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## Consultation Document

### Curriculum for Wales

Revised Areas of Learning (Language, Literacy and Communication Skills and Mathematical Development) and programmes of study (English, Welsh (first language) and mathematics) – Foundation Phase to Key Stage 4

Phase 1: Literacy and numeracy

Date of issue: **26 March 2014**

Action required: Responses by **13 June 2014**

# Curriculum for Wales

Revised Areas of Learning (Language, Literacy and Communication Skills and Mathematical Development) and programmes of study (English, Welsh (first language) and mathematics) – Foundation Phase to Key Stage 4

Phase 1: Literacy and numeracy

## Overview

This consultation is about proposed revisions to the:

- Areas of Learning for Language, Literacy and Communications Skills and Mathematical Development (maintained and non-maintained settings)
- programmes of study for English, Welsh (first language) and mathematics for Key Stages 2 to 4.

## How to respond

Responses to this consultation should be e-mailed/posted to the address below to arrive by **13 June 2014** at the latest.

## Further information and related documents

Large print, Braille and alternate language versions of this document are available on request.

The consultation documents can be accessed from the Welsh Government's website at [www.wales.gov.uk/consultations](http://www.wales.gov.uk/consultations)

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## **Data protection**

### **How the views and information you give us will be used**

Any response you send us will be seen in full by Welsh Government staff dealing with the issues which this consultation is about. It may also be seen by other Welsh Government staff to help them plan future consultations.

The Welsh Government intends to publish a summary of the responses to this document. We may also publish responses in full. Normally, the name and address (or part of the address) of the person or organisation who sent the response are published with the response. This helps to show that the consultation was carried out properly. If you do not want your name or address published, please tell us this in writing when you send your response. We will then blank them out.

Names or addresses we blank out might still get published later, though we do not think this would happen very often. The Freedom of Information Act 2000 and the Environmental Information Regulations 2004 allow the public to ask to see information held by many public bodies, including the Welsh Government. This includes information which has not been published. However, the law also allows us to withhold information in some circumstances. If anyone asks to see information we have withheld, we will have to decide whether to release it or not. If someone has asked for their name and address not to be published, that is an important fact we would take into account. However, there might sometimes be important reasons why we would have to reveal someone's name and address, even though they have asked for them not to be published. We would get in touch with the person and ask their views before we finally decided to reveal the information.

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## Ministerial foreword

Following my announcement that Professor Graham Donaldson will be undertaking an independent review of assessment and the national curriculum, this document marks the next step in the journey towards creating the first curriculum **for** Wales – a fully inclusive curriculum that acknowledges the specific needs of Welsh learners, while reflecting our aspirations for the Welsh education system on the international stage. I want Welsh learners to grow up with opportunities for learning that support them to be able to think, do, prosper and adapt.

In the Phase 1 consultation document which I published on 22 October 2013, I asked a number of questions about proposals to embed literacy and numeracy in the curriculum – and in doing so to help reduce the impact of deprivation on educational outcomes. I remain absolutely committed to getting these basics right and would like to thank each and every one of you for taking the time to respond to the plans that I set out. It is gratifying to know that the majority support our proposals for placing literacy and numeracy at the heart of arrangements in Wales.

The proposals for new Areas of Learning and programmes of study in this document reflect that support, as well as a range of other comments you provided, and offer for your further consideration revised, detailed models for incorporating literacy and numeracy as defined by the National Literacy and Numeracy Framework (LNF) into the curriculum. Specifically, they include:

- revised Areas of Learning (Foundation Phase) and programmes of study (post-Foundation Phase) that complement and consolidate the approach taken in the LNF
- proposals for an extended LNF, from age 3 to age 16, to ensure that practitioners are given the tools they need to teach literacy and numeracy to their best ability across a broad range of learner ages, up to and including new GCSEs in English, Welsh First Language, numeracy and mathematical techniques.

I look forward to hearing your views and hope to engage as many of you as possible in this important discussion.

Your responses also indicated that, while the majority support the continued development of options for integrating literacy and numeracy into the curriculum immediately, there are other areas where a significant proportion of stakeholders feel we need to pause, reflect and allow time for literacy and numeracy to embed in the curriculum. You told me that we should consider assessment arrangements in the context of the wider curriculum change proposed in phase two of the review, and I have taken these views on board. Therefore, my proposals in relation to assessment

of the new Areas of Learning and programmes of study will be included in the wider context of Professor Donaldson's independent review.

In terms of my proposals in relation to the introduction of a statutory wider skills framework, I am pleased to say that these received overwhelming support in principle – but again I have heard a strong message that this should be considered in the context of wider curriculum change. I have listened to these views, and again I have decided that we must allow time for literacy and numeracy to embed in the curriculum. A model for the wider skills framework will be considered as part of the independent review.

I will announce further details as they emerge. In the meantime I would urge you to take part in this important discussion by responding to the proposals in this consultation.

A handwritten signature in black ink, appearing to read 'Huw Lewis', written in a cursive style.

Huw Lewis AM  
Minister for Education and Skills

## **Executive summary**

The consultation entitled *Curriculum for Wales – Phase 1: Literacy, numeracy and wider skills* was published on 22 October 2013. It sought stakeholder views on proposals for changes to curriculum and assessment arrangements that were aimed at supporting and strengthening the learning and teaching of literacy and numeracy in schools. Also included were proposals for making wider skills statutory elements of curriculum arrangements in Wales. This consultation was open from 22 October 2013 to 17 January 2014 and a summary of the responses can be found at <http://wales.gov.uk/consultations/education/curriculum-for-wales/?status=closed&lang=en>

This document deals with the outcome of the consultation, specifically in relation to proposals for extending the LNF and integrating it into existing arrangements. It also sets out next steps in relation to Professor Donaldson's independent review announced on 12 March 2014.

### **Revised Areas of Learning and programmes of study**

The initial consultation included proposals for revising existing arrangements for Language, Literacy and Communication Skills and Mathematical Development in the Foundation Phase, and English, Welsh (first language) and mathematics in Key Stages 2 to 4 so that they would complement the approach taken in the LNF.

The majority of responses considered it to be a logical step that would provide greater synergy and seamlessness within the system. At the same time it was viewed as a means of creating a continuum of learning. Stakeholders envisaged a situation where there would be a seamless flow of work that built on previous learning in order to achieve a high standard of literacy throughout a learners' school experience. There were some concerns that expressing these skills as annual expectations may encourage regressive practice. We remain clear that this structure is not designed to force children in the Foundation Phase to progress in all skills at a constant rate each year. However, the structure does allow practitioners to see the steps in progression towards the end of Foundation Phase. We have used advice from existing Foundation Phase practitioners to influence how this would work successfully.

### **An extended LNF**

In addition, the consultation included proposals to extend the LNF to include emergent literacy and numeracy in the Foundation Phase for three- to four-year-olds and to align with new GCSEs and the Welsh Baccalaureate at Key Stage 4.

The majority of responses revealed that the LNF was viewed as something that could influence the work at the Foundation Phase in a positive way as a means of creating a continuum of skills based on expectations which were clearly defined.

With regards to proposals for extending the LNF upwards to align with new GCSEs and the Welsh Baccalaureate, there was significant support for this – particularly as

it would help ensure a continuity of progression across all phases/stages of education.

## **Independent review**

In the light of consultation responses, the remaining proposals that were set out in the initial consultation document will be considered in the context of Professor Donaldson's independent review announced on 12 March 2014. These include proposals for assessment and the introduction of wider skills as statutory elements of curriculum arrangements in Wales, the latter of which has received overwhelming support from stakeholders to date. More details on our direction of travel are included later in this document.

## **The purpose of this consultation**

The purpose of this consultation document is to seek your views on the detail of the proposed new Areas of Learning for Language, Literacy and Communication Skills and Mathematical Development as well as the Programmes of Study for Key Stages 2 to 4 for mathematics, English and Welsh (first language). These are based on year-on-year expectations to complement the LNF and have been developed with the intention of being inclusive of all learners.

It comprises the consultation document (contents as set out below) and the Areas of Learning/programmes of study (AoL/PoS) themselves, and a consultation response form.

In order to respond to this consultation, stakeholders and members of the public will need the:

- consultation document
- AoL/PoS
- consultation response form.

The proposed Areas of Learning/programmes of study and the consultation response form are listed on the consultation page.

<http://www.wales.gov.uk/consultations/education/curriculum-for-wales-revised-literacy-and-numeracy-arrangements/?lang=en>

Responses to this consultation can be made by completing the [consultation response form](#). All responses need to be received by **13 June 2014**.



## **Background – the review of assessment and the national curriculum**

In October 2012, the review of assessment and the national curriculum in Wales was established with a principal focus – to integrate and embed the National Literacy and Numeracy Framework (LNF) into curriculum and assessment arrangements in Wales. The review was tasked with considering the wider assessment arrangements which operate in schools and to make recommendations on any changes needed – such as to the Areas of Learning and programmes of study, thus ensuring that the LNF and the National Reading and Numeracy Tests formed part of a coherent approach. It was also asked to consider whether the expectations for what children should know and be able to do, as set out in the current national curriculum subject Orders, are sufficiently demanding and in line with the expectations of the LNF.

Following the announcement of the review, officials engaged with a wide range of stakeholders to establish views on what is working and what isn't working in the national curriculum, and in particular in the context of the introduction of the LNF and the National Reading and Numeracy Tests. This work was complemented by an independent review of curriculum and assessment arrangements in high-performing countries, undertaken by National Foundation for Educational Research (NFER) and Arad Research:

[www.wales.gov.uk/statistics-and-research/rapid-evidence-assessment-impact-curriculum-arrangements-high-performing-countries/?lang=en](http://www.wales.gov.uk/statistics-and-research/rapid-evidence-assessment-impact-curriculum-arrangements-high-performing-countries/?lang=en)

In addition, five independent task and finish groups were established to consider specific elements of the curriculum. They are the:

- Schools and Physical Activity Task and Finish Group
- review of Arts in Education
- review of Cwricwlwm Cymreig
- review of ICT
- review of Welsh second language.

All of these task and finish groups have now published their final reports.

### **Announcement of an independent review**

The body of evidence generated by the initial review of stakeholders, combined with the recommendations of the various Ministerial task and finish groups, went significantly beyond the remit of the original review. In the light of this, the Minister for Education and Skills recently announced that Professor Graham Donaldson will lead a comprehensive, wide ranging and independent review of the national curriculum and assessment arrangements in Wales. He has been asked to articulate a clear, coherent vision for education in Wales, from Foundation Phase to Key Stage 4, linking directly to our new Qualifications system. Professor Donaldson will be working very closely with a wide range of stakeholders from across Wales and beyond. The full terms of reference for the independent review can be found on this

webpage:

<http://wales.gov.uk/topics/educationandskills/schoolshome/curriculuminwales/curriculum-for-wales/terms-of-reference/?lang=en>

## **The Phase 1 consultation**

On 22 October the Minister for Education and Skills published a three-month consultation that ran until 17 January 2014. This consultation was entitled *Curriculum for Wales: Consultation on proposals for revised curriculum and assessment arrangements – Phase 1: Seeking your views on literacy, numeracy and wider skills*.

As the title suggests, the main focus of this consultation was to gather stakeholder views on a set of proposals aimed at strengthening and supporting the teaching of literacy and numeracy, as well as introducing the concept of making ‘wider skills’ statutory elements of the national curriculum. The consultation was supported by a youth-friendly version and a series of live events in the four education consortia regions. During these events, practitioners were invited to discuss the consultation proposals in detail and feedback to Welsh Government directly.

In total, 324 total responses were received for the main consultation and 202 responses were received for the youth-friendly version. Approximately 200 practitioners attended and participated in the live events.

## **The outcome of Phase 1 consultation**

The responses from the main consultation, the youth-friendly version and the comments collected at the consultation events were analysed and published by the Welsh Government on 26 March 2014 in the form of a summary report. The report can be accessed at the following link:

<http://wales.gov.uk/consultations/education/curriculum-for-wales/?status=closed&lang=en>

In light of these responses, the decision has been taken to proceed with key proposals in relation to the introduction of an extended LNF and revised Areas of Learning/programmes of study to complement this approach, while moving other proposals – and in particular those in relation to assessment and the introduction of a statutory wider skills framework – into the independent review being undertaken by Professor Donaldson. The following table provides a summary of these proposals.

<b>Proposal</b>	<b>Consultation response</b>	<b>Phase 1/Independent review</b>
Revised Areas of Learning/programmes of study complementing the approach taken in the LNF.	Majority support in principle	Phase 1
An extended LNF ages 3–16 years.	Majority support in principle	Phase 1
Refocusing end of phase/stage assessment to reflect literacy and numeracy as priorities.	Majority support in principle	<b>Independent review</b>
Wider skills as statutory elements of the curriculum.	Majority support in principle	<b>Independent review</b>
Assessment and reporting of Personal and Social Development, Well-Being and Cultural Diversity (PSD).	Majority support in principle	<b>Independent review</b>
Rich learning tasks and the removal of reporting end of Key Stage 2 assessment of science to Welsh Government.	Majority support in principle	<b>Independent review</b>
Removing the requirement to report end of Key Stage 3 summative assessments in foundation subjects.	Mixed responses	<b>Independent review</b>

## **Phase 1 proposals**

The majority of stakeholder responses returned to the Welsh Government spoke in favour of the following proposals and these are the focus of this document.

1. The development of revised Areas of Learning – Language, Literacy and Communication Skills and Mathematical Development – in the Foundation Phase, and programmes of study – English, Welsh (first language) and mathematics – in Key Stages 2 to 4 so that they would complement the approach taken in the LNF.
2. An extended LNF to include emergent literacy and numeracy in the Foundation Phase for three- to four-year-olds (aligning with early precursor skills from Routes for Learning roadmap) and to ensure progression towards new GCSEs and the Welsh Baccalaureate at Key Stage 4.

This consultation document seeks views on the approach taken and content of these new Areas of Learning/programmes of study.

## Evidence for change

There has been mounting evidence that the literacy and numeracy skills of young people in Wales have not been good enough and this was highlighted in Estyn's Annual Report 2012–2013<sup>1</sup>. Similarly, Estyn have reported in specific thematic reports items for literacy, language, numeracy, mathematics and the Foundation Phase<sup>2</sup> that the standards and performance need to be raised and have made specific recommendations to achieve that. We believe that by providing extra clarity and precision, accompanied by suitable training, we can move towards achieving that.

We have already made some progress on this. The National Literacy and Numeracy Framework (LNF), which became statutory in September 2013, helps teachers of all subjects to identify and provide opportunities for learners to apply literacy and numeracy across the whole curriculum.

However, evidence is mounting that we need to take further action to improve the language and mathematical skills of our learners. The PISA (Programme for International Student Assessment) 2012 results confirmed that Wales still has some way to go. In all domains, Wales' mean score was significantly lower than the Organisation for Economic Co-operation and Development (OECD) average and that of our UK counterparts. Compared to 2009 our performance in mathematics has declined. Our performance in reading has improved slightly since 2009 and is on a par with the level achieved in 2006.

The major domain for PISA in 2009 was reading and the major domain in PISA 2012 was mathematics. The detailed analysis of the PISA results is still underway, but a high-level analysis has influenced these draft AoL/PoS, particularly the mathematics PoS. For instance, we know that compared to the overall score for mathematics, Welsh learners performed significantly better in uncertainty and data, but less well on space and shape. Our learners were relatively strong on interpreting, applying and evaluating data, but less strong on questions requiring them to formulate situations mathematically in order to solve a problem. This is an important skill and one relevant to many areas of the life and the working world, and confirms what we knew about our strengths and limitations in terms of numerical reasoning in particular. The development of a numerical reasoning strand of numeracy, and now mathematics, is a crucial step in improving education outcomes.

In addition to using evidence from education outcomes, Estyn thematic reports and intelligence from PISA to diagnose what needed to change, we have also used expert practitioner and subject expert advice to inform the proposals for modified AoL/PoS.

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<sup>1</sup> [Annual Report 2012 - 2013 - Estyn](#)

<sup>2</sup> [Welsh in the Foundation Phase: Developing Welsh as a first language in primary schools and the non-maintained sector – December 2013](#)

[Thematic reports - Good practice in mathematics at key stage 4 - October 2013 - 2013 - Estyn](#)

[Thematic reports - Numeracy in key stages 2 and 3: a baseline study - June 2013 - 2013 - Estyn](#)

[Thematic reports - Literacy in key stage 3 - June 2012 - 2012 - Estyn](#)

[Thematic reports - Literacy and the Foundation Phase - September 2011 - 2011- Estyn](#)

[Thematic reports - Numeracy for 14 to 19-year-olds - July 2011 - 2011-Estyn](#)

## **The proposals – principles of development**

In the first instance, this task has been a practical one: to reframe the existing AoL/PoS as annual expectation statements, while ensuring alignment with the standards expressed in the LNF. When developing the LNF we recognised that this would create a temporary situation where expectations were out of sync with the subject expectations, and we have sought to amend this. We have not sought to add any significant new content at this stage as we didn't feel it appropriate, or in keeping with our previous consultation on general principles. This has also given us the opportunity to simplify and streamline the AoL/PoS in line with our consultation feedback.

As referenced previously we have considered broader evidence such as the findings of PISA 2012, which had mathematics as its major domain, as well as the views of existing practitioners, subject advisers and subject specialists from mainstream settings (maintained and non-maintained) and special schools. We have also sought to ensure that this process was joined up with that of developing new GCSEs for English, Welsh First Language and the two proposed GCSEs in mathematics.

The benefit of a consultation like this is that it allows us to test the proposals to change how we present AoL/PoS as well as the content within it. The content itself will be further considered during the consultation period in the light of your responses and further analysis. This document is part of an ongoing consultation process and your consultation feedback will influence the final product.

The AoL/PoS are primarily a curriculum planning tool. They are designed to support practitioners in their planning and assessment, and to ensure progress for all learners by providing a continuum of development with clear expected outcomes. They are based on research into effective learning and teaching, and successful international curricula, building upon the current good practice in many settings/schools.

In developing the proposals in this document the following principles have been adopted.

### **1. Literacy and numeracy**

Literacy and numeracy are cross-curricular skills and must be taught across the whole range of subjects for learners to develop them effectively. There are also key connections between literacy and numeracy and the language and mathematics subjects from Foundation Phase to Key Stage 4 in schools and settings. As a consequence there is an important connection between these AoL/PoS and the LNF.

### **2. Aligning Areas of Learning/programmes of study with the LNF**

At the same time, we know that we need to raise the expectations in Language, Literacy and Communication Skills and Mathematical Development in the

Foundation Phase, and English, Welsh (first language) and mathematics at Key Stages 2 to 4 to match the levels set out in the LNF. This was the subject of consultation in the document *Consultation on proposals for revised curriculum and assessment arrangements for Wales: Phase 1: Literacy, numeracy and wider skills*<sup>3</sup>.

The new AoL/PoS will include the literacy and numeracy skills as described in the LNF, and clearly distinguish between the skills and the range of experiences specific to the subjects of English, Welsh (first language) and mathematics and the cross-curricular literacy and numeracy skills.

### 3. The Foundation Phase

The Foundation Phase ethos is alive and well, and the content of this consultation document does not change that. The Minister for Education and Skills remains committed to ensuring that all children have the opportunities through this developmental curriculum to gain the skills and knowledge they require to become lifelong learners. The LNF can, and should be, delivered within the principles and pedagogy of the Foundation Phase. Further details on how this approach works in the Foundation Phase are in the 'Areas of Learning' section (page 16).

Feedback from practitioners has suggested that we need to raise the importance of emerging literacy and numeracy from the very outset of the Foundation Phase at age three. They have asked for additional support and guidance to enable them to do this. We are therefore proposing to extend the LNF to support emerging literacy and numeracy between the ages of three to five in the Foundation Phase. Crucially we want to ensure that there is a focus on building oracy and language development for all children regardless of their background right from the outset so that they can go on to develop their literacy and numeracy skills from a firm foundation. This extension of the LNF will be on a **non-statutory** basis.

These proposals have been developed with the intention of being inclusive to all learners, aligning with the earliest precursor skills identified in the Routes for Learning routemap, and will be on a non-statutory basis.

In addition, feedback from stakeholders has highlighted the importance placed on Personal and Social Development, Well-Being and Cultural Diversity (PSDWCD) during this phase of education. No changes will be made to this area as a result of this consultation and proposals for supporting assessment and reporting of PSDWCD will be included as part of the independent review.

### 4. Aligning with Key Stage 4

To ensure a continuum of development from Foundation Phase all the way through to Key Stage 4 and qualifications, we are proposing to extend the LNF to Key Stage 4. While subject choices vary at Key Stage 4, we would expect that literacy and numeracy skills continue to be sufficiently demanding. We would also hope that

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<sup>3</sup> [www.wales.gov.uk/docs/dcells/consultation/131022-curriculum-for-wales-consultation-en.pdf](http://www.wales.gov.uk/docs/dcells/consultation/131022-curriculum-for-wales-consultation-en.pdf)

subject teachers, who are embedding the LNF to the end of Key Stage 3 anyway, would continue their good work and use the extended LNF as a guide. Again, this will be on a **non-statutory** basis.

The timetable for delivering these AoL/PoS has coincided with that of the development of the new Welsh GCSEs for English, Welsh First Language and the two new mathematics subjects. This has provided a unique opportunity to ensure that the development of the curriculum and Key Stage 4 qualifications are done concurrently and therefore synchronise.

## **5. A focus on benefits for practitioners**

For teachers of English, Welsh (first language) and mathematics, our approach has a number of advantages.

- English, Welsh (first language) and mathematics teachers will be able to access all the skills and content that they are required to teach in one place, avoiding the risk that some elements of the programmes of study might be overlooked.
- It reinforces the notion that literacy and numeracy should be taught by the relevant subject teachers for English, Welsh (first language) and mathematics, as well as being applied across the whole curriculum.
- It allows us to make the PoS more consistent with the LNF.
- It gives a clear signal that our priorities lie with the range of experiences, the subject knowledge and with skills.
- It will support progression across all phases of learning, including the non-statutory and statutory elements of the Foundation Phase.

## **6. Year-on-year expectations/rates of development**

The Phase 1 consultation raised some concerns of a year-by-year approach rather than stage approach. Some also raised these concerns when we developed the LNF on a year-by-year basis. In both cases, the majority have supported an annual approach. However, we want to make clear that while these skills appear to express skill development as annual progression, we know that learners develop different skills at different rates, and this is particularly true in the early years. When the assessment model is developed, it will need to take this into account. As the present model stands, the end of phase statements can still be used to indicate the skills expected at each stage.

We know that not all learners progress in the same way or at the same rate, and we recognise that these may change for an individual at different times for a variety of reasons. A year-on-year structure is not designed, nor should it be used, to demotivate learners who haven't progressed in all skills laid out in their year group.

We recognise that not all learners will necessarily demonstrate all of the skills for their year group's column (for instance, a learner may be working in different columns for different strands). However, this layout will help to identify individual strengths and areas for future learning and developmental needs. The proposed new

structure of the AoL/PoS would allow practitioners to assess where a learner currently is, and what their next steps are. Practitioners would be encouraged to work horizontally through the columns and progress learners' skills in each element to saturation point. This allows practitioners to take into account the learning needs of all learners, whatever stage of development or learning needs.

## 7. Inclusion

We intend that the additional expectations of the LNF and the new AoL/PoS are inclusive of **all** learners.

The additional expectations for the LNF together with the AoL for Language, Literacy and Communication Skills and Mathematical Development, and the PoS for English, Welsh (first language) and mathematics have been designed with all learners in mind. Progression is identified from the earliest precursor skills which are described in detail in the Routes for Learning routemap<sup>4</sup>. The LNF then sets out how learners' skills are refined and augmented as they progress through the ABC steps towards the new expectation statements for Nursery (and beyond). Some skills emerge for the first time later in the progression of the LNF and AoL/PoS, particularly where pre-requisite skills must be consolidated.

We intend to develop further progression statements for learners working within the ABC steps to indicate steps they might take towards the additional expectation statements included in the revised AoL for Language, Literacy and Communication Skills and Mathematical Development.

Together, the expectation statements of the LNF and the new AoL/PoS provide a continuum of skill development through which learners may progress further, or faster, in some aspects than others, with achievements spanning several years. Teachers of learners with ALN, for instance learners with specific learning difficulties or English/Welsh as an additional language, will use the statements from the LNF and the new AoL/PoS to identify appropriate progression and to ensure that all learners have access to high-quality support to develop their skills. Identification of the need for differentiated support will be particularly relevant for learners with ALN, especially where a disability might prevent the achievement of specific skills. Such support may include alternative/augmentative means of communication, including the use of signing, symbols or assistive technology. For more able and talented learners working at higher levels, schools should provide greater challenge. The level of demand may be increased by extending the breadth, depth and complexity of tasks.

The Range of experiences identified in the AoL/PoS provides content and contexts for study for the development of the necessary subject-specific skills. All learners, including ALN learners, should have the opportunity to access content/context from the Range of experiences with adaptation and differentiation as appropriate. This may include using content from an earlier phase or key stage.

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<sup>4</sup>[www.wales.gov.uk/topics/educationandskills/schoolshome/curriculuminwales/additionaleducationalneeds/routeslearning/?lang=en](http://www.wales.gov.uk/topics/educationandskills/schoolshome/curriculuminwales/additionaleducationalneeds/routeslearning/?lang=en)



## **8. Welsh language**

The PoS for English and Welsh (first language) have been developed side by side while also taking into account aspects particular to one language or the other. This will support the development of dual-literacy and provide a foundation for learning additional languages, including modern foreign languages, at school and in the context of lifelong learning.

English-medium schools will have two new programmes of study to consider (English/literacy and mathematics/numeracy). Welsh-medium and bilingual schools will be required to teach the new English, Welsh (first language) and mathematics programmes of study.

## **What are the changes to the Areas of Learning/programmes of study?**

The consultation responses to the *Review of assessment and the National Curriculum in Wales: Phase 1* with regards to the AoL/PoS for English/Welsh (first language) and mathematical subjects are broadly in support of an approach similar to the LNF, i.e. a year-on-year progression. We have adopted this approach. This has the benefit of allowing extra precision in skills progression and showing what, typically, we might expect learners to be able to do in each year group. We recognise that this cannot be held too strictly, particularly in the early years, as learners progress at different rates. Nonetheless, it will allow greater clarity than the current AoL/PoS.

The new layout has the additional benefit of showing clear progression and continuity from one phase or stage to the next. That is, that development of skills in a given subject is a continuum that starts prior to Reception and continues to the end of Key Stage 4. We have made the decision to consult upon revised AoL and PoS which embed the LNF skills. This means that we will be able to clearly see how the cross-curricular literacy and numeracy skills relate to the subject-specific skills. These skills are traced back in such a way that allows for learners at all stages of development to be supported. The skills outlined in the stages prior to Reception are not exclusively for learners with ALN, but apply to all learners on the spectrum of learning.

The following sections outline the changes made to each AoL/PoS.

## **Areas of Learning**

### **1. A revised model for Language, Literacy and Communication Skills**

The revised Language, Literacy and Communication Skills AoL draws upon the skills and range of experiences within the current curriculum Order and its outcomes as well as the LNF. We gave careful consideration to the current Foundation Phase outcomes when drawing up expectation statements, taking into account that Year 2 children are expected to reach Outcome Level 5 by the end of the Foundation Phase.

We took care when developing the revised AoL, and the non-statutory LNF, for very young children (Nursery) to reflect important emergent language, literacy and communication skills. These proposed stage-appropriate strands place an emphasis on the importance of development of oracy in very young children in preparation for reading and writing.

Some perceive there to be a conflict between the way that the LNF expresses progress in terms of annual progression, and the ethos of the Foundation Phase. The consultation on the LNF did not support the idea that there is a conflict. The key point is that the LNF and revised AoL do not require a change in pedagogy, but show what progress may look like for learners, and what range of experiences should be covered. During the Foundation Phase, only assessment for learning is expected, which will inform developmental next steps. More formal, summative assessment on the Foundation Phase only takes place at the end of the phase. To aid in this clarity, skill strands within the revised AoL are presented as a continuum so it is possible to see where a learner is currently and plan for their next step of development. This approach allows practitioners and teachers to plan and assess in order to support all children in their learning, regardless of their age, moving them on when they are developmentally ready.

The literacy strands of the LNF, while embedded in the AoL, are distinct throughout the document. It is intended that these skills will be taught through a range of tasks and opportunities across all of the AoL to provide children experiences to develop, practice and refine their skills within appropriate contexts.

### **2. A revised model for Mathematical Development**

The revised Mathematical Development AoL draws upon the skills and range of experiences within the current curriculum Order and its outcomes as well as the LNF. We gave careful consideration to the current Foundation Phase outcome descriptors when creating expectation statements, taking into account that Year 2 children are expected to reach Outcome Level 5 by the end of the Foundation Phase.

When developing the revised Mathematical Development AoL, and the non-statutory LNF, for very young children (Nursery) care was taken to reflect the level of conceptual understanding for children at this stage. This is also the case as we move


further into the Foundation Phase with children supported to build on their skills when developmentally ready.

As with the Language, Literacy and Communication Skills AoL, skill strands for Mathematical Development are presented as a continuum to enable learning and teaching to take place that is appropriate to learners' stages of development.

The numeracy strands of the LNF, while embedded in the AoL, are distinct throughout the document. It is intended that these skills will be taught through a range of tasks and opportunities across all of the AoL to provide children experiences to develop, practice and refine their skills within appropriate contexts.

### **3. Extending the LNF to reflect the development of very young children (Nursery) – implications for learners with ALN**

The new LNF for very young children (Nursery) provides additional progression statements which will also have a function for practitioners working with learners whose literacy and numeracy skills are significantly below age expectations (learners with ALN, particularly those in special schools and settings). The new statements follow on from those set out in the ABC steps and build towards those at Reception. Thus it is proposed that the inclusive LNF will now include an additional column, as shown below.

RfL routemap	A steps	B steps	C steps	Nursery	Reception	Year 1	Year 2
Progression 							

Apart from the addition of these Nursery statements, no further changes have been made to the LNF literacy strands (Oracy across the curriculum, Reading across the curriculum and Writing across the curriculum). To ensure there is a smooth progression in numeracy skills for learners with ALN working within these columns we have modified five of the existing LNF numeracy statements at C steps and a further one at B steps.

# Programmes of study

## 1. A revised model for mathematics

When developing the mathematics programme of study (PoS), we considered carefully the appropriate age-related expectations, and a significant part of the development process was spent referring to the statutory LNF, along with the current curriculum Orders and level descriptions. Therefore expectations as set out by the LNF for the end of Year 6 are closer to Level 5, and those for the end of Year 9 closer to a Level 6.

We considered whether numeracy skills might be taught in mathematics lessons prior to their application across the curriculum. If we followed this approach, learners would experience Level 5 skills before Year 6 in order to develop it across subjects during Year 6. It was agreed during stakeholder workshops that the expectations of the LNF were in line with both the cognitive and mathematical development of learners and therefore the model as outlined above would be inappropriate for too many learners. It would also have made the PoS quite complex with several statements being repeated in different year groups according to whether they were numeracy or mathematics statements. We have made this a point of principle in developing the mathematics PoS.

The mathematics PoS has been written to align with the expectations as set out by the LNF which raise the bar in many instances from the current expectations. The mathematics PoS stipulates three levels of progress from the end of Year 6 to the end of Year 11. In its alignment with the Numeracy component of the LNF, this progress cannot be charted as a straight line and it would be unrealistic to assume that learners' progress will be uniform.

In developing the mathematics PoS and the Numeracy component of the extended LNF, i.e. Years 10 and 11, we have been working to ensure that the expectations are consistent with the new GCSEs in mathematics, and this will continue both during and after this consultation. The expectations set out in the mathematics PoS and the Numeracy component of the LNF for Year 11 are broadly consistent with what we would expect a learner who achieves a grade B in the new mathematics GCSEs to achieve. The Extension column beyond Year 11 gives outcomes indicative of what would be expected at GCSE grade A.

By using the same approach as the LNF in providing detailed year-on-year expectations for learners, the mathematics PoS provides clarity to support learner progression and a shared understanding of the expectations about what learners should have achieved and the next steps are in their learning. It ensures that mathematical skill development is logically sequenced.

### Development

In line with the LNF, learners in mathematics are expected to become accomplished in the following.

- Developing numerical reasoning skills.

- Using number skills.
- Using measuring skills.
- Using data skills.

The mathematics PoS also develops learners' skills in two further strands.

- Using geometry skills.
- Using algebra skills.

Probability is an additional element within 'Using data skills'.

Expectation statements that do not feature on the LNF and are solely part of the mathematics PoS have been made distinct. All other statements feature on both the LNF and the mathematics PoS. In some instances, a statement will contain words that are not part of the LNF. This is to enhance the mathematical aspect of a numeracy statement, and to support the development of a holistic understanding of mathematics.

### **What's different between mathematics and numeracy?**

The content of the mathematics PoS largely comprises numeracy skills from the Numeracy component of the LNF and the current range and skills outlined in *Mathematics in the National Curriculum for Wales: Key Stages 2–4* (2008). We have also drawn on GCSE specifications for content and international comparisons of programmes of study, as well as consulted with current practitioners.

The 'Using algebra skills' strand features in Key Stage 2 as well as in Key Stages 3 and 4. The intention here is not to add content but to reflect the good practice that is evident in many schools and to support learners in developing their mathematical vocabulary and skills relating to algebra and its early ideas.

In light of findings outlined in the consultation document, *Curriculum for Wales: Consultations on proposals for revised curriculum and assessment arrangements for Wales*, additional content has not been identified for Years 7, 8 and 9 to allow flexibility for schools in allowing learners to explore mathematical concepts and apply mathematical skills in meaningful contexts.

Our stakeholder workshops identified some further mathematical aspects to be incorporated in Years 10 and 11 teaching with the rationale of facilitating transition to AS level in the case of vector notation, or extending the range of data skills in the case of stem and leaf diagrams and the use of boxplots. These have not been included at this stage, since the brief was to not add significant new content to Key Stage 4. We would welcome comments on this decision during this consultation.

## **2. A revised model for English and Welsh (first language) Programmes of Study**

The curriculum review of 2008 brought the PoS for English and Welsh much closer together, but for this consultation we have aimed for greater uniformity and comparability.

The Literacy components within the LNF have been developed so that the expectations for English and Welsh are alike and in developing the redesigned PoS for English and Welsh (first language) we have worked in a similar vein. There are a few distinctive aspects in the Welsh-language version to reflect the unique requirements of the Welsh language but, apart from these, the skills to be applied are almost identical and are transferable from one language to the other. This means that learners in English, Welsh and bilingual schools will essentially be focusing on the same literacy and language skills, regardless of the main language of provision.

When we were developing the revised English and Welsh (first language) PoS, we considered carefully the appropriate age-related expectations of the LNF as well as the statutory skills requirements, the statutory range statements and the level descriptors in the current curriculum Orders. The proposed restructured English and Welsh (first language) PoS are divided into three distinctive sections.

1. The Range of experiences (to be covered in a whole key stage).
2. The LNF year-on-year expectations in oracy, reading and writing.
3. The English and Welsh (first language) year-on-year skills.

The Range of experiences section comprises of the opportunities and contexts through which the skills should be developed and consolidated. The LNF section will already be familiar to both English and Welsh teachers. The proposed Range of experiences section spans the whole key stage and is designed to offer flexibility for practitioners to choose topics and approaches that will be relevant for learners. The proposed year-on-year English and Welsh (first language) skills expectations are designed to recognise learners' progression in terms of both underpinning techniques and of the skills of application to be developed in the individual subjects. For consultation, we have placed the year-on-year skills for English and Welsh (first language) as a discrete section to follow the LNF section.

In developing the PoS and extended LNF, i.e. Years 10 and 11 for English and Welsh (first language), we have been working to ensure that the expectations are consistent with the new English Language and Welsh First Language GCSEs and this will continue both during and after this consultation. The expectations set out in the LNF and English and Welsh (first language) year-on-year skills for Year 11 are broadly consistent with what we would expect a learner who achieves a grade B in the new English Language and Welsh First Language GCSEs to achieve. The Extension column beyond Year 11 gives outcomes indicative of what would be expected at grade A GCSE.

## **National Literacy and Numeracy Framework (LNF)**

In extending the LNF into Years 10 and 11, the breadth of the curriculum for all learners in these year groups cannot be assumed to be the same as those in Years 7, 8 and 9.

The Extension column as already identified in the Numeracy component of the LNF outlines natural extensions of some Year 9 numeracy skills. As already identified, not every skill can be extended in terms of its numeracy without it becoming purely mathematical.

The extension of the LNF into Years 10 and 11 includes only the numeracy skills that can be purposely developed in a meaningful context within the core subjects in these years.



# Assessment

We recognise the importance of effective assessment and the systems underpinning it as being key to high-quality teaching and learning. We also maintain our commitment to teacher assessment and its role across all phases and stages in informing teaching and learning for both assessment for learning (formative) and assessment of learning (summative).

In the Phase 1 consultation, we proposed that that end of phase/stage assessment should be made against Language, Literacy and Communication Skills/Mathematical Development and English, Welsh (first language) and mathematics. In general, respondents agreed in principle to this proposal as it was seen as something which would provide greater coherence in what was being assessed and reported. However, what is also clear from the responses is that there is a need for a strategic vision and methodology for assessment across the curriculum. On that basis, we have made the decision to consider assessment arrangements in the whole as part of the wider review led by Professor Donaldson.

## 1. Teacher assessment

In the consultation document, we identified a number of options to help address the issues around the reliability and validity of teacher assessment as identified in the *An investigation into Key Stages 2 and 3 teacher assessment*<sup>5</sup>. Respondents indicated that more detail is required about these proposals; therefore, as part of the wider review, we will consider factors such as:

- the function and benefit of regional quality assurance/moderation
- whether there is a need and benefit for sampling to assist in moderation
- what the process looks like from beginning to end, and the effort required
- whether and how rich learning tasks and other associated tools can and should be used to support teacher assessment.

## 2. Existing assessment arrangements

The current statutory assessment arrangements for the 2013/14 academic year are identified within *Statutory assessment arrangements for the end of Foundation Phase and Key Stages 2 and 3*.

In addition, from September 2014 schools will be required to use the LNF to assess learners' progress in literacy and numeracy across the curriculum. This is for formative assessment, i.e. this monitoring information will be used to improve learning and teaching for the learner. In terms of reporting, the only existing requirement for the LNF is that at the end of each academic year, schools will need to produce a narrative report to parents/carers on their child's progress and next steps based on this assessment. This will be supported by reading and numeracy test data.

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<sup>5</sup> [An investigation into Key Stages 2 and 3 teacher assessment, Welsh Government](#)

We are currently undertaking pilots and producing guidance which will support schools to undertake this cross-curricular reporting. The guidance will be available in spring 2014.

### **3. Early Years Development and Assessment Framework (EYDAF)**

Work is underway to develop a new on-entry baseline assessment for the Foundation Phase as part of the EYDAF. The assessment will be used to assess every child when they first enter the Foundation Phase between three and five years of age. In addition, an annual tracking assessment is being developed to assess progress at the end of each year of the Foundation Phase up until Year 2, when an end of phase assessment is undertaken ahead of a child's transition to Key Stage 2.

We recognise the need to ensure that the new on-entry baseline assessment forms part of a coherent assessment journey for our learners, from the start of school all the way through to qualifications and beyond. Therefore, it is important to ensure that the on-entry assessment and end of Foundation Phase assessments are aligned. The Welsh Government is working with the developers of the new assessment methodology, as well as stakeholders, to ensure that there is a system of consistent measurement of progress throughout the Foundation Phase that sits within the context of assessment arrangements as a whole.

## **Phase 1: Implementation and support**

### **1. Implementation of the new Areas of Learning/programmes of study**

We will fully support schools and settings to implement the new AoL/PoS along with the extension of the LNF for learners aged 3–5 and in Key Stage 4. Similarly, we will support funded non-maintained settings to introduce the LNF for their three- and four-year-olds.

We have learned valuable lessons from our recent experiences of implementing the LNF. Feedback from the sector before and during the implementation has given us a better idea of where the support is needed, as well as when and how it should be provided. The role of the middle tier, i.e. regional education consortia, is critical and Welsh Government will work closely with them.

This document does not lay out in detail what that support looks like. That will be heavily influenced by the above experience and consultation responses. However, we do expect that support provided by the Welsh Government will include guidance, training materials along with learning and teaching materials and exemplars. How that support is provided, i.e. the format and timing, is still to be finalised. The guidance that we provide to schools and settings will align with the current range of support available to ensure a coherent approach.

It is our intention that all guidance and support will be available bilingually and will be available for all teachers to access.

### **2. Outline timeline for delivery**

#### **March to May 2014**

This Welsh Government consultation is seeking stakeholder views on revised Areas of Learning for Language, Literacy and Communication Skills and Mathematical Development, and PoS for Key Stages 2 to 4 for English, Welsh (first language) and mathematics to include literacy and numeracy skills as described in the LNF.

#### **October 2014**

Subject to the outcome of the consultation, there will be non-statutory introduction of revised AoL for Language, Literacy and Communication Skills and Mathematical Development, and PoS for Key Stages 2 to 4 for English, Welsh (first language) and mathematics to include literacy and numeracy skills as described in the LNF.

#### **September 2015**

Subject to the outcome of the consultation, there will be statutory introduction of revised AoL for Language, Literacy and Communication Skills and Mathematical Development, and PoS for Key Stages 2 to 4 for English, Welsh (first language) and mathematics to include literacy and numeracy skills as described in the LNF.