

Innovation Schools: End-of-phase Reporting Synthesis

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List of abbreviations

CfW	Curriculum for Wales
AoLE	Area of Learning and Experience
LNF	Literacy Numeracy Framework
DCF	Digital Competence Framework
WM Statement	What Matters Statement

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Executive summary

In support of the continuing development of the Curriculum for Wales 2022, 16 Innovation Schools that have embedded aspects of the new curriculum were asked to reflect on their experiences. At the conclusion of the 2018/19 school year, participating schools were asked to complete an end-of-phase report. Drawing on these reports, an analysis was undertaken that sought to explore the themes and issues that they raise. The objective of the analysis is to feed learning from Innovation Schools back into efforts to refine and improve the curriculum guidance.

Planning and Activities

In preparation for implementing the new curriculum, the majority of Innovation Schools formed working groups and/or identified curriculum leaders within their staff to drive the new curriculum forward (10/16). All schools have either a formal or informal process in place to enable them to identify and establish links between the What Matters statements, progression steps and AoLEs alongside what is needed in their own particular school context. Schools most commonly described (9/16) providing staff with training related to the new curriculum. The type of training, whilst differing from school to school, was typically centred on the theory and pedagogy emphasised within the new curriculum as intended. All schools stressed the importance of taking time to further their understanding of the new curriculum, its theoretical learnings and what this means for their school.

High Level Questions

Each Innovation school were asked a number of high level questions intended to guide inquiry and draw out key learning. This included:

- Do Achievement Outcomes reflect the principles of progression?
- Broadly how useful are the Planning for Learning sections in the Area of Learning and Experience guidance helping practitioners to plan a curriculum for all of your learners?
- How useful are each of the principles and sections of national assessment proposals for building local assessment arrangements?

Most schools agreed to an extent that the achievement outcomes of the Curriculum for Wales reflect the principles of progression (9/10), in particular highlighting that progression steps are suitable and appropriate for learners and that guidance within AoLEs is clear and straightforward (5/9). The clear and suitable progression routes identified by schools was caveated by the suggestion that further planning detail for lessons is required (7/10) and that the clear achievement outcomes and progression and language within What Matters statements were not consistent across all AoLEs (6/10).

The majority of schools were positive about the Planning for Learning sections within the guidance they had been provided with (6/11), suggesting that it is generally clear and straightforward (4/6) which enables schools to plan for the new curriculum with a clear idea of the pedagogical principles and aims and links between AoLEs (3/6). Whilst guidance was viewed positively, schools suggested that the guidance as it currently stands should be perceived as a starting point, acting as a mechanism to encourage schools to engage with the process however would need further detail as implementation of the curriculum continues.

Schools were generally in agreement that the principles and sections of national assessment proposals are useful for building local assessment arrangements (6/9) but that this should again be perceived as a starting point to encourage schools. A common concern for schools was that, in their current form, assessment and achievement outcomes outlined in the national proposals were limited as a result of their similarity to previous assessment criteria and/or in some instances, their lack of clarity which some schools were concerned with would result in widely variable assessments based on school context.

School-wide Impact

Schools were also asked to consider the impact of the new curriculum on learners, staff parents and governors. Almost two thirds of schools highlighted the positive impact of the new curriculum on learners as a result of learner involvement with and consultation on the new content and approach to learning (8/13). The majority of schools described their teachers as being positive and supportive of the new curriculum at this stage (8/13). Whilst the majority of schools were positive about the impact of the new curriculum on teachers, it was also suggested that the guidance, in particular the Planning for Learning sections, need to provide more clarity than they currently do. Training undertaken by staff was commonly highlighted within Innovation School reporting as a key activity undertaken as part of schools' introductions to the new curriculum. Schools commonly identified that the ability for leaders to collaborate (8/12) and the opportunity for them to prepare for the Curriculum Wales has had a positive impact. The majority of Innovation Schools (10/14) indicated that clarity in assessment for CFW is a challenge.

1 Introduction

In support of the continuing development of the Curriculum for Wales 2022, 16 Innovation Schools that have embedded aspects of the new curriculum were asked to reflect on their experiences. At the conclusion of the 2018/19 school year, participating schools were asked to complete a report summarising their experiences. This included detailing activities in support of embedding the new curriculum into teaching and learning, and to reflect on the lessons learnt and on the curriculum itself.

In July 2019, the Welsh Government commissioned Wavehill to conduct an independent analysis of the reports generated by the 16 Innovation Schools. The findings of the analysis are presented in this report. The analysis aims to support the refinement of guidance that frames the new curriculum before it is rolled out to schools across Wales.

1.1 Background

The Welsh Government published Education in Wales - Our National Mission in 2017. It set out a national mission to raise standards, narrow the attainment gap and deliver an education system which is a source of national pride and confidence. The new curriculum, developed in Wales but informed by experts and practice across the world, is fundamental to that. In April 2019, the draft guidance to support the new curriculum was published for feedback. It is intended to provide a national framework that schools can build on to develop their own curricula. They are not intended to be comprehensive or exhaustive syllabi or a guide for organising timetables. The draft Curriculum for Wales 2022 guidance sets out:

- What settings and schools should take into account in designing their curriculum
- The broad expectations for learners for each area of learning and experience at each progression point.

Scope of the Curriculum for Wales 2022

The draft Curriculum for Wales 2022 has been designed for all learners aged 3 to 16. Current proposals for legislation are that the new curriculum will be provided for:

- 3-5-year-olds who attend nursery classes in maintained schools and those attending funded non-maintained settings.
- 5-16-year-olds who attend maintained schools in Wales.

The approach to Curriculum for Wales 2022 also seeks to allow for a broadening of learning, supporting settings and schools to be more flexible in their approaches, and provides education leaders and practitioners with greater agency, enabling them to be more innovative and creative.

1.2 The Role of Innovation Schools

Innovation Schools have been drawn from the existing Pioneer Schools Network. The Pioneer Schools Network was established in the autumn of 2015. Participating schools were invited to work with local authorities, regional consortia, the Welsh Government, Estyn and a range of experts on the design and implementation of the new curriculum. Across a number of strands, Pioneer Schools have supported the development of aspects of the curriculum, including AoLEs, cross-cutting frameworks, through to professional development and learning that supports the new curriculum. Pioneer Schools that have been working on professional development, for example, have the development of a new framework of professional standards for teachers and formal leaders, *The Professional Standards for Teaching and Leadership*. Together, the Pioneer Schools Network has been central to the development of the new curriculum.

In order to further refine the curriculum, and to consider issues around how the curriculum works in practice, a representative sample of Pioneer Schools were invited to become Innovation Schools. To ensure that the breadth of education provision across Wales was reflected in process, four schools from each consortium and a range of primary, secondary and specialist schools for those with additional learning needs were selected as Innovation Schools. The 16 schools were subsequently invited to pilot aspects of the new curriculum, embedding the curriculum into teaching and learning. This aimed to generate learning around how the curriculum works in practice, and the activities and initiatives that are required to embed the new curriculum effectively.

At the conclusion of the 2018/19 school year, participating schools were asked to complete a report summarising their experiences. This included detailing activities aimed at supporting teachers to embed the new curriculum into teaching and learning, and to reflect on the lessons they learnt, including what worked and the challenges they faced. Innovation Schools were also asked to reflect on the curriculum itself, and to offer suggestions as to how the guidance could be improved.

1.3 Analysis of Reports

Drawing on these reports, in August 2019 an analysis was undertaken that sought to explore the themes and issues that they raise. The objective of the analysis is to feed learning from Innovation Schools back into efforts to refine and improve the curriculum guidance. Based on the synthesis of the 16 Innovation Schools' end-of-phase reports, the analysis set out to:

- Consider the relationships between activities and experiences of schools, and the recommendations or suggestions they offer
- Outline each individual school's responses and views against each of the high-level questions
- Explore trends in response across different types of school
- Begin to consider issues around the validity and transferability of individual experiences or recommendations, both for the purposes of curriculum refinement, and more broadly for the education community as a whole.

1.4 Methodology

In undertaking this analysis, we have systematically extracted, appraised and synthesised data from each of the 16 Innovation School end-of-phase reports. Drawing on techniques and approaches from this systematic review, the analysis has been completed over two stages:

- **Data Extraction:** We developed a data extraction form that guided our reading of the reports and enabled us to draw out relevant information. This has included contextual information, activities and approaches to implementation, experiences and recommendations.
- **Data Synthesis:** Drawing on the extracted information, we explored individual and aggregate trends across the dataset.

The analysis is limited in a number of ways that are important to note. There was considerable variation in the breadth and depth of information by schools across the 16 reports. In some instances, for example, reports included only an outline of the activities schools undertook to embed aspects of the new curriculum. This raised some minor analytical challenges, including determining the links between activities and the reflection and learning offered by schools. It also increased challenges around exploring trends across schools, which was already limited by small samples when considering sub-group analyses.

2 School Context and Engagement

Section summary

- The majority of Innovation Schools suggested that their experience as a Pioneer School provided them with an effective expertise and knowledge base from which they could develop and implement the new curriculum (10/16).
- Since becoming aware of the new curriculum, most schools suggested that they have undertaken internal training and discussions with teachers focusing on pedagogy within their school (9/16).
- Schools (10/16) appear to have already established good links within their communities and local networks, in particular, other schools within their cluster with whom they share information and good practice around the new curriculum.

As illustrated in Table 2.1, to ensure that the breadth of education provision across Wales was reflected in consultation, four schools from each consortium and a range of primary, secondary and specialist schools for those with additional learning needs were selected as Innovation Schools.

Table 2.1: School Profile Summary

Profile summary	N
Type of school	
Secondary	6
Primary	6
Primary and Secondary	1
Specialist	3
Language Medium	
Welsh Medium	6
English Medium	10
Consortia	
CSC	4
EAS	4
ERW	4
GWE	4

Similarly, the Innovation Schools selected represented a range of demographics, as indicated by Table 2.2. below.

Table 2.2: School demography

	Minimum	Maximum	Average
Number of students	89	1782	685
Proportion of Free School Meals	6%	42%	22%
Proportion of BAME students	0%	85%	16%
Proportion of students with additional learning needs	8%	100%	36%

2.1 Previous Experience

Within the reporting process, schools were asked to provide their school context, outlining within this any previous work they have carried out to enhance school and staff understanding of the new curriculum. The majority of schools (10/16) highlighted that their previous position as a Pioneer School has provided them with expertise and knowledge on the Curriculum for Wales, from which they have established a baseline where practitioners already had a level of understanding and had been able to feed back and engage with the guidelines. In one instance, a school report stated,

'[School] as a Pioneer School in the Humanities between January 2017 and March 2019. Staff and governors were given informative presentations on the Four Purposes, the 12 pedagogical principles and the structure of the six AoLEs'.
- **School 3**

Schools in this instance also highlighted previous internal exercises and consultations (9/16) and training (4/16) they have undertaken focused on pedagogy within their school since they became aware of the new curriculum,

'An established pedagogy team meets regularly to discuss aspects of pedagogy and ensure professional learning is at the heart of all school developments. This ranges from professional development sessions on developing questioning, pupil independence, differentiation and responsive teaching, to bespoke behaviour, teaching and learning, coaching, collaborative planning or support using classroom technology such as IRIS connect'. - **School 4**

It is interesting to note that these trends were reflected across a wide range of schools, including smaller and more rural Innovation Schools.

2.2 Community and Network Engagement

Within reporting, the majority of schools (10/16) suggest that they have existing good links within their communities and local networks, in particular other schools within their cluster with whom they share information and good practice on CFW. These networks were particularly evident in primary schools, with all Innovation primary schools stating that this was the case (6/16). In these instances, Innovation Schools are understood as, and perceive themselves to be, model examples of good practice, providing others with tried and tested good practice knowledge and approaches,

*'Since the beginning we have shared our practice locally, regionally and nationally and staff have delivered at regional events, sharing our journey in curriculum reform and practices, and have also supported a number of schools in developing their curricula. The school has forged good relationships with the secondary school and the primary schools within the catchment area, holding joint InSET. These schools have collaborated on an action research project investigating meta-cognition. Each school has a designated Leader of Learning who has release time to read and research national and international publications and articles surrounding this matter and who then feeds back to staff and compiled an electronic library. There are strong links between the catchment schools and a range of InSETs have been arranged for the next academic year during which our school will disseminate the work we have done and support them during their next steps'. - **School 13***

Within reporting, a minority of schools (5/16) also highlighted that, since their first engagement with the new curriculum, they have attempted to engage with their wider community, and parents in particular. This engagement appears in most cases to be reciprocal, with schools seeking to engage with parents and the wider community and disseminating information to them about the new curriculum whilst also bringing the context of the community into their teaching,

*'The school's curriculum aimed to focus on the local area and wider community and the people within it. The school has also made links within the wider community by working in collaboration with local schools, projects and people. The school arranges workshops for parents/carers to provide information regarding educational reform and the developments to our curriculum and pedagogical practices. The governing body is fully conversant with the developments within the school and continues to consider the impact of this at a strategic level'. - **School 13***

In two cases, schools also outlined in reporting that they have established a newsletter and/or blog to ensure that they disseminate information on the new curriculum and their progress with others.

3 Planning and Activities

Section summary

- The majority of Innovation Schools have formed working groups and/or identified curriculum leaders within their staff to drive the new curriculum forward (10/16).
- All schools have either a formal or informal process in place to enable them to identify and establish links between the What Matters statements, progression steps and AoLEs alongside what is needed in their own particular school context.
- Schools most commonly described (9/16) providing staff with training related to the new curriculum. The type of training, whilst differing from school to school, was typically centred on the theory and pedagogy emphasised within the new curriculum as intended.
- All schools stressed the importance of taking time to further their understanding of the new curriculum, its theoretical learnings and what this means for their school.

3.1 Planning for the Curriculum for Wales

In their reporting, the majority of Innovation Schools (10/16) indicated that, in preparation for the new curriculum, they have formed working groups and/or identified curriculum leaders within their staff to drive the new curriculum forward. In these instances, schools described the working groups and/or leaders as being provided with the opportunity to engage with the new curriculum, in particular the concepts, What Matters statements and progression steps for each AoLE in-depth, whilst a further three schools described carrying out a similar process more informally, i.e. the schools did not have a formalised group which undertook this task, but ensured there was opportunity for teachers to feed back their thoughts. This trend appears consistent across all schools, although slightly more prevalent in primary schools and schools with a lower proportion of students receiving free school meals than the national average (approximately 21 per cent).

Although not all schools stated that a formal staffing structure had been put in place to design the curriculum and plan its roll-out, it is important to note that all schools that included their approach to planning in their reporting (13/16) described having a process in place which enabled them to identify and establish links between the What Matters statements, progression steps and AoLEs alongside what would be needed in their own particular school context. In most instances, this was described as exploratory and reflective in nature, with schools taking this as an opportunity to think about their own pedagogy, internal structures and learner needs. In one report, a school documented,

‘[We have been able to] reflect collectively on links to the Four Key Purposes and to explore their relevance for our pupils by questioning whether these statements are truly what matters for our pupils? Teachers considered how these impact upon planning as a starting point from the ‘why’ focus on what we teach’. - School 1

Within schools’ reporting on planning, it was also highlighted in three instances that teachers had undertaken training in preparation for the new curriculum implementation, whilst two schools highlighted their attendance at events relating to the new curriculum.

3.2 Activities

Throughout the end-of-phase reporting, there is a clear trajectory between schools' initial plans in regard to the new curriculum and the activities which subsequently took place. All schools, regardless of type and demography, most commonly described (9/16) providing staff (teachers, governors and support staff) with training related to the new curriculum. The type of training, whilst differing from school to school, was typically centred on the theory and pedagogy emphasised within the new curriculum as intended.

All schools commonly highlighted that they have undertaken activities centred on enabling the greater understanding of the curriculum, its theoretical learnings and what this meant for their school. Whilst this is evidenced by the training previously highlighted, this was also described as continual informal conversations that are being undertaken by senior leadership teams and teachers within their new AoLE structure. Within these conversations, schools highlighted that they were focussing on identifying gaps and commonalities between the previous curriculum and the new AoLEs, alongside exploring ways in which they envisage linking together the AoLEs, What Matters Statements and progression steps. Key areas of discussion highlighted were how to:

- Develop a consistent pedagogy (7/16)
- Implement the literacy and numeracy framework within the curriculum (3/16)
- Link the new curriculum to the school's existing values (3/16)
- Implement the Digital Competency Framework within the curriculum (2/16)
- Consider additional learning needs within the new curriculum (1/16).

It is important to highlight in this instance concern around links to the LNF and DCF were typically raised by secondary schools suggesting that they were concerned about how said frameworks will be built into the new curriculum. Where schools outlined the activities they are currently undertaking, the majority of schools (11/16) also indicated that they were using inset days to disseminate information and discuss the new curriculum with staff and one school evidenced their creation of a blog to inform other schools, parents and staff of how they were implementing the new curriculum.

4 High Level Questions

Section summary

- Most schools agreed to an extent that the achievement outcomes of the Curriculum for Wales reflect the principles of progression (9/10), in particular highlighting that progression steps are suitable and appropriate for learners and that guidance within AoLEs is clear and straightforward (5/9).
- The clear and suitable progression routes identified by schools was caveated by the suggestion that further planning detail for lessons is required (7/10) and that the clear achievement outcomes and progression and language within What Matters statements were not consistent across all AoLEs (6/10).
- The majority of schools were positive about the Planning for Learning sections within the guidance they had been provided with (6/11), suggesting that it is generally clear and straightforward (4/6) which enables schools to plan for the new curriculum with a clear idea of the pedagogical principles and aims and links between AoLEs (3/6).
- Whilst guidance was viewed positively, schools suggested that the guidance as it currently stands should be perceived as a starting point, acting as a mechanism to encourage schools to engage with the process however would need further detail as implementation of the curriculum continues.
- Schools were generally in agreement that the principles and sections of national assessment proposals are useful for building local assessment arrangements (6/9) but that this should again be perceived as a starting point to encourage schools.
- A common concern for schools was that, in their current form, assessment and achievement outcomes outlined in the national proposals were limited as a result of their similarity to previous assessment criteria and/or in some instances, their lack of clarity which some schools were concerned with would result in widely variable assessments based on school context.

As part of their roles as Innovation Schools, schools were asked to respond to three high-level questions within their end-of-phase reporting in order to gain an understanding of school experience in line with key theoretical issues. For high-level questions one and two, responses have also been broken down by AoLE.

4.1 Do Achievement Outcomes Reflect the Principles of Progression?

Overall, most schools (9/10) agreed that the achievement outcomes of the Curriculum for Wales reflect the principles of progression to an extent. In this instance, schools indicated that the achievement outcomes reflect the principles of progression because they perceived the progression steps as suitable and appropriate for learners (5/9) and the guidance within AoLEs as being clear and straightforward.

In most instances, however, the clear and suitable progression routes identified by schools was caveated, as schools suggested that whilst this was generally the case, they still required further planning detail for lessons (7/10) and that the clear achievement outcomes and progression and language within What Matters statements were not consistent across all AoLEs (6/10). Whilst it is understood that broad guidance is intended within the CFW to enable schools to design and implement the curriculum in a way that is appropriate for them, it was highlighted that this can at times be burdensome for schools,

'Different principles of progression for each AoLE and sometimes within the AoLE was considered overwhelming by primary practitioners. There are many principles of progression which are similar in nature- could these be made more over-arching for the entire curriculum'? - **School 6**

'Across all WMs statements – [there are] just a vast amount of statements. Started to question the relevance of the all of them, especially from a primary practitioner point of view'. - **School 2**

'A box is needed to highlight Principles of Progression which are the same for every area of learning. The first Principle of Progression is generally far too difficult for Progression Steps 1 and 2. The language is far too complex, e.g. 'conceptual understanding'. - **School 9**

When considering if and how achievement outcomes reflect the principles of progression, schools also suggested that, as a result of inconsistency within AoLEs progression routes and WM statements, whilst the achievement outcomes could reflect the principles of progression, this was largely labour intensive at a school level.

Expressive Arts

All three schools that considered the principles of progression and achievement outcomes of the Expressive Arts AoLE were positive about the clear lines of progression which apply across the AoLE. Here, schools suggested that the principles of progression, complexity, control depth and independence aligned well with the WM statements and the skills, knowledge and experience requirements, and that teachers were supportive of the achievement outcomes which reflect a continuum of learning rather than acting as a box-ticking exercise.

The key concern expressed by two of the three schools related to learner assessment, as a result of the continuum of learning approach although teachers were broadly in agreement that this would make progression difficult to label:

'Learners may move backwards and forwards whilst experiencing Expressive Arts activities'. - **School 7**

When viewed in this way, schools suggested that teachers may not be adequately prepared to provide the level of expertise required to guide learners through the new progression route.

Health and Wellbeing

Across all five schools that reported on the alignment of the principles of progression and achievement outcomes, there was broad agreement across all schools that the Health and Wellbeing AoLE provides effective progression which, similarly to Expressive Arts, can be seen on a continuum (3/5). This continuum, schools suggested, was essential to the AoLE, as it aligns with a learner's individual developmental growth,

'Value was seen in being able to move back and forth between progression steps, given changes in personal circumstances that may affect health and well-being'. -School 7

The key concern articulated by schools in this instance however was the limited training and knowledge teachers may currently have (3/5). Within the three reports which identify this, schools indicated that the limited availability of resources and teacher experience in this area could pose a challenge to learner progression. This was particularly highlighted by one school whom outlined their pledge to support and encourage Relationships and Sex education as guided by the new curriculum however also suggested that they did not have the tools and resources to defend this choice to parents and the community whom may disagree with the changes. It was also highlighted by one school that not all WM statements have clear progression routes.

Humanities

It is interesting to note that, unlike within reporting around other AoLEs, schools reporting on their humanities AoLE tended to compare their principles of progression and achievement outcomes with other AoLEs (5/6). In the majority of these instances (4/6), schools suggested that progression within the Humanities AoLE would benefit from greater detail and subject specific terminology such as through the labelling of progression routes and by including 'trigger' words for principles of progression. One school stated,

'Humanities does not always move from understanding to more sophisticated demands, like the other AoLEs, the text simply states what most sophisticated is. EA and H&WB is more broken down into subheadings but is not particularly detailed'. - School 13

Whilst it was also highlighted by one school that difference between the AoLEs was to be expected, the remaining schools suggested that this would enable teachers to limit overlap. Two schools also, in this instance were overtly positive about the principles of progression apparent within the Humanities AoLE, suggesting that it demonstrates a how learners will be able to work with increasingly sophisticated sources of information and demonstrate an increased depth of knowledge.

Language, Literature and Communication

It is understood that, of the five schools whom reported back on the Language, Literature and Communication AoLE progression and achievement outcomes, some (3/5) expressed concern in regard to the suitability of achievement outcomes for learners, in particular suggesting that Welsh language achievement outcomes could pose challenges for learners and teacher skill requirement in English medium schools and, vice versa, that English language achievement outcomes could pose challenges in Welsh medium schools. This was particularly identified in primary school reporting. One primary school stated,

'[I]n order for children to become fully bilingual we have to immerse them 100% of the time in the Welsh language. We are concerned that there is an expectation for early years' pupils to discuss a range of other languages which may confuse them at an early stage of their acquisition of language. In many WM schools very small number of children begin school with any knowledge of Welsh and the language'. – School 12

Whilst one school described the expectation for writing within primary school assessment outcomes as 'huge' which could result in disengaging learners at an early stage.

It was highlighted two schools that the AoLE in its current form would require greater teacher training and expertise to cover all content in a number of languages, it was also suggested in two other instances that the achievement outcomes support the development of knowledge and skills across different languages which reflect the principles of progression.

Maths and Numeracy

Of the six schools whom explored this higher-level question relating to the Maths and Numeracy AoLE, the vast majority (5/6) suggested that they were positive about the AoLEs general approach. In one case, a school highlighted that the strands through the progression steps within Mathematics and Numeracy was clear than in other AoLEs and that this should be 'applauded.' One school stated,

'It is believed that this is a good way of supporting pupils to apply their skills within the AoLE and across other AoLEs and in everyday situations'. - School 7

However, the structure of the AoLE in its current form was also described by five of the six schools as difficult to follow as a result of unlabelled lanes of progression which do not explicitly relate to WM statements within the plan for learning. As a result, schools suggested that there needs to be greater and more explicit links between progression steps, principles and WM statements.

'[It] is difficult to follow to plan for learning. Our HOD has compartmentalised them into the 4 WM statements and rewritten their forms of progression to enable fluency. Concern would be that schools will complete labour intensive documents that we should really be providing at national level to ensure engagement with school level curriculum design is the priority not redesigning documents to make sense of how to plan'. - School 2

Schools here also highlighted that some of the language within the progression steps is inaccessible to the intended audience. Wording here within the progression was understood to be over-complicated, in particular in Welsh which one school described as not being part of teachers' current day-to-day vocabulary.

Science and Technology

Most schools whom considered the Science and Technology AoLE in regard to the achievement outcomes and its reflection of the principles of progression suggested that, the different strands were clear and enable teachers to provide focus on the knowledge, skills and experience learners require (3/4). In the one instance in which a school did not agree with this, it was suggested that there was confusion as a result of different WM statements having different principles of progression and that here needed to be consistent and clear language used across all principles of progression, For example,

'Use of the word 'elaborate' - could mean more advanced or complex or creative'. - School 6

Whilst schools in this instance also largely supported the notion that progression within this AoLE could be represented through 'either a physical or intellectual outcome' it was also highlighted by one school that teachers disagreed that, to show progression, learners thinking would develop from abstract to concrete, suggesting that progression would be demonstrated the other way around i.e. thinking going from concrete to abstract.

4.2 Broadly How Useful are the Planning for Learning Sections in the Area of Learning and Experience Guidance Helping Practitioners to Plan a Curriculum for all of your Learners?

Of the 11 schools that explicitly responded to this high-level question, the majority were positive about the Planning for Learning sections within the guidance they had been provided with (6/11). Schools here identified that guidance provided to them was generally clear and straightforward (4/6) which enabled schools to plan for the new curriculum with a clear idea of the pedagogical principles and aims, whilst also clearly linking to other AoLEs (3/6),

*'We feel that the Planning for Learning section is a useful tool that will help schools plan the curriculum for their context. We will consider whether using the Planning for Learning as a tool would ensure coverage of the AOs. We feel that they could provide assurance that the Four Purposes are being planned for and mitigate the narrowing of focus to individual AOs at the expense of the curriculum as a whole. This is especially important in the early implementation stage. However, as the Planning for Learning section is not statutory and will not remain, this may not be a worthwhile approach. This is a shame! We believe that the Planning for Learning could prove to be one of the most useful aspects of the CfW. It is emerging as very useful in supporting planning that is consistent with the Pedagogical Principles and develops the Four Purposes'. - **School 5***

Whilst only one school was overtly negative about the Planning for Learning sections in the AoLE guidance, as a result of its being perceived as too complex, reports indicated a wider theme, with five schools suggesting that they perceived the guidance as a good starting point, which would need further detail as implementation of the curriculum continues, but in the meantime acting to encourage schools. In this instance, four schools suggested that they perceived the guidance in its current form as too subjective and broad whilst two schools also indicated that they thought the guidance was too prescriptive. This suggests that the task of the guidance is in itself a challenge, having to find a happy medium between being too broad and too prescriptive. One school reported,

*'The majority concluded that they were not useful in designing the curriculum but were useful to have as suggestions. Feedback was divided on the nature of the statements. Some were pleased that they weren't prescriptive (LLC) whilst others thought that they were too broad and therefore had limited use'. - **School 15***

Whilst few schools related this higher-level question to specific AoLEs, these findings have been outlined below.

Expressive Arts

All three schools suggested that the guidance provided for the Expressive Arts AoLE has been clear and detailed, providing scope for the range of delivery methods that could be incorporated into teaching and providing learners with the opportunity to be creative and develop interdisciplinary skills,

*'Our Expressive Arts practitioners like the fact that the Expressive Arts curriculum supports and encourages a combination of delivery methods; interdisciplinary and integrated. They welcome the fact that the interdisciplinary approach to the arts means that learning is focused on one discipline at a time. This has enabled them to link the creative process across disciplines. Learners can also link their skills whilst being guided to a deeper understanding and knowledge of a specific discipline'. - **School 7***

However, while positive about this detail and opportunity, schools also highlighted that as a result of the interdisciplinary nature of the AoLE, teachers would require greater skills development and expertise beyond their previous subject knowledge. This was described in one instance as 'overwhelming' and a 'huge expectation' which could result in the AoLE not being delivered effectively. Where highlighted, schools linked teacher feeling of being overwhelmed or having a lack of confidence to a lack of clear guidance for lesson planning which, they suggested meant that AoLEs aims and intended outcomes were not clearly illustrated.

Health and Wellbeing

As when reporting on the Health and Wellbeing AoLEs progression steps and achievement outcomes, the three schools whom answered the question outlined that they are positive about guidelines which enable schools to flexibly plan the curriculum to meet the wellbeing needs of learners and the encouragement to utilise a range of local, cluster, regional and national resources,

'Our Health and Wellbeing practitioners like the flexibility to plan the curriculum to meet a wide range of changing needs. It was agreed that a curriculum based on local needs should be produced and that consideration should be given to national and global trends and issues affecting health and wellbeing' - School 7

In one instance, however, a school reported that they did not perceive the Planning for Learning as linking with the Learning and Achievement outcomes as a result of limited and ambiguous details for progression steps. It was suggested that this could be overcome by providing additional progression route guidance and detail will be required around progression steps for each key stage of learning.

Humanities

All feedback relating specifically to the Humanities AoLE Planning for Learning (from three schools) was positive. In particular, schools suggested that the Planning for Learning within AoLE guidance was a good starting point for teachers to develop their own school-level design and plans and develop topic knowledge which could be built on for a wide range of age groups. This guidance was understood to be a good opportunity for teachers to be autonomous, flexible and able to provide holistic education which is integrated with the WM statements.

The only suggestion made within this section of reporting was that there could be greater detail to ensure that the curriculum remains consistent across schools in Wales. One school elaborated on this, suggesting that whilst they were positive about the iterative approach envisaged, there was concern that whilst there was a long list of progression steps, a more detailed teaching plan needs to be provided.

Language, Literature and Communication

In three of the four school reports which focussed on the LLC AoLE guidance, it was suggested that schools and teachers would benefit from clear guidance on progression steps and simplified language, e.g. one school noted the use of 'etymology' as inaccessible. Whilst there were two instances in which schools positively highlighted the explicit links between listening, reading, speaking and writing and the emphasis on the importance of language, it was commonly noted that there was a lack of clarity on what was included with a progression step in guidance,

'The Planning for Learning section is somewhat confusing in the way that it refers to different progression steps within one progression step e.g. Progression step 4 includes a number of experiences/skills/knowledge from progression steps 1/2/3. This leads to a lack of clarity, e.g. there are 27 experiences/skills/knowledge within progression step 4 within one What Matters statement'. - School 9

It was also suggested by one school that, whilst the promotion of the use of multiple languages was positive and could 'open the door to social inclusion', this could pose difficulties when maintaining the quality of three languages in schools without extensive expertise.

Maths and Numeracy

The majority of schools that included their response to guidance for the Mathematics and Numeracy AoLE within their reports (3/4) suggested that the Planning for Learning guidance they have been provided with adequately emphasises the importance of learners being able to relate maths and numeracy to real-life situations, in particular highlighting the flexibility and autonomy teachers now have to decide how much time should be spent on specific aspects of the curriculum.

Whilst this flexibility was perceived positively, it can be identified that the guidance is balancing between being overly prescriptive and too broad, with two schools suggesting that they would like greater detail in order for them to plan provision aligned with other schools across Wales,

'The Planning for Learning sections for each of the What Matters statements differ in the amount of detail that is given. In most cases, there are very broad descriptions and it was generally agreed that more details were needed to plan sequences that would enable learners to achieve the desired outcomes'. - School 6

Science and Technology

All three schools reported that the Planning for Learning Guidance for the Science and Technology AoLE was beneficial to teachers as a result of its encouragement of specialist teaching methods to encourage interdisciplinary approaches. This, schools suggested, was encouraging to teachers as it provides them with the opportunity collaborate with experts, local businesses and science- and technology-based organisations when developing the curriculum. It was also highlighted that the broad nature of the guidance enabled teachers to ‘make important decisions about sequencing scientific and technological concepts.’

One concern however, expressed by a secondary school, was that the level of expertise required for the AoLE may not be possible across schools, in particular within primary schools which could affect the sequencing of topics. The school stated,

‘It will be easier in secondary settings to see learners’ progression in Science and Technology, where they will be expected to experience specialist teaching methods within subjects’. - School 7

4.3 How Useful are Each of the Principles and Sections of National Assessment Proposals for Building Local Assessment Arrangements?

Two-thirds of schools that explicitly responded to the third high-level question were overwhelmingly in agreement that the principles and sections of national assessment proposals are useful for building local assessment arrangements (6/9). In most of these cases, schools highlighted their support for the national assessment proposals’ approach to progression, in particular (5/6), as a good starting point for schools to consider when designing their curriculum,

‘It is welcomed that AfL should form a major part of the proposals and should strengthen pedagogy also. Progression is rightly at the heart of the assessment proposals and for AfL to be truly impactful, progression must be understood by practitioners and underpin learning experiences. Therefore, ensuring progression in the AOs is key. The move away from tick lists and best fit scenarios, to planning for assessment as part of the curriculum is welcome. [...] Therefore, it is essential that Pioneer and Innovation Schools consider this approach to planned assessment when designing their curriculums. The AOs developed should be there to ensure progress is made and demonstrated through the planned assessments and that schools have IT knowhow and infrastructure in place to evidence learners’ progress’. - School 13

Schools in this instance also highlighted that, if executed effectively, new approaches to moderation and assessment (3/6) would reduce the burden on teachers and enable learners to pioneer their own education for example, through e-portfolios.

However, whilst the national assessment proposals were outlined as good guidance in some instances, schools also identified concerns about the national assessment proposals which limited their utility in building local assessment arrangements. Most commonly, six schools (6/9) suggested that, in their current form, assessment and achievement outcomes outlined in the national proposals were limited as a result of their similarity to previous assessment criteria and/or in some instances, their lack of clarity which some schools were concerned would result in widely variable assessment based on school context (3/6). Following on from this, two schools identified that without additional resources or national guidance, they were concerned that the proposed approach to assessment could increase the resource burden at a local level, in particular for larger schools and secondary schools,

'The use of e-portfolios was generally seen as positive but there was concern about how this could play out in a secondary school setting. A pupil sitting with a single teacher in a primary or special school and talking through their work (with a parent) would be an enriching experience for all concerned. The same would apply in secondary schools. However, if we consider the number of teachers involved with one pupil at this level, it would prove logistically difficult. If this is the way that we would like to inform parents in the future, we need to review the way in which we report to parents. Are full days dedicated to parental interviews needed? Who would fund this? If however, the e-portfolio was just to keep a record of work done to share with others when needed, this is a different matter'. - School 15

Furthermore, to successfully implement the new Curriculum for Wales through a local assessment arrangement, three schools here identified the continued need for the implementation to be an in-depth and reflective process, as has been allowed for with the Innovation School role.

Thinking about building local assessment arrangements, a small number of schools (3/9) also identified here that they foresaw difficulty, with current guidelines ensuring clear transition and progress from different key stage levels, in particular through from primary to secondary school education,

'As a 3-18 school – we acknowledge the need to re-examine the transition methods – this will be the greatest challenge as the current system of standardisation of course only looks at a snapshot of a child. With the new curriculum, focussing on the whole pupil is essential – how will we be able to do this? The fact that we are a 3-18 school helps but of course we must solve the challenge whilst admitting pupils from the other 13 primary schools. We will look at this as a 3-18 school and extend out to the cluster during the year'. - School 12

5 School-wide Impact

Section summary

- Almost two thirds of schools highlighted the positive impact of the new curriculum on learners as a result of learner involvement with and consultation on the new content and approach to learning (8/13).
- The majority of schools described their teachers as being positive and supportive of the new curriculum at this stage (8/13).
- Whilst the majority of schools were positive about the impact of the new curriculum on teachers, it was also suggested that the guidance, in particular the Planning for Learning sections, need to provide more clarity than they currently do.
- Training undertaken by staff was commonly highlighted within Innovation School reporting as a key activity undertaken as part of schools' introductions to the new curriculum.
- Schools commonly identified that the ability for leaders to collaborate (8/12) and the opportunity for them to prepare for the Curriculum Wales has had a positive impact.
- The majority of Innovation Schools (10/14) indicated that clarity in assessment for CFW is a challenge.

In this section, we explore the impact schools perceive the new curriculum as having on their staff, learners, parents and governors to further understand the response to the new curriculum at this stage of implementation.

5.1 Learners

In almost two-thirds of cases (8/13) schools suggested the positive impact of the new curriculum at this stage on learners as a result of their involvement with and consultation on the new content and approach to learning. Schools described this as enabling them to reflect the needs and interests of learners whilst encouraging learner engagement in their education overall, with five schools identifying increased learner engagement in activities within school,

*'The impact of our outcomes to date places the school in Quartile 1; learners achieve well above modelled expectations. Pupils have been consulted using learning and teaching questionnaires across the AoLEs. Initial findings have shown an increased engagement in enrichment activities'. - **School 2***

It was also highlighted by three secondary schools, one of which is a specialist school for those with additional learning needs, that the changed approach to pedagogy and planning of the curriculum has already led to noticeable changes in learner attainment. One school reported,

*'Most noticeably levels of Oracy are up across the whole school. The revisiting of pedagogy and the explicit linking of Oracy with Reading/Writing, which had been done less so when teaching towards assessment objectives at KS3 has placed a large amount of emphasis on pupils becoming articulate language users. We are seeing clear evidence of this impact on extended writing and technical accuracy'. - **School 10***

However, it was also identified by other schools that the change in assessment and AoLEs could, in the initial instance result in learners' lower attainment which schools and teachers would have to be aware of and manage. In this instance, schools suggested (4/13) that, as a result of teachers lack of familiarity with the AoLEs, progression routes and assessment, there is concern that it will be difficult for teachers to ascertain whether learners are achieving to the best of their ability, and, in one instance that schools will 'justify low expectation of pupils with curriculum design.' Innovation Schools whom expressed this concern suggested that to avoid this, greater detail needs to be provided within assessment criteria.

In regard to the impact of the new curriculum on learners, schools also suggested that at this stage of implementation, teachers are concerned that the new curriculum for Wales poses the risk of being received differently by different learners and therefore not as inclusive as envisioned. This point was highlighted in a number of different ways. In some cases, Innovation Schools, particularly specialist schools for those with additional learning needs, it was highlighted that the new AoLEs and WM statements could not necessarily be used in the way Welsh Government had envisaged with every single learner, as a result of different learning styles and aptitudes. There was also concern expressed by one school whom suggested that cultural learning was not consistent or embedded in the same way across all AoLEs, evidencing the embedding of Welsh culture within Language, Literature and Communication but not Humanities, meaning cultural learning could vary from school to school.

5.2 Teachers

Of the schools whom reported the new curriculum's impact on their teachers, the majority described their teachers as being positive and supportive of the new curriculum (8/13). Whilst reasons why varied, most commonly school suggested that, as an innovation school, teachers were positive about being provided with time in which they could plan and prepare for the introduction of the new curriculum. This, schools suggested, has enabled teachers to collaborate and explore the options available to them. Within one school report it was stated,

'Every teacher has collaborated on different aspects of the new curriculum, taking advantage of the period as a period of trial and error within a supportive ethos. They have shared experiences, learnt from each other and developed confidence from this'. - School 11

Other common positive impacts identified in school reporting were the opportunities the new curriculum provided, namely, the opportunity for teachers to develop their own skills (5/13) and the opportunity for teachers to be challenged in an innovative way (3/13).

Whilst the majority of schools were positive about the impact of the new curriculum on teachers, it was also highlighted by five schools that the guidance, in particular the planning for learning sections, need to provide more clarity than they currently do. In these instances, schools suggested that the guidance provided was burdensome as a result of quantity and wording which could at times be dense or unclear and too broad in nature, with teachers suggesting that more explicitly guidance is needed to see the clear linking of What Matters statements, AoLEs and their progression steps in a straightforward and less resource intensive fashion,

*Their initial opinion is that the amount of reading work in the six areas of experience is massive when you're teaching a range of different ages full time. Having 'What Matters' statements with the achievement outcomes and the progression steps on one sheet would be very useful in order to see the link between them. We need to plan 6 areas and plan work to go with them, which is very challenging for a small school with three teachers. - **School 9***

A further three schools also expressed teacher concern around the alignment of subjects and frameworks within AoLEs, suggesting that they were, at this point unsure of how content between subjects they currently taught would align under this new system, how this would look across all AoLEs and how the LNF and DCF would be incorporated.

*'There has been concern raised about the role of the Literacy and Numeracy Framework in the CfW. Teachers have asked why this document is still necessary as the Mathematics and Numeracy and the Language, Literacy and Communication AoLEs should cover this content. Furthermore, the language used in the 2022 LNF and DCF is not consistent with the rest of the CfW, as they are not written as 'I can..../I have.....' statements seen in the Achievement Outcomes. The demarcation of the year groups from the previous version is very evident, which gives an inconsistent message. There are also conflicts between the LNF and AoLE documents'. - **School 5***

Throughout Innovation School reporting, the majority of schools also expressed that whilst they can identify the positive impact the curriculum will have on teachers, there is still widespread concern that the new curriculum will increase the burden and pressure on teachers (8/13). For many, it is suggested that this is heightened by the ambiguity and or complexity of phrasing within and across AoLEs. In some instances, schools also suggested that the quantity of WM Statements also posed difficulties for teachers and that, rather than include WM statements within an AoLE, there should be, at least, some overarching WM statements which sit above the AoLEs. In most cases, it was also highlighted on multiple occasions that whilst Innovation Schools were grateful for the opportunity to develop their own pedagogy and future plans, other schools would be hindered by not having the same preparation time.

5.3 Support Staff

As previously highlighted, training undertaken by staff was commonly highlighted within Innovation Schools' reporting as a key activity undertaken as part of schools' introduction to the new curriculum. Reports suggest that said training can be identified across school staff bodies, with six schools stating that they have had support staff undertake training in regard to the new curriculum. In these instances, schools describe the support staff as also having had the opportunity to plan and collaborate alongside teachers, indicating a whole-school approach to better understand what the new curriculum will mean at delivery level,

'Support staff have had opportunities to attend a training session about the new curriculum throughout the Pioneer process and have worked with teachers to plan and deliver lessons. All teaching and support staff are in at least one AoLE working group. Each group is familiarising themselves with the WM statements and AOs for their AoLE and considering the high-level questions'. - School 5

Similarly to the impact on teachers, in this instance, the new curriculum was suggested to be viewed positively by support staff, as it has provided staff with an opportunity to develop their skills alongside providing learners with an education reflective of need. However, support staff echoed concerns similar to teachers', with school reports indicating that some (5/11) were concerned about learner progression routes and unclear guidance.

5.4 Leadership Team

When thinking about those in positions of leadership at Innovation Schools, schools commonly identified that the potential for leaders to collaborate (8/12) and the opportunity for them to prepare for the Curriculum for Wales has had a positive impact. In these instances, schools suggested that working together and setting aside formalised time in which they could prepare for curriculum implementation prevented them from feeling overburdened by said tasks,

'SLT meetings are held every two weeks so that HT and DHT can feed next steps and discuss ways forward. Initial thinking is to keep everything as simple as possible, ensuring that all are on board and understand the reasons WHY and HOW the curriculum is changing. Because we have ensured that it has been a drip-feed approach, nothing has seemed overwhelming. All Performance Management Targets for the past two years have been linked to the new curriculum, as has the School Improvement Plan and therefore teachers have been taken on a positive journey, tweaking as we go'. - School 12

When describing positive impacts, schools also highlighted the opportunity the Curriculum for Wales provided to develop staff skills (3/12), alongside making the curriculum more interdisciplinary and relevant to learners (3/13).

Whilst in some instances Innovation Schools suggested that the flexibility of AoLEs provided opportunities for collaboration and opportunity, schools also expressed concern that this flexibility could be burdensome on teachers and other staff. In this instance, schools suggested that, as a result of teachers' lack of confidence in their knowledge of the new curriculum and/or their perceived ability to deliver the new approach, leadership teams felt that there was not enough detail provided, for example within AoLEs and/or because of a lack of lesson plans. Two schools also highlighted that the wording of guidance documents was dense and/or inconsistent across AoLEs, that they were currently unclear how progression steps aligned across AoLEs and that, because of this, they were concerned assessment would be subjective and vary from school to school. In this instance, schools also expressed concern about the negative impact of the curriculum on teacher resources, suggesting that they were unsure how, moving forward, schools would be able to fund the changes and resources needed to implement the new curriculum. One specialist school for those with additional learning needs also reported that they anticipated the new curriculum was not reflective of all their learners' needs and capabilities.

5.5 Governors

The vast majority of schools (10/11) reported regularly to their governors on any updates on Innovation School activities and the Curriculum for Wales. Within this, five schools also reported that they have created a platform from which governors can provide feedback on the curriculum which demonstrates a whole-school approach to the new curriculum. One school reported,

'The CfW is always a standard heading in full GB meetings and standards sub-committee meetings. The governors have all been given copies of the Overview documents we have developed, as well as being encouraged to visit Hwb to view the draft online. Most governors have also attended a training session on the new curriculum and the changes. We have named governors for each AoLE. They join Learning Walks as part of our monitoring programme. They have shown that they are very supportive of CfW but have concerns about future qualifications'. - School 5

5.6 Parents

Where reported, schools suggested that the impact on parents has, so far, been limited as a result of being at the early stages of implementation. Of the 10 schools to identify any parent impact, seven described having disseminated information (typically through letter) about the curriculum to parents and their work as an Innovation School. Further to this, five schools highlighted that they were either currently undertaking or planning to undertake participatory activities with parents to ensure they were up to date and that their voice was captured in consultation,

'Parents have been informed of the proposed changes to the curriculum and were made aware of these during a curriculum evening. During this presentation parents were told about the curriculum's core aims and the organisation of it was explained. They were invited to ask questions about it as well as see the changes to provision and pedagogy the school has made. Parents had the opportunity to talk to a number of staff regarding new approaches used as well as how learners are now organised. Parent feedback was very positive, and many voiced how exciting the forthcoming changes are'. - School 3

There were also two schools which evidenced participatory events they have undertaken which included parents and highlighted the importance of embedding the community with their schools.

5.7 Opportunities

Within their reporting, Innovation Schools were asked to highlight any opportunities that have arisen through their implementation of the Curriculum for Wales. Most commonly, (7/13) schools pinpointed their role acting as an Innovation School as a good opportunity to enhance their practice, considering wider overarching questions such as those around their own pedagogical approaches and learner health which they typically do not have the time or pressing incentive to do,

'On a strategic level, the direction we have chosen to take with regard to planning the curriculum – linking pedagogy to the progression towards the Four Purposes, then using the finer details of progression within the documents to quality assure our own curriculum plan, has been a great catalyst for the school to really ask genuine questions about what teaching and learning approaches we most value and why, away from the focus on GCSE outcomes'. - School 10

Other common opportunities outlined by the Innovation Schools were,

- The clear progression routes of AoLEs (6/13)
- The ability to collaborate with other teachers and schools (6/13)
- The opportunity to be innovative and creative (5/13)
- The capturing of real-life learning within the new curriculum (5/13)
- The opportunity to operate in a way that is led by learner need and interest (5/13)
- The opportunity to test and trial approaches before the complete roll out of the new curriculum (4/13)
- Greater teacher autonomy and flexibility (3/13).

It is interesting to note that, whilst these trends are reflected across all schools, opportunity provided through clear progression routes was predominantly identified by primary schools (5/6).

5.8 Challenges

The majority of Innovation Schools (10/14) indicated that assessment in the new Curriculum for Wales was posing challenges in their schools. Whilst reasons for this varied, it was typically suggested that this was a result of schools not receiving an assessment guide until 2020 which, in many cases, meant that schools and teachers were uncertain of how their learners' progress could and would be tracked. One school reported,

'The fact that no assessment guidance will be available until January 2020 has somewhat hindered our efforts to move the curriculum forward in school. Our teachers have long used formative assessment techniques to help move learners forward in their education, but it would have been useful to issue more detailed assessment arrangements with the draft curriculum'. - School 3

In most instances, schools that highlighted concern around assessment suggested that this was related to or as a result of their uncertainty around the progression steps within the six AoLEs and how they would relate to their practice.

Innovation Schools also commonly highlighted that finding resources and time in which to develop the new curriculum has been challenging (6/14). In this instance, schools reported finding it difficult to find time to be innovative and plan for the new curriculum whilst also balancing the old curriculum and continuing with day-to-day teaching and assessment. In the case of one school, it was suggested that, whilst they have found the balancing of resource difficult, they were also concerned about how challenging schools that were not Innovation Schools and therefore with no added resources would be able to implement it,

'The time to co-produce and trial has been essential for our staff and we have set aside a number of INSET sessions in order to do this. We have also used pioneer funding to release staff for collaboration, co-production and co-appraisal. Without funding, the planning and trialling work would not have been as successful. This requires investment'. - School 7

As previously highlighted, other challenges articulated by Innovation Schools typically centred on knowledge about the new curriculum, and moreover, staff confidence to teach the new curriculum. In some cases, it was highlighted, particularly within secondary schools, that teachers would need additional training in order to cover all topic content within their new AoLE (5/14), whilst in others, the Curriculum for Wales guidance was described as containing 'complicated language' (4/14) and/or being too generic across all AoLEs (4/14). When viewed in this way, schools suggested that the challenges faced resulted in teachers having limited confidence in their ability to teach the new curriculum (3/14), still having gaps in their knowledge (3/14), being resistant to change (2/14) and/or misunderstanding the purpose and approaches envisaged for the new curriculum.

6 Future Considerations

As part of the end-of-phase reporting exercise, Innovation Schools were asked to include any suggestions they had to improve the implementation of the CFW in this next stage of the process. Most commonly, Innovation Schools' suggestions related to the alignment of the six AoLEs, in particular suggesting that there needs to be greater consistency in the terminology used across all AoLEs and the WM statements they include (7/9). In these instances, schools indicated that the differences in terminology and principles of progression could be more clearly stated.

There are broader methodological considerations around how to gather and disseminate learning from Innovation Schools in support of the continued refinement and roll-out of the curriculum. A key issue here is the accuracy and comprehensiveness of reporting. There was considerable apparent diversity in the detail of reporting.

Mae'r ddogfen yma hefyd ar gael yn Gymraeg.
This document is also available in Welsh.