

A Curriculum for Wales: BIG PICTURE

Principles of Curriculum Design

- Authentic
- Evidence-Based
- Responsive
- Inclusive
- Ambitious
- Empowering
- Unified
- Engaging
- Based on subsidiarity
- Manageable

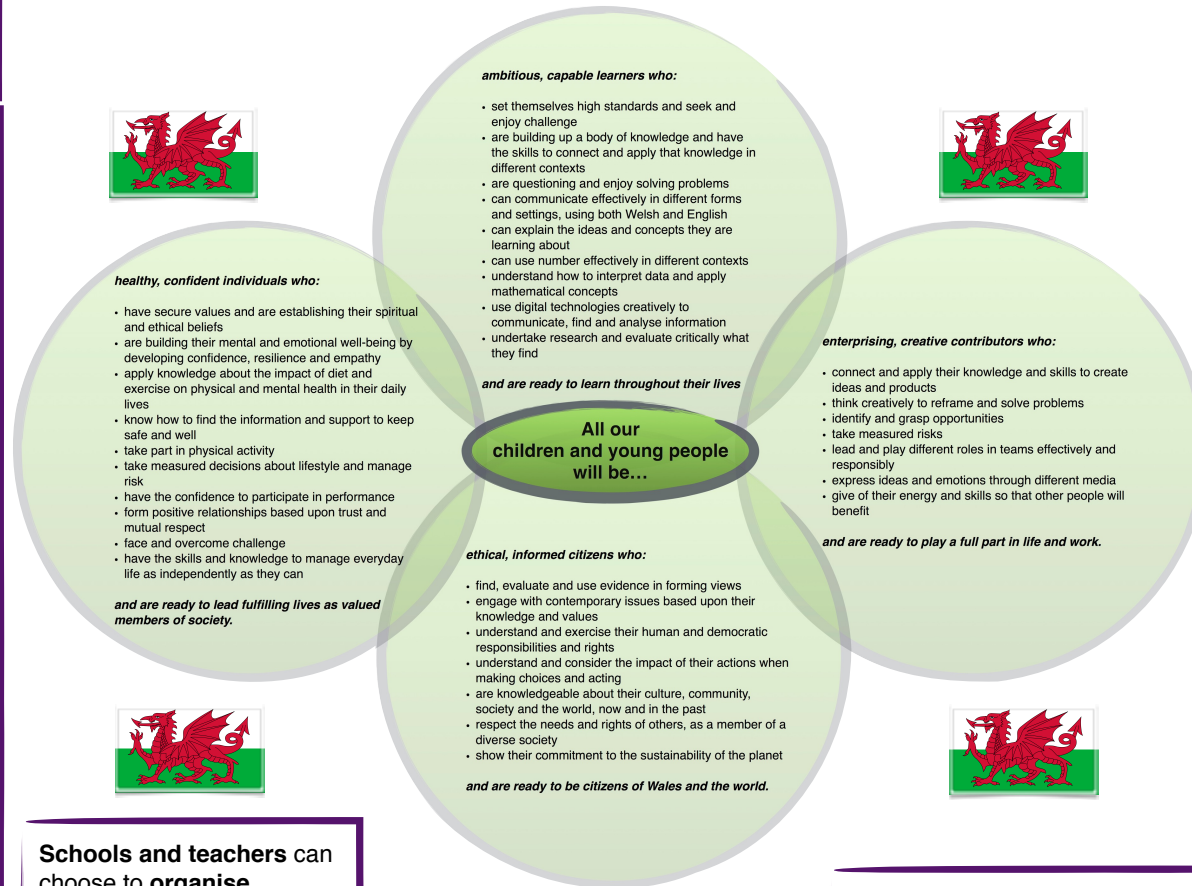
Pedagogy

Good teaching and learning...

- maintains a consistent focus on the overall purposes of the curriculum.
- challenges all learners by encouraging them to recognise the importance of sustained effort in meeting expectations that are high but achievable for them.
- means employing a blend of approaches including direct teaching.
- means employing a blend of approaches including those that promote problem-solving, creative and critical thinking.
- sets tasks and selects resources that build on previous knowledge and experience and engage interest.
- creates authentic contexts for learning
- means employing assessment for learning principles.
- ranges within and across Areas of Learning and Experience.
- regularly reinforces Cross-Curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practice them.
- encourages children and young people to take increasing responsibility for their own learning
- supports social and emotional development and positive relationships
- encourages collaboration

Progression and Achievement

- A 3-16 Continuum of Learning that is based on *Progression Steps*, taking into account Routes for Learning
- Range of *Achievement Outcomes* for each Area of Learning and Experience spanning the components within the AoLE, Cross-Curriculum Responsibilities, Wider Skills and Cwricwlwm Cymreig.
- *Achievement Outcomes* will contribute to the Four Purposes. "I have" (experiences) "I can" (outcomes)
- Five Progression Steps: Step 1 (5yrs), Step 2 (8yrs), Step 3 (11yrs), Step 4 (14 yrs), Step 5 (16yrs)
- Depth, Complexity, Accomplishment, Responsibility. Steps are indicative of the likely progress for most.



Schools and teachers can choose to organise learning in whichever way is likely to result in the best outcomes and standards for their children and young people. They can think more flexibly and creatively about planning learning experiences.

Cross-Curriculum Responsibilities

- Literacy
- Numeracy
- Digital Competence

Schools identify a member of staff to lead/support each of these.

Wider Skills

- Critical Thinking and Problem-Solving
- Planning and Organising
- Creativity and Innovation
- Personal Effectiveness

Embedded within each AoLE

Assessment

- Align assessment with the purposes of learning: assess what matters.
- Be clear about the reasons for assessment and plan in advance for the intended use of assessment results.
- Promote the use of a wide range of techniques that are appropriate to their purpose.
- Engage students in the assessment process through both self-assessment and peer assessment.
- Ensure that records of achievement and reporting focus on progress against important learning goals, including the four broad curriculum purposes.
- Be as light-touch as possible and avoid unnecessary bureaucracy.
- Use assessment evidence systematically and in combination with other evidence to inform school evaluation.
- Take full account of the implications of good assessment practice for teacher capacity.
- Form a coherent, agreed assessment and evaluation framework with a clear vision and strategy.

Areas of Learning and Experience (AoLE)

- Expressive Arts
- Health and Well-Being
- Humanities
- Languages, Literacy and Communication
- Mathematics and Numeracy
- Science and Technology

AoLE should not be seen as watertight compartments. They are not timetabling devices, but an opportunity to work creatively and collaboratively across subject boundaries in the context of the four curriculum purposes.

A Curriculum for Wales: BIG PICTURE

INSPIRING LEADERSHIP: Embedding the curriculum successfully will require all practitioners to be leaders of learning in the classroom and to collaborate with others to lead their own professional learning. Those in formal leadership roles will need the commitment, understanding and skills to enable our reforms to succeed.

Our new curriculum will give schools far more freedom to determine what is taught. With this freedom comes a new responsibility and accountability – on practitioners and critically on school leaders. It brings with it a responsibility to plan a curriculum that embodies the four purposes, to promote excellence and high expectations for all learners and to build the confidence and competence of all practitioners to achieve better learning and higher standards for all their learners. (Qualified for Life: A Curriculum for Wales - A Curriculum for Life 2015)

Principles of Curriculum Design

Authentic

- Rooted in Welsh values and culture and aligned with an agreed set of stated purposes.

Principles of Curriculum Design

Responsive

- Relevant to the needs of today (individual, local and national) but also equipping all young people with the knowledge, skills and dispositions for future challenges as life-long learners.

Principles of Curriculum Design

Ambitious

- Embodying high expectations and setting no artificial limits on achievement and challenge for each individual child and young person.

Principles of Curriculum Design

Based on subsidiarity

- Commanding the confidence of all, while encouraging appropriate ownership and decision making by those closest to the teaching and learning process.



ambitious, capable learners who:

- set themselves high standards and seek and enjoy challenge
- are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts
- are questioning and enjoy solving problems
- can communicate effectively in different forms and settings, using both Welsh and English
- can explain the ideas and concepts they are learning about
- can use number effectively in different contexts
- understand how to interpret data and apply mathematical concepts
- use digital technologies creatively to communicate, find and analyse information
- undertake research and evaluate critically what they find



enterprising, creative contributors who:

- connect and apply their knowledge and skills to create ideas and products
- think creatively to reframe and solve problems
- identify and grasp opportunities
- take measured risks
- lead and play different roles in teams effectively and responsibly
- express ideas and emotions through different media
- give of their energy and skills so that other people will benefit

All our children and young people will be...

ethical, informed citizens who:

- find, evaluate and use evidence in forming views
- engage with contemporary issues based upon their knowledge and values
- understand and exercise their human and democratic responsibilities and rights
- understand and consider the impact of their actions when making choices and acting
- are knowledgeable about their culture, community, society and the world, now and in the past
- respect the needs and rights of others, as a member of a diverse society
- show their commitment to the sustainability of the planet



and are ready to be citizens of Wales and the world.

healthy, confident individuals who:

- have secure values and are establishing their spiritual and ethical beliefs
- are building their mental and emotional well-being by developing confidence, resilience and empathy
- apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives
- know how to find the information and support to keep safe and well
- take part in physical activity
- take measured decisions about lifestyle and manage risk
- have the confidence to participate in performance
- form positive relationships based upon trust and mutual respect
- face and overcome challenge
- have the skills and knowledge to manage everyday life as independently as they can

and are ready to lead fulfilling lives as valued members of society.



Principles of Curriculum Design

Evidence-Based

- Drawing on the best of existing practice within Wales and from elsewhere, and on sound research.

Principles of Curriculum Design

Engaging

- Encouraging enjoyment from learning and satisfaction in mastering challenging subject matter.

Principles of Curriculum Design

Empowering

- Developing competences which will allow young people to engage confidently with the challenges of their future lives.

Principles of Curriculum Design

Inclusive

- Easily understood by all, encompassing an entitlement to high-quality education for every child and young person and taking into account of their views in the context of the United Nations Convention on the Rights of the Child (UNCRC), and those of parents, carers and wider society.

Principles of Curriculum Design

Unified

- Enabling continuity and flow with components which combine and build progressively.

Principles of Curriculum Design

Manageable

- Recognising the implications for and supported by appropriate assessment and accountability arrangements.