross curricular skills of Literacy, Numeracy, and Digital Competence. LNF and DCF as supporting guidance.
Non-Statutory Skills Framework, Education for Sustainable Development and Global Citizenship (ESDGC) framework, Careers and work of work guidance	Integral skills underpinning cross cutting themes incorporated. ESDGC embedded into Areas
Statutory Sex and Relationships Education (SRE), Religious Education, and Personal and Social Education (PSE) framework	Relationships and Sexuality Education (RSE), Religion, Values and Ethics (RVE), English and Welsh remain statutory elements. PSE embedded into Health and Wellbeing.

Table B: Similarities and differences in current and new curriculum

The curriculum requirements (see Appendix 1) set out in legislation, and the supporting guidance form the Curriculum for Wales Framework (Framework). The Framework was published in draft on Hwb on 28th January 2020. It is a clear statement of what is important in delivering a broad and balanced education in Wales.

The Curriculum and Assessment (Wales) Act 2021 became law after receiving Royal Assent in April 2021. The Act states the new curriculum requirements for all learners aged 3 to 16 in maintained or funded non-maintained nursery settings in Wales. It will replace the current national curriculum and basic curriculum.

Welsh Government are currently working on updates to the Curriculum for Wales guidance to reflect the changes committed to during the Bill process. The changes are due to be published by September 2021.

In October, Welsh Government published an update to the [‘Our National Mission’](#) action plan setting out the next steps in Wales’ reform journey ahead of the implementation of the Curriculum for Wales in September 2022. It also shows steps in response to COVID-19 and the response to the Organisation for Economic Co-operation and Development (OECD) independent report ‘Achieving the New Curriculum for Wales’.

Alongside the updated action plan, the Welsh Government also published [‘Curriculum for Wales: the journey to 2022’](#). This document sets out shared expectations of what curriculum realisation means for practitioners and schools from 2022. The expectations were developed and agreed in discussion between Welsh Government, the regional consortia and Estyn. It aims to support schools in planning their approach and sequencing activities designing and implementing their curriculum – and to guide the support Welsh Government and middle-tier organisations offer.

In January 2021, the Welsh Government published [‘Curriculum for Wales: Implementation Plan’](#). This plan sets out the preparations and priority actions for supporting schools and settings in the preparations for Curriculum for Wales.

Further guidance relating to specific elements of Curriculum for Wales has been developed over the last year. Despite the extraordinary demands of the pandemic, practitioners from across Wales have continued to come together virtually to co-construct this additional guidance which are being consulted on this term – see Appendix 2.

The following Vale of Glamorgan practitioners have participated in this work:

Careers and Work-Related Experiences	Rob Deighton-Jones	Stanwell School
Enabling Pathways	Pauline Rowland	Cogan Nursery School
	Marilyn Lewis	Albert Primary

Curriculum for Wales: The journey to 2022

The purpose of this document is to set out consistent expectations for the process of schools designing their curriculum and preparing to implement it from 2022 onwards:

- How should schools approach preparation for the Curriculum for Wales?
- What steps should we take to prepare for curriculum implementation in 2022?

It aims to aid schools in planning their approach and sequencing activities. It recognises that schools will be in different places and the pace and focus of activity will vary. Therefore, it is not intended to dictate the pace of curriculum development. It is aimed to guide schools and provide a common reference point for all the organisations working with schools to ensure consistency in expectations and that support provided is timely for the activity taking place in schools.

All professional learning opportunities and support to schools through Central South Consortium (CSC) are aligned to the phases as set out in the document:

- Engagement
- Designing, planning and trialing
- Evaluating and preparing for first teaching
- First teaching and ongoing refinement

The current phase for CSC professional learning and support is ‘designing, planning and trialling’.

What should we do? Shared expectations at school level through to 2022

Phase	Length of time	Key work
Engagement	1–2 terms	Schools will need to develop an understanding of the conceptual model of the curriculum: this will involve engaging and sense-making with materials and literature, and developing or updating their vision with local stakeholders. Schools will reflect on current practice and learning from responding to COVID-19.
Design, planning and trialing	3 terms	Schools should start developing high-level curriculum and assessment design, informed by the guidance, and progress priorities to support curriculum realisation set out in their school development plan. Schools may begin trialing aspects of design, new approaches and pedagogy, using the learning to evaluate and refine their approach.

Journey to 2022: Examples of practice in Vale of Glamorgan schools

- Engagement phase:

Understanding the curriculum model and developing a vision - At **Holton Road Primary**, professional learning and development is identified as one of their priorities to enable discussions around the new curriculum. School staff are encouraged to read and reflect on a wide range of educational research materials on a weekly basis. Detailed information is shared with all staff about the relevant materials via the weekly bulletin. All research work closely aligns with the school's priorities and with the Curriculum for Wales. This has led to more meaningful professional dialogue discussions and reflections during professional learning events and has supported the all staff to engage well in developing a new school's vision.

Develop a clear vision - In line with 'Curriculum for Wales: The journey to 2022', leaders from **Llansannor and Llanharry Church in Wales Primary** set out to revise the school's vision, values, and mission statements. They drew upon support gained from attending the Central South Consortium professional learning session 'Establishing a Shared Vision'. As a result, leaders effectively and meaningfully involved staff, pupils, parents and governors with the process in order to ensure that the school's vision reflects the school's distinctive character, its Christian nature, the community it serves, as well as the purposes of the new 'Curriculum for Wales'.

Leaders created time and space for all stakeholders to contribute throughout the process. Quality time was devoted to allowing stakeholders to reflect on the school's original vision, values, and mission. Leaders posed a series of question to support the reflection process, including 'What aspects of the current vision, values and mission do we want to keep?' and 'What gaps can we identify that we want to include?'

Pupils' contributions were particularly used to design the school's graphic for displaying the school's new vision, values, and mission statements.

The vision has been agreed with all stakeholders and will influence future planning of learning and experiences.

- Designing, planning and trialling phase:

High-level curriculum design, selecting and sequencing of experiences – In the **Penarth cluster**, pupil and staff representatives from all the primary schools have engaged in the creation of 'The Penarth Promise'. This is a non-negotiable list of enrichment and experience opportunity that all pupils in a Penarth cluster school will have before they leave primary school. A list of activities is in place that aligns with each area of learning and experience.

Pedagogy – At **Ysgol Gymraeg Bro Morgannwg**, staff grouped in threes have worked effectively together on action research projects focusing on aspects of the pedagogical principle, and how this approach can improve outcomes for pupils. This has enabled good practice to be shared across departments, and also across the primary and the secondary sector.

High-level curriculum design, selecting and sequencing of knowledge, skills and experiences

- The **Llantwit Major cluster** of primary schools are developing a collaborative approach in preparing to implement the new Curriculum for Wales. As a cluster, leaders have planned a series of joint professional learning events using common professional learning sessions. A successful initial event took place in May 2021 where staff met with colleagues in respective year groups, to:

- deepen understanding of the Curriculum for Wales
- develop principles for creating authentic learning opportunities
- establish an agreed approach for learning.

Further events have been planned during the summer term 2021 where staff in their respective year groups will plan learning to be delivered in the autumn term 2021. During spring term 2022, teachers will share and extend their learning, and plan next steps forward.

Pedagogy – Pendoylan Church in Wales Primary is working closely with Swansea University to support the development of cognitive challenge through approaches to algebra across the school. The school's approach is through action research, in collaboration with Swansea University algebra project. Two members of staff, as part of a cohort of teachers supported by university staff, undertake classroom enquiry cycle in their own contexts. The approach is to implement pedagogical principles for teaching algebra that is identified and discussed in research. The enquiry model provides three one-day sessions, plus access to research literacy materials online for independent study, prior to implementation. Teachers have access to three days of school-based support from university staff during enquiry phase. Once the enquiry phase is completed, the cohort of teachers will attend a one-day dissemination event to share outcomes and plan next steps.

Pedagogy – Cowbridge Comprehensive School have placed very strong focus on professional development. Over the last 18 months, more than 50 teachers have completed one or more accredited programmes for leadership in education, or for high-quality teaching and learning. Professional learning has a high priority at the school.

This focus on professional learning has facilitated and encouraged high-level discussion relating to teaching, learning and leadership across the school. These processes have enabled teachers to share practice, observe each other's lessons and provide constructive suggestions for improvement to colleagues. This has led to an 'open door' culture and a willingness among teachers to strive for higher standards of teaching and learning. In the school's 2019 core inspection, Estyn reported that this approach has contributed well to the school's highly effective teaching and has had a 'substantial impact on pupils' personal development, wellbeing and the standards that they achieve'.

The school's evaluation processes indicate that these professional learning opportunities are having a positive impact on pupil engagement, wellbeing and attitudes to learning. There is a high level of support and 'buy in' from staff.

Professional learning and support for CSC schools in the curriculum reforms

Cross-regional professional Learning programme

A comprehensive programme of professional learning (PL) has been developed by the four regional consortia in partnership with practitioners from innovation, pioneer and other schools. The programme is aimed at supporting all schools in the realisation of the new curriculum and the wider education reforms in Wales. The programme aligns to the National Approach to Professional Learning (NAPL).

The programme also aligns to the expectations and activities of the Journey to 2022 phases. It is broadly differentiated by career milestone so that all practitioners receive relevant knowledge and skills to effectively realise the new curriculum.

Whilst the key focus of this PL programme is the realisation of Curriculum for Wales, it is essential that connections are made across all aspects of the education reform programme. This includes consideration of the Schools as Learning Organisations (SLO) approach, the Professional Standards for Teaching and Leadership and our collective commitment to the Excellence, Equity and Wellbeing agenda.

The programme was launched in CSC in January 2020 with briefings for senior and middle leaders across all local authorities in the region. Engagement from schools in the Vale of Glamorgan can be found in Table C and Table D below.

	Engagement							
	Primary		Secondary		Special/PRU		Total	
VOG	38	83%	5	63%	2	100%	45	80%
Total	231	75%	38	67%	12	60%	281	73%

Table C: Curriculum for Wales Senior Leader Briefings (January & February 2020)

	Engagement							
	Primary		Secondary		Special/PRU		Total	
VOG	36	78%	6	75%	1	50%	43	77%
Total	171	55%	40	70%	7	12%	218	56%

Table D: Curriculum for Wales Middle Leader Briefings (February & March 2020)

Due to COVID-19, the PL programme was paused in March 2020.

Governor briefings were repurposed into an asynchronous playlist. 93% of all respondents said completing the resources had strongly developed their understanding of the Framework. 100% stated they would recommend the programme to others and they would like to engage in further online PL.

A practitioner asynchronous playlist was also developed and published in May 2020. 100% of participants stated: the resource enhanced their knowledge of educational reform in Wales, the content was appropriate to their needs and skills level, and that they would recommend the resources.

Evaluation data related to Vale of Glamorgan engagement in these PL resources is also not available as the playlists were made readily accessible to all and therefore no booking was required.

In October 2020, following revision due to Covid-19, the PL programme was relaunched in the CSC region.

Headteacher/Senior Leader modules:

Theme	Dates	Module
Leading change	December 2020 – March 2021	6 live sessions & asynchronous recording
Establishing a shared vision	March 2021	12 live sessions & asynchronous recording
Leading pedagogy	April 2021	Asynchronous resource (playlist)
Making time and space for professional learning	May 2021	12 live sessions & asynchronous recording
Curriculum design and development – 3 parts	May and June 2021	3 x 5 live sessions & asynchronous recordings

Middle leader/practitioner modules:

Theme	Dates	Module
Engaging with the Curriculum for Wales Framework	January 2021	Asynchronous resource (playlist)
Engaging with Areas of Learning	January 2021	Asynchronous resource (playlist)
Thinking about AoLE vision	January 2021	Asynchronous resource (playlist)
Engaging with the wider reform elements	January 2021	Asynchronous resource (playlist)
Leading pedagogy	April 2021	Asynchronous resource (playlist)
Curriculum design – 6 parts	Autumn 21	Live sessions & asynchronous recordings

Appendix 3 details the Vale of Glamorgan schools' engagement in the programme October 2020 to May 2021.

CSC professional learning opportunities

Beyond the cross-regional Curriculum for Wales programme, there are also range of regional PL opportunities that support school leaders and practitioners in more specific elements of the realisation of Curriculum for Wales. These include wide variety of PL programmes, modules and events as detailed in Appendix 4. Also, network meetings and collaborative projects as detailed below.

National Professional Enquiry Project (NPEP)

To support the development of the new curriculum, Welsh Government is working with regional consortia and higher education institution (HEI) partners to develop a national programme of teacher professional enquiry. This programme is supporting a growing network of schools to develop a range of enquiry skills by leading enquiries in their own setting exploring professional learning requirements for the new curriculum. Following the 2020-21 enquiry cycle, these lead enquiry schools will be equipped to support the wider schools' network to begin to develop as professional enquirers in readiness for 2022.

Lead enquiry schools:

- Barry Island Primary School
- Cadoxton Primary School
- Romilly Primary School
- Stanwell School
- Ysgol Gyfun Bro Morgannwg
- Rhws Primary School

Partner enquiry schools:

- Gladstone Primary School
- Colcot Primary School
- Jenner Park Primary School
- Palmerston Primary School
- Ysgol Gymraeg Sant Baruc
- High Street Primary School
- Ysgol Gymraeg Gwaun Y Nant
- Oak Field Primary School
- All Saints Church in Wales Primary School
- Ysgol Y Deri

- **Areas of learning experience (AoLE) network meetings**

Meetings for both Welsh and English medium schools and are held each term for each AoLE. These are facilitated by CSC strategic staff in partnership with AoLE lead practitioners.

AoLE lead practitioners from Vale of Glamorgan schools:

Health and Wellbeing primary English medium	Cadoxton Primary School	Luke Tweedley
Humanities primary English medium	St Joseph's RC Primary School	Laura Taylor
Mathematics & Numeracy Primary English medium	Albert Primary School	Marilyn Lewis
Mathematics & Numeracy Primary Welsh medium	Ysgol Iolo Morgannwg	Sarah Tudur
Science & Technology Primary Welsh medium	Ysgol Sant Baruc	Rob Kenyon

The network meeting held during autumn term 2020 included a focus on what is meant by a 'purpose led curriculum' and how to establish a vision for Health and Wellbeing.

Vale of Glamorgan schools attending one or more of the autumn 2020 network meetings:

Primary	Secondary	Special
Ysgol Gymraeg Dewi Sant Ysgol Pen-y-Garth Evenlode Primary School Ysgol Iolo Morganwg Ysgol Gymraeg Sant Baruc Dinas Powys Primary School Ysgol Gymraeg Gwaun Y Nant Gladstone Primary School Ysgol Gymraeg Sant Curig St Joseph's RC Primary Cadoxton Primary School	Whitmore High School Llantwit Major School Ysgol Gymraeg Bro Morgannwg	Ysgol Y Deri

The summer term 2021 AoLE network meetings will focus on:

- consolidating understanding of Curriculum for Wales framework and enabling reforms
- progression code
- regional professional learning opportunities to support development and implementation of Curriculum for Wales
- considering and discussing ways for moving forward within context of COVID-19

- **Coordinator/Heads of Department network meetings**

Termly meetings are held for many curriculum areas facilitated by CSC strategic staff and schools across the region. These include a focus related specifically to Curriculum for Wales, for example:

- Foundation Phase Leaders Network meeting 17th March 2021 – Curriculum for Wales focus on engaging with the framework and establishing vision.
- DCF in Depth network meeting series w/b 8th March 2021 (10 sessions total) – Curriculum for Wales input on how to engage with the framework, and the place of the DCF within curriculum design.

- **Relationships and Sexuality Education (RSE) programme**

This programme is designed to support schools in preparing for the new curriculum and forthcoming statutory guidance. The action inquiry work undertaken so far across CSC has already enabled researchers to identify some key priorities for developing RSE provision in the future. There is a need for professional learning to address low confidence, knowledge and skill levels amongst practitioners, and for schools to be given better access to high quality research-informed resources and input from expert external providers.

1 day programme 2021:

- Oak Field Primary School
- St Cyres High School
- Llantwit Major School
- Ysgol y Deri

Cohorts 1 and 2 (2018-2020) full programme:

- St Andrew's CIW Primary School
- Ysgol Gymraeg Dewi Sant

- **Creative Pedagogy Network**

Schools were invited to be part of a new network designed to train and offer support to schools who have previously participated in the Lead Creative Schools scheme across the CSC region. The intention is to ensure sustainability and a legacy to the creative learning work schools undertook as part of their Lead Creative Schools project. Also, to provide a platform to support and broker coaching opportunities in how to develop creative learning pedagogies and innovative approaches to each setting's realisation of Curriculum for Wales.

- Stanwell School
- Ysgol y Ddraig
- Gwenfo Church in Wales Primary School
- Sully Primary School
- St Athan Primary School
- St Illtyd's Primary School

- **Health and Wellbeing pilot project**

Practitioners from 28 schools participated in a pilot project in the spring 2021, focused on understanding the key considerations and processes involved in developing a whole-school approach to health and wellbeing. Through engagement with a range of professional learning modules, participating schools have gained an understanding of how to develop a shared vision for health and wellbeing, as well as planning for and enacting change in relation to their school's identified priority areas. Feedback indicates that their involvement with the pilot project has had a positive impact within their schools, including changes to systems, structures, roles and responsibilities, as well as provision and practice. Outcomes from the pilot project have helped inform the development of the regional health and wellbeing curriculum strategy and supported the identification of further regional professional learning needs. In addition, the professional learning modules developed have been enhanced with high-quality exemplification materials from the pilot schools, which will now be shared with all schools across the region.

- St Richard Gwyn RC High School
- Ysgol y Deri
- Y Bont Faen Primary School
- St Nicholas Church in Wales Primary School

- **Remote Asynchronous Learning Design and Synchronous Learning Experiences Project**

CSC are working with practitioners in the region to support the development of professional learning linked to learning design. This will form a firm foundation of knowledge and understanding for practitioners in preparation for curriculum design within Curriculum for Wales. Engagement in this project is costed at £3k per practitioner which allows schools to participate in workshops, online professional learning modules and resources creation. The reflection tasks completed by practitioners as part of this project will be used to support the development of a regional learning design programme that will be available to all schools.

- Evenlode Primary School

- **Bespoke support to individual schools and clusters**

CSC also offers individual and bespoke support to schools and cluster across the region as required, aligned to the phases of Journey to 2022.

During 2020-21, this bespoke support for schools in the Vale of Glamorgan has included:

Name of school/cluster	Focus of support
Iolo Morgannwg	Preparation of INSET days – focus on developing vision for curriculum, and initial steps in curriculum design. Governor Curriculum for Wales session.
Cowbridge cluster primaries	Support with design of non-negotiables frameworks across AoLEs.
Ysgol y Ddraig	Support from Expressive Arts Strategic Lead to upskill practitioners with Expressive Arts. Signposting to professional learning materials and workshops available through CSC website.
Ysgol Gyfun Bro Morgannwg	INSET materials shared on myths and misconceptions in Curriculum for Wales.
All Saints Church in Wales Primary	INSET materials shared on vision How to access Curriculum for Wales materials and resources on CSC website.
Y Bont Faen Primary	Curriculum for Wales materials provided upon request by Y Bont Faen for use with their governing body.

Central South Consortia current foci and next steps

- **Journey to 2022**

One of the foci for CSC Improvement Partners during summer term 2021 is gathering information on schools' readiness for Curriculum for Wales. The purposes of this activity are:

- to report to Local Authorities on their schools' current readiness in the realisation of Curriculum for Wales.
- to support school self-evaluation and planning related to the realisation of the new curriculum specifically related to the Journey to 2022 document.
- to identify and share emerging practice from schools across the region.
- to inform CSC's professional learning offer and support for schools for the autumn and spring terms.
- to inform discussions with Welsh Government and other partners on Curriculum for Wales.

Welsh Government are also conducting a Curriculum for Wales readiness survey to be completed by staff in schools this term.

- **Supporting collaborative working on Curriculum for Wales**

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. The CSWC includes a number of components that support the self-improving school system including Clusters and School Improvement Groups (SIGs).

For 2021-22, the model has been refined to further support collaborative working within and beyond schools. All schools will be allocated collaboration funding to support participation in regional professional learning and collaborative working as their school improvement priorities deem most appropriate, particularly in relation to the curriculum reforms.

For 2021-22 the formula to distribute this funding is a lump sum of £6000 for all schools and £100 per FTE teacher. The Welsh medium primary and secondary networks, Y Ffederasiwn and Gyda'n Gilydd, and the special schools' network also receive an additional £30,000 funding to facilitate professional learning opportunities to meet the specific needs of their sectors.

- **Funded Collaboration Projects 2021-2022**

Each year, opportunities arise for school practitioners to collaborate on a particular project focus. CSC have collated all planned opportunities, linked to the priorities in the current business plan and nearly all support schools in the realisation of Curriculum for Wales. The additional funding for these projects supports schools to participate in the planned activities of the project. Please [click this link](#) for details of the projects.

Appendix 1: Curriculum for Wales Requirements (draft – will be updated by Sept 2021)

Schools must design, adopt and implement a curriculum that:

- enables learners to develop in the way described in the [four purposes](#)
- is broad and balanced
- is suitable for learners of differing ages, abilities and aptitudes
- provides for appropriate progression for learners and includes a range of provision to ensure this

A school curriculum must:

- contain the six areas of learning and experience
- encompass the statements of what matters (as set out in the statements of what matters code)
- reflect the principles of progression set out in the progression code
- include the mandatory curriculum elements
- encompass the mandatory cross-curricular skills

In addition to the above, we are proposing the age specific requirements below.

For learners up to age 7:

- the headteacher will have the discretion to decide that English does not form part of the school's curriculum in order to enable learners to gain fluency in Welsh
- all schools must set out in their published summary of their curriculum their approach to teaching English and Welsh up to age 7

For learners aged 14 to 16, a school must design a curriculum so that, in addition to the mandatory curriculum elements and mandatory cross-curricular skills, it provides:

- choice for learners in the other learning they will undertake, but in such a way that ensures all learners still undertake some learning in each Area
- include other elements which the school requires all learners (or some groups of learners) to undertake

Additionally:

- the Welsh Ministers may make regulations which specify additional requirements a curriculum must meet for the 14 to 16 age range in relation to:
 - courses of study and/or other learning
 - a minimum number of courses of study that a learner is entitled to undertake

Additional requirements

Schools must publish a summary of their adopted curriculum and keep their curriculum under review.

The headteacher must implement their school's adopted curriculum in a way which:

- enables learners to progress in the way described in the [four purposes](#)
- is suitable for learners of different ages, abilities and aptitudes
- offers appropriate progression for those learners

The governing body must exercise its functions with a view to ensuring the curriculum is implemented in that way.

Schools must ensure their curriculum is supported by assessment arrangements which assess the:

- progress made by learners in relation to the relevant curriculum
- next steps in learners' progression and the learning and teaching needed to make that progress

Welsh Ministers will also make regulations in relation to the following key processes needed for effective learner progression:

- ensuring a shared understanding of progression
- communicating and engaging with parents and carers
- transition along the 3 to 16 continuum

Schools will be required to have regard to guidance issued as part of the Framework when designing, adopting and implementing their curriculum and assessment arrangements.

Appendix 2: Curriculum for Wales consultations summer 2021

Consultations closing 16 July 2021:

- Careers and Work-Related Experiences (CWRE):
- Enabling Pathways.
- Religion, Values and Ethics (RVE). Further guidance to be added to Humanities AoLE.
- Curriculum and assessment arrangements for funded non-maintained settings (NMS)
- Cross-Curricular Skills Frameworks.
- Curriculum and assessment arrangements for funded non-maintained settings (NMS)

Consultations that closed March 2021 of which the responses are currently being reviewed:

- Education other than at school (EOTAS), including PRUs.
- British Sign Language (BSL).
- Evaluation, improvement and accountability framework.
- School categories according to Welsh Medium provision.
- Qualifications Wales consultation on proposed new suite of qualifications

Following the consultations there will be further refinement of the guidance in the early autumn. Publication is aimed for December 2021.

Alongside this, and following the passage of the Curriculum and Assessment (Wales) Act, feedback is also being sought on draft subordinate legislation (or Codes):

- Progression Code
- Statements of what matters code
- Guidance and code for Relationships and Sexuality Education (RSE).

These need to take place before further Senedd procedures in the autumn.

Appendix 3: Engagement in the Curriculum for Wales professional learning programme

Engagement on CfW Events/Programmes - April 20 to May 21							
Theme	Mode of Learning	Bridgend	Cardiff	Merthyr	RCT	Vale	Total
Leading change	Synchronous: e-learning & asynchronous	27	55	23	31	13	149
Establishing a shared vision	Synchronous: e-learning & asynchronous	6	23	3	15	7	54
Making time and space for professional learning	Synchronous: e-learning & asynchronous	6	17	7	6	7	43
Curriculum design	Synchronous: e-learning & asynchronous	49	129	12	53	39	282
Engaging with the Curriculum for Wales framework	Asynchronous	6	32	13	23	3	77
Engaging with Areas of Learning	Asynchronous	4	15	7	14	2	42
Thinking about AoLE vision	Asynchronous	5	12	7	10	2	36
Engagement with the wider reform elements	Asynchronous	3	8	7	6	1	25
Total		106	291	79	158	74	708
%		15%	41%	11%	22%	10%	100%

Vale Schools participation only in CfW events - April 20 to May 21		
Leading change	Synchronous: e-learning & asynchronous	13
Establishing a shared vision	Synchronous: e-learning & asynchronous	7
Making time and space for professional learning	Synchronous: e-learning & asynchronous	7
Curriculum design	Synchronous: e-learning & asynchronous	39
Engaging with the Curriculum for Wales framework	Asynchronous	3
Engaging with Areas of Learning	Asynchronous	2
Thinking about AoLE vision	Asynchronous	2
Engagement with the wider reform elements	Asynchronous	1
		74

School engagement in CfW events/programmes April 20 - May 21		
Schools	Vale	Grand Total
Albert Primary School	1	1
All Saints Cw Primary School	2	2
Evenlode Primary School	4	4
Gladstone Primary School 1	2	2
Llancarfan Primary School	1	1
Llanfair Primary School	3	3
Llangan Primary School	1	1
Llansannor C/W Primary School	4	4
Palmerston Primary School	2	2
Pendoylan C/W Primary School	4	4
Peterston-Super-Ely Primary	2	2
St Brides C W Primary School	4	4
St Cyres Comprehensive School	1	1
St David's Church-In-Wales	4	4
St Illtyd Primary School	1	1
St Nicholas C/W Primary School	4	4
St. Joseph's RC Primary School 2	4	4
Sully Primary School	1	1
Victoria Primary School	1	1
Wick And Marcross C/W Primary	1	1
Y Bont Faen Primary School	5	5
Y Daith	3	3
Ysgol Gymraeg Bro Morgannwg	1	1
Ysgol Gymraeg Dewi Sant	6	6
Ysgol Gymraeg Sant Baruc	1	1
Ysgol Iolo Morganwg	3	3
Ysgol Pen-y-Garth	1	1
Ysgol y Ddraig	2	2
Ysgol Y Deri	5	5
Grand Total	74	74

29 Schools out of 56 schools - 52%

Appendix 4: Engagement in the Central South Consortium professional learning programme

School	CSC Curriculum Reform	CSC Curriculum: Digital Learning	CSC Curriculum: Expressive Arts	CSC Curriculum: Health and Well-being	CSC Curriculum: Humanities	CSC Curriculum: Languages, Literacy and Communication	CSC Curriculum: Mathematics and Numeracy	CSC Curriculum: Science and Technology	CSC Equity & Well-being/Children Looked After	CSC Foundation Phase	CSC Governors	CSC Leadership: Middle Leaders	CSC Leadership: Senior Leaders	CSC Learning and Teaching & Pedagogy	CSC NQT Induction	CSC Past/8	CSC Welsh Language Development	HUB Curriculum: Languages, Library and Communication	HUB Learning and Teaching & Pedagogy	National Leadership: Aspiring Headteachers-briefings	National Leadership: Newly Appointed Headteachers	National Professional Qualification for Headship-briefings	National Teaching Assistant Learning Pathway (TALP)	Total No. of attendees	
Albert Primary School	-	2	-	-	-	-	-	-	-	1	6	-	-	1	-	-	2	-	-	-	-	-	-	12	
All Saints Cw Primary School	-	-	-	-	-	-	-	-	-	-	4	-	-	1	-	-	-	-	-	-	1	-	-	6	
Barry Island Primary School	-	1	-	-	-	-	-	-	-	-	3	-	-	-	2	-	1	-	-	-	-	-	-	7	
Bute Cottage Nursery School	-	-	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	-	1	-	-	3	
Cadoxton Primary School	-	4	-	1	-	2	-	-	2	-	2	-	1	-	4	-	3	-	-	-	-	-	-	19	
Cogan Nursery School	-	-	-	-	-	-	-	-	1	-	4	1	-	-	-	-	-	-	-	-	-	-	-	6	
Cogan Primary School	-	-	-	-	-	-	-	-	-	-	4	-	-	-	-	1	-	-	-	-	-	-	-	5	
Colcot Primary School	-	-	-	-	-	-	-	-	-	-	6	-	-	-	-	-	2	-	-	-	-	-	-	8	
Cowbridge Comprehensive School	-	1	-	-	-	1	3	-	1	-	5	-	-	-	4	-	-	1	-	-	-	-	-	16	
Dinas Powys Primary School	-	-	1	-	-	-	-	-	-	-	4	-	-	1	-	-	4	-	-	-	-	-	-	10	
Evenlode Primary School	4	-	-	-	-	1	-	1	-	-	5	-	-	-	1	-	3	-	-	-	-	-	-	15	
Fairfield Primary School	-	-	-	-	-	-	-	1	1	-	3	-	-	1	-	2	-	-	-	-	-	-	-	8	
Gladstone Primary School	-	-	-	-	-	-	-	1	-	-	4	-	-	2	1	-	1	-	-	-	-	-	-	9	
Gwenfo C/W Primary School	-	-	-	-	-	1	-	-	1	-	6	-	1	-	-	1	-	-	-	-	-	-	-	10	
High Street Primary School	-	-	-	-	-	-	-	-	-	-	2	-	1	-	3	-	-	-	-	1	-	-	-	7	
Holton Primary School	-	-	-	-	-	-	-	-	-	-	13	2	-	-	3	-	2	-	-	-	-	-	-	20	
Jenner Park Primary School	-	-	-	-	-	-	-	-	-	-	2	-	-	-	-	2	-	-	-	-	-	-	-	4	
Llancarfan Primary School	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	1	-	-	-	-	-	-	-	3	
Llandough County Primary	-	-	-	-	-	-	-	-	-	-	4	-	-	-	-	-	2	-	-	-	-	-	-	6	
Llanfair Primary School	-	-	-	-	-	-	-	1	2	-	2	-	-	2	-	2	-	-	-	-	-	-	-	9	
Llangan Primary School	-	-	-	-	-	1	-	1	1	-	5	-	-	4	-	-	-	-	-	-	-	-	-	12	
Llansannor C/W Primary School	-	-	-	-	-	6	2	5	2	-	3	-	2	3	-	1	-	-	-	-	1	1	-	26	
Llantwit Major School	-	1	3	-	1	14	1	1	1	-	10	-	-	-	5	-	-	1	-	-	-	-	-	38	
Oak Field Primary And Nursery School	-	1	-	-	-	-	-	-	5	-	6	-	1	-	1	-	2	-	-	-	-	-	2	18	
Palmerston Primary School	-	-	-	-	-	-	-	-	-	-	5	-	-	-	1	-	-	-	-	-	-	-	-	6	
Pencoedtre High School	-	-	1	-	1	7	-	3	-	-	5	2	-	2	4	-	-	-	-	-	-	-	-	25	
Pendoylan C/W Primary School	-	4	-	-	-	1	-	1	2	-	2	-	-	1	-	-	3	-	1	-	-	-	-	15	
Peterston-Super-Ely Primary	-	1	-	-	-	-	-	-	1	-	6	-	-	2	-	-	-	-	-	-	-	-	-	10	
Rhws County Primary School	-	-	-	-	-	-	-	-	-	-	1	-	-	2	-	-	-	-	-	-	-	-	-	3	
Romilly Primary School	-	-	-	-	-	-	-	1	-	-	2	-	-	-	1	-	2	-	-	-	-	-	-	6	
St Andrew's C/W Primary School	-	-	-	-	-	1	-	-	-	-	3	-	-	3	-	1	-	-	-	-	-	1	-	9	
St Athan Primary School	-	4	-	-	-	4	-	-	1	-	4	-	-	5	-	2	-	-	-	-	-	-	-	20	
St Brides C/W Primary School	-	-	-	-	-	-	-	-	-	-	3	-	-	3	-	1	-	-	-	-	-	-	-	7	
St Cyres Comprehensive School	-	2	2	-	-	7	4	1	-	-	5	2	2	1	5	-	1	1	1	1	1	-	-	35	
St David's Church-In-Wales	3	-	-	1	1	-	-	1	1	-	2	-	-	-	-	-	-	-	-	-	-	-	1	10	
St Helen's Catholic Primary School	-	2	-	-	-	1	-	4	1	-	-	-	-	-	-	-	-	-	-	-	-	1	-	9	
St Iltyd Primary School	-	2	-	-	-	1	1	1	1	4	3	2	-	2	-	1	-	-	-	-	-	-	-	18	
St Nicholas C/W Primary School	1	7	-	1	-	2	-	1	2	-	10	-	-	3	-	2	-	-	-	-	-	-	1	30	
St Richard Gwyn Catholic High School	-	-	-	-	-	3	3	-	-	-	6	-	-	2	3	-	-	-	-	-	1	-	-	18	
St Joseph's RC Primary School	1	-	1	2	-	2	2	1	-	-	2	-	-	1	1	-	1	-	-	-	-	-	-	14	
Stanwell School	-	4	1	-	5	1	2	-	1	-	3	-	1	2	5	1	-	1	-	-	-	-	-	27	
Sully Primary School	-	-	-	-	-	-	-	-	-	-	4	-	-	1	-	6	-	1	-	2	-	-	-	14	
Victoria Primary School	-	1	-	-	-	-	-	1	-	-	5	-	-	-	1	-	2	-	6	-	-	-	1	17	
Whitmore High School	-	4	5	-	9	7	7	2	-	-	8	-	-	1	-	-	-	-	1	-	-	-	-	44	
Wick And Marcross C/W Primary	-	1	-	-	-	1	-	-	-	-	-	-	-	3	-	1	-	-	-	-	-	-	-	6	
Y Bont Faen Primary School	-	2	-	-	-	1	1	-	4	-	5	-	-	2	2	-	2	-	-	-	-	-	-	19	
Y Daith	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	1	
Ygol Gymraeg Bro Morgannwg	-	2	11	-	-	10	1	2	1	-	2	-	1	8	2	-	3	-	1	-	-	-	-	44	
Ygol Gymraeg Dewi Sant	1	5	-	1	-	1	2	-	-	-	5	-	-	4	-	-	7	-	1	-	1	-	-	28	
Ygol Gymraeg Gwaun Y Nant	-	1	1	1	1	-	1	-	-	-	1	-	-	-	-	2	-	5	-	-	-	-	-	13	
Ygol Gymraeg Sant Baruc	1	-	4	-	-	-	-	3	-	-	5	2	1	-	-	7	-	-	-	-	1	-	-	24	
Ygol Gymraeg Sant Curig	-	5	-	1	-	-	-	2	1	-	2	1	-	-	4	-	8	-	-	-	-	-	-	24	
Ygol Iolo Morgannwg	1	1	1	2	-	3	4	-	-	-	7	-	-	9	-	-	3	-	3	-	-	-	-	35	
Ygol Pen-y-Garth	-	5	3	2	2	-	1	7	12	22	7	-	-	1	3	-	4	-	1	-	-	-	-	50	
Ygol y Ddraig	1	1	-	-	-	1	-	-	7	5	10	1	-	2	1	-	-	-	-	-	-	-	-	7	36
Ygol Y Deri	1	5	-	1	-	-	1	1	9	-	2	1	1	-	3	-	-	-	-	-	-	-	3	28	
	14	69	34	12	22	77	35	47	63	12	230	14	13	75	66	1	85	4	21	3	7	3	15	922	