Curriculum for Wales: the journey to curriculum roll-out

Part of: Curriculum for Wales

The purpose of this guidance is to support schools with a common set of expectations, priorities and supporting information for curriculum design.

Introduction

As we move into the autumn, schools face 2 clear challenges: responding to the impacts of COVID-19 on learners and preparing for reform. The Minister for Education and Welsh Language has written to schools on the 'reset' plan, setting out the Welsh Government's approach to supporting the education system in responding to these challenges. There are also important connections between these 2 challenges, in that the reform agenda is well positioned to impact the impacts of the pandemic, recognising that now more than ever, the central importance of the four purposes is what our learners need.

The purpose of this guidance is to support schools with a common set of expectations, priorities and supporting information for curriculum design. It will develop learning and teaching as they respond to learners' needs. In support of this, it brings together 2 previous key documents, 'Curriculum for Wales: The journey to 2022' and 'Guidance on developing a curriculum for Wales', to ensure a clear focus on what matters most in the 'reset' and 'reform', and that they are not competing, conflicting pressures. The expectations contained in these documents have been deliberately reflect:

- the changing situation since they were first published
- the learning from COVID-19
- the Welsh Government's ambition for curriculum roll-out and in particular the announcement on moving full-scale in secondary schools

To support this, the guidance will cut:

- the priorities for curriculum design for both the response to COVID-19 and preparing for reform
- the shared expectations for the steps schools should take to support roll-out of Curriculum for Wales
- a summary of the legal requirements around curriculum roll-out
- a summary of the national support schools can expect to support curriculum design
- guidance on using learning pilot schools to schools to support their 'reset' and 'reform'

The guidance builds on the support offered by partners, in particular regional consortia and local authorities. This support is outlined in the Curriculum for Wales: Implementation Plan.

This guidance is specifically intended for school leaders, recognising that curriculum design is a leadership task, underpinned by effective teaching and learning. Schools as learning organisations (SLO) is critical to the change and will help schools as they embark on this journey.

Priorities for curriculum development and learning

This section aims to give a single, clear set of expectations for what curriculum design and learning should focus on for both:

- 'reset' - adapting and reprioritising learning and teaching to ensure learners' needs are met in the 'new normal'
- 'reform' - preparing for the roll-out of Curriculum for Wales

This recognises that the same principles for curriculum design, learning and teaching are crucial for both. They are designed to help schools with the questions of curriculum design as well as to help practitioners to adapt teaching to ensure effective learning. These principles are designed to help guide schools as they design their curriculum and provide a foundation for ongoing reform. They are based on the Curriculum for Wales framework, which being consulted on in 2021.

It is critical that any planning for responding to the impacts of COVID-19 should be seen in the context of how Curriculum for Wales can support pupils. Likewise, planning for Curriculum for Wales should be seen in the context of how it can support pupils affected by the impacts of COVID-19. Ensuring that reset and reform are managed in this way will ensure that they are not treated as separate, but are integrated way.

This is particularly important in the context of learners' health and wellbeing. Learners' health and wellbeing is a key consideration throughout this 2 strand approach. It is critical that, as schools plan for how to support learners to progress and forms part of understanding how they are progressing, as schools design their curriculum, understanding how it impacts on pupils' health and wellbeing will be a necessary theme.

Learners' wellbeing is a critical enabler of learning. Learners who are not healthy, safe and secure will not learn. Schools will need to understand the lives of learners and if experience (trauma) promotes support or exacerbates these needs, and they are relevant across all learning. Learners should be supported to develop their wellbeing through a whole-school approach to emotional and social well-being.

1. What should our learners learn and why?

All curriculum development should have a clear purpose in mind. A clear understanding of what learners need to learn, the knowledge, skills and experiences are important factors that influence the planning of progress and learning and teaching.

The knowledge, skills and experiences learners acquire and the outcome of learning should contribute to learners embodying the four purposes. Below is a suggested set of questions that schools could consider in order to ensure that the Curriculum for Wales guidance, in particular the 'Designing your curriculum' section, The statements of what matters set out the key understanding learners must develop and the mandatory cross-curricular skills.

Understanding of learners' needs, and where they are in their learning should inform the purpose of learning. By understanding the progress learners have made, and what they need to learn next, schools can ensure that learners as individuals and as a group and in later future learning, Learners themselves will be an important source of information in understanding these needs, alongside the Curriculum for Wales guidance.

2. What should progress in that learning look like?

Curriculum design is a collective learning and teaching, should ensure learners to make meaningful progress. The process of curriculum design should consider what it means for learners to make progress and what learners to progress both in the short term and in the medium term and how progress is sequenced.

In Curriculum for Wales, the principles of progression and the statements of what matters, which form the mandatory basis for progression, must directly underpin curriculum design. The 'Progression' section of the Curriculum for Wales guidance sets out the principles for the disruption of COVID-19.

To do this, staff within and across schools and settings will need a shared understanding of progression - what progress should look like across learners' journeys, how they should be supported to progress and how they will know that learners are making meaningful progress. Understanding progress as a fundamental part of learning and teaching, in developing shared understanding, schools and practitioners should ensure high expectations for progression across 3 to 16. Continuum of education and beyond.

To support curriculum design, the descriptions of learning are designed to help practitioners understand what progression in learning might look like. Providing guidance on the ways of progression in learning and how practitioners can plan and inform curriculum design and learning and teaching. They should be used as reference points to determine:

- how knowledge, skills and experiences should be planned to support learners to progress in the concepts set out within the statements of what matters
- how learning and teaching should be designed to ensure progress
- whether the planned knowledge, skills and experiences are challenging, broad and deep enough, recognising that some learners will work above expectations

Descriptions of learning set out points of reference throughout the processes of curriculum design, learning and teaching. They are not a checklist or a tick-box exercise practice and approaches, ensuring knowledge, skills and experiences contribute to the bigger picture of progression. They should not be starting points for planning learning and teaching. Schools and practitioners should use them as part of shared dialog reflect about broader purposes, progression in knowledge, skills and experience in mind.

3. How should we assess that progress?

The purpose of assessment is to support each learner/ learner to make progress. Assessment is critical in understanding learners' strengths and areas for development and is an integral part of curriculum design. It should be used to ensure that each learner is being stretched, but not to the point of potential, and that next steps in learning. This requires a clear understanding of the purpose of learning and expected progression.

Assessment should focus on considering evidence of whether and how learners are making progress - how they are developing in their knowledge and understanding, skills and experiences. In developing assessment approaches, Wales, the principles of progression and statements of what matters should inform this.

Schools and practitioners should develop and use a wide range of assessment approaches embedded in learning and teaching. This should include ongoing formative assessment, including peer and self-assessment, as well as a significant feature of this and will provide evidence of what progress looks like. Inside and how. Personalised assessments, as a flexible means of getting information about learning and outcomes, aims in order to support individual learner needs, should contribute to the approach. Having been designed to support learners to progress, they will continue to be a statutory part of the approach to assessment.

In developing assessment approaches, practitioners should consider what they need to be prepared to look like and how they will know learners are progressing.

This assessment should not be used to determine the performance of practitioners in schools or for any other means of accountability.

Schools and practitioners should use descriptions of learning to develop a wide range of assessment approaches that gather evidence of learning and progress. Assessment should be a natural part of learning and teaching in school's curriculum. Specific assessment approaches will depend on the knowledge, skills and experiences being developed and the needs of learners. Assessment should be a natural part of learning and teaching. Some of these assessment criteria then can and can be a tick-box. That is not the purpose and does not help understand whether learners are making meaningful progress.

Further guidance can be found in the Curriculum for Wales assessment guidance.

Shared expectations for curriculum roll-out

This section sets out the steps that schools should take to prepare for the roll-out of curriculum for Wales, building on the work that Welsh Government has gone out in the previous. Journey to 2022' document, which has been modified to reflect the impact of COVID-19 and learning from schools over the period. This section has been driven and understanding engagement with schools and settings, including through the spring consultations facilitated by Welsh Government and the Curriculum for Wales Leadership Group. Practitioners from across Wales to discuss the impact of the COVID-19 pandemic on teaching and learning, as well as through consultation feedback. This has been supported by Welsh Government, local authorities and regional consortia to provide a set of shared expectations for schools.

This update reflects the cyclical nature of curriculum design. In response to feedback from schools. This recognises that schools undertake these steps concurrently and over multiple cycles to inform ongoing development, rather than completing them in a single, linear process. Schools and practitioners will need to think of questions set out in each phase to test and inform approaches.

Schools have highlighted the importance of being time to get preparation right. Investing in the engagement phase is critical to ensuring schools seek ownership of their curriculum. Schools should take time to ensure that the quality curriculum that fully embodies the principles of the Curriculum for Wales. Rushed or superficial engagement with the principles of the curriculum will not support this. Schools should see the Curriculum for Wales as a framework and not a blueprint.

The process of curriculum development should empower schools to be confident in the curriculum they design. Schools and practitioners should not feel the need to justify this by producing extra material just to prove what they are doing.

This will be an ongoing process of continuing improvement. While schools will need to meet statutory requirements (see Summary of expectations for curriculum roll-out), it is expected schools will continue to develop and refine their curriculum as they progress through 2022 and beyond. This will be further reflected in completed and evaluated curriculum design reflecting lessons learnt by all. They should not feel rushed into taking shortcuts in the design process, such as overloading all of their curriculum.

Additional information and guidance schools may want to consider can be found in the Curriculum Framework of the National research, evaluation and improvement.

Timelines

For primary schools, roll-out will commence in September 2022. Secondary schools will roll out from September 2023 to Year 7 and Year 8 and then roll out the next cohort in 2025, with roll-out to Years 9 and 10 together. Secondary schools should begin consolidating internally and with their cluster primary schools to ensure that they are ready for roll-out in 2022 and a promise for those schools wishing to roll out in that year. As set out in the section 'Secondary schools: the process for adopting a curriculum in 2022' below.

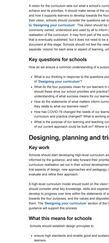
In the 2021 to 2022 academic year, all secondary schools should be preparing for roll-out in 2023 to Year 7 and Year 8 and Year 9 in 2024 to 2025 should consider, expand and conclude the work in the 2022 to 2023 academic year. During this time, they should work very closely with their cluster primary schools to ensure that curriculum design and learning and learners' progression, planning for transition.

The role of leadership in the design process

Leadership will be critical in the design process. As part of this, leaders should:

- develop a culture for change that embeds co-construction, with ongoing engagement with learners, practitioners, parents and the school community to understand and engage with changes
- recognise the importance of pulling time and effort into developing curriculum design, ensuring that practitioners have the time/space across the school, and take steps to ensure the happiness
- use the school development plan to set priorities for the next 3 years, ensuring that the time and staff is needed to realise a new curriculum for the school
- ensure meaningful collaboration and shared commitment across the 3 to 16 continuum to ensure effective transition and progress, supported by shared understanding of curriculum and assessment arrangements

Iterative process of curriculum design



Engagement

Develop an understanding of the conceptual model of the curriculum - the purpose of curriculum design, the expectations and priorities for learning and developing or sharing their vision, engaging within and beyond school. Reflect on current practice and learning from responding to COVID-19.

Designing, planning and trialling

Develop your curriculum and assessment design, informed by the guidance, and the relevant priorities to support curriculum development set out in their school development plan. Trial aspects of design, new approaches and pedagogy, using the learning to evaluate and refine their approach.

Evaluation and preparing for their learning

Evaluate initial designs and further approaches. Establish medium-term planning for future roll-out.

Timelines

Engagement

Key work

Schools should develop an understanding of the conceptual model of the curriculum. This involves engaging and sense-making with materials and guidance, including the Curriculum for Wales framework. Schools reflect on current practice and learning from responding to COVID-19.

What this means for schools

Schools should develop a deep, whole-school understanding of:

- a purposeful curriculum
- how the four purposes drive all school priorities
- the curriculum design and assessment arrangements set out in the Curriculum for Wales and supporting guidance
- the range of needs, capacities, identities and voices of learners to help establish what the four purposes mean for them and the school context
- the key concepts set out within the statements of what matters and progression in learning, including how they underpin learning
- the importance and value of knowledge, skills and experiences and the role each plays in enabling learning, as set out in the Curriculum for Wales guidance

Schools should build an approach to curriculum design that:

- develops a vision for the curriculum and the pedagogy and teaching that supports it as well as priorities for developing teaching in the school
- develops a plan for how to develop teaching with curriculum reform and plans for the support of practitioners
- plans for 2 way engagement with parents, carers and the wider school community
- evaluation current practice and learning from responding to COVID-19

It is critical that as schools and practitioners embark on iterative curriculum design that they understand the key principles, structure and implications of Curriculum for Wales. This will be supported by the Welsh Government partnership of 24 schools, its key design features and how it is different. Without this, practitioners are likely to see Curriculum for Wales as if it were just a new specification and not a fundamental change in how they approach planning and teaching. Leaders should recognise the importance of developing this understanding across the school, supporting all staff to engage with the curriculum and its implications for teaching and learning, ensuring it takes time and should be an ongoing process.

A vision for the curriculum sets out what a school's curriculum is seeking to achieve and its priorities. It should relate well to the school's context and how it supports learners to develop towards the four purposes. To support this, schools should develop a vision for their curriculum that is underpinned by Welsh Government's four purposes. The vision should be co-constructed with community varied, understood and used by all to inform the design and development of the curriculum. It should be a vision for the school curriculum that is eventually realised, but it does not need to be a formal written document at this stage. Schools should not feel the need to create detailed or separate 'vision for each area of curriculum' learning, unless this is helpful.

Key questions for schools

How do we develop common understanding of a purpose-led curriculum?

- What is our thinking in response to the questions posed in the introduction of 'Designing your curriculum'?
- What do the four purposes mean for our learners in our context? How do we develop our understanding of our learners? How do we develop understanding what success means for our learners?
- How do the statements of what matters inform curriculum design? How do they relate to what our learners need?
- How has COVID-19 changed the needs of our learners? How has our curriculum response been shaped by responding to COVID-19?
- What is the purpose of our learning and teaching journey? What are the aspects of our current approach could be built on? Where is the purpose unclear?

Designing, planning and trialling

Key work

Schools should start developing high-level curriculum and assessment design, informed by the guidance, and the relevant priorities to support curriculum development set out in their school development plan. Schools should trial aspects of design, new approaches and pedagogy, using the learning to evaluate and refine their approach.

A high-level curriculum model should lay out the vision for curriculum. It should be based on the school's understanding of its learners and how it will develop progress over time within the statements of what matters and towards the four purposes, and the values and dispositions that underpin the Curriculum for Wales framework. The 'Progression' section of the Curriculum for Wales guidance will support the progression.

What this means for schools

Schools should establish designs for:

- ensure high standards and enable good and sustainable progress for all learners
- ensure broad and balanced for the mandatory requirements of the curriculum (see 'Summary of expectations for curriculum roll-out')

Schools should develop a shared understanding of progression. They should:

- understand what this means within their school, identifying what this means in practice
- share and discuss this initial understanding within their cluster, reflecting on their respective curriculum models
- collaborate in clusters to ensure progression is jointly owned. It is critical to ensure the effective transition of learners along the 3 to 16 continuum. Clusters should be at different stages of their curriculum development phases while reflecting each schools distinct vision. It should support learner progression and involve jointly developing and trialling processes to support transition of learners

Schools should co-construct a high-level curriculum model. Including assessment arrangements to support progression for all learners, that:

- considers approaches to how the areas, statements of what matters, cross-curricular skills and dispositions will be used to inform curriculum and assessment design
- considers a range of approaches (for example disciplinary, interdisciplinary, thematic, enquiry-based, project-based) and what appropriate can support progression
- having developed high-level progression, considers how knowledge, skills and experiences will be developed and how learners will be supported to achieve them. It can support the developing curriculum for their purposes, providing opportunities to further develop these attributes

Schools should trial aspects of their curriculum. They should:

- determine which approaches to test and evaluate in the context of the school, and in different areas/ areas of learner needs are considered in the design of the curriculum
- within the context of the high-level curriculum, undertake small, rapid medium-term planning and trialling of new approaches in learning and teaching
- use the school processes to help facilitate curriculum design, ensuring staff deepen their understanding of the process

Developing a shared understanding of progression means considering what broad progression should look like for learners across the 3 to 16 continuum and how it will be developed through the statements of what matters and disciplines. This will reflect the progression set out in the principles of progression and support learners to progress in the statements of what matters and towards the four purposes. Understanding what it means for curriculum is dynamic and that learners internalise effectively between different phases of education or settings, jointly developing and trialling progression across a cluster will be important. Developing high expectations and a common set of progression for learners.

Schools should select a range of approaches to learning that are appropriate to the concepts, and knowledge, skills and experiences in pupils and the needs of learners. They should look to build on natural connections between areas of learning and cross-curricular skills and dispositions. This will require a strong understanding of what progression looks like in different component disciplines first, before developing any interdisciplinary approaches within and across those. Where appropriate, combining learning in different disciplines. Very broad deeper understanding of key concepts and knowledge in a discipline can lead to a lack of depth in understanding. Care should be developed in a particular context. A single approach is very unlikely to be appropriate in all circumstances. An example seeking to cover all aspects of learning through multidisciplinary or thematic approaches.

Key questions for schools

- What do we need to realise our vision for the curriculum?
- What do our learners need to learn? Why?
- How do we know that our curriculum design should our learners engage with its progress in the statements of what matters towards the four purposes? Why are these important? How does this contribute to the four purposes and the broad general purpose for the curriculum?
- How does our planning for curriculum design reflect the mandatory requirements of Curriculum for Wales?
- What does our curriculum design look like? How can we ensure this is based on understanding of progression and learners' needs? How does our curriculum progress look like over their learning journey? How can we as a cluster develop our curriculum together?
- What areas, statements of what matters and disciplines do our knowledge, skills and experiences contribute towards? What broad progression do we want to develop in our learners?

Evaluation and preparing for their learning

Evaluate initial designs and further approaches. Establish medium-term planning for future roll-out.

- Vice will embed cross-cutting themes within **Developing your curriculum** within our curriculum?
- How can disciplinary, interdisciplinary and multidisciplinary approaches ensure that our curriculum is ambitious, coherent and sequenced so that appropriate rigor/challenge approaches at different stages in our curriculum?
- How will we ensure we are sufficiently ambitious for learners across the continuum of learning?
- How will we ensure our curriculum is inclusive of all learners?
- How will our curriculum ensure that our learners are prepared? What resources are required to support this?

Evaluation and preparing for first teaching

Key works

Schools should evaluate initial designs and trial further approaches. Schools should establish short-term planning for year groups rolling out the following year.

This means schools should:

- evaluate trials and reflect on learning to influence ongoing curriculum design
- continue to develop approaches to all Areas and disciplines within them to ensure that curriculum design and pedagogy are ambitious and coherent, appropriate to enable effective and appropriate assessment on an indefinitely/open pace of learning and progression
- ensure that curriculum design is underpinned by enabling, ensuring that these area approaches are inclusive of all learners
- learn from and refine trials and testing of potential approaches to curriculum design, teaching, learning and assessment
- develop vertical-level professional enquiry models to help facilitate ongoing curriculum design and development
- develop, learn and refine transition planning as part of the curriculum design to ensure all effective process for the transition of learners along the 3 to 16 continuum of learning
- plan and develop appropriate arrangements that engage parents and carers in a way communicator about the progress of their child

Key questions for schools

- How should our curriculum intended into practice?
- What has worked well? Why was it successful?
- What can be improved? How? Why is that improvement needed?
- How do our learners' ongoing experiences inform implementation of our curriculum?
- How does our trialed work compare against our vision and priorities? How do we ensure our developing curriculum remains challenging and ambitious for our learners?
- Are we in a position to meet the requirements of the Curriculum for Wales framework?

First teaching

Key work

Schools should start curriculum and begin to implement it, as agreed by the Headteacher and the governing body. Schools should refine their curriculum in light of learning from implementation. Schools should reflect on the effectiveness of their curriculum and use that insights to improve.

This means schools should:

- adopt the curriculum and begin to implement it
- refine curriculum design, informed by experience, developing understanding as the curriculum is rolled out. Schools should plan for continuous improvement, ensuring that the curriculum is ambitious, coherent and sequenced appropriately, and covers what that insight is improve
- ensure deepening understanding of the four purposes, and what they mean for their learners, and use this to guide curriculum realisation, the development of pedagogy and practice
- use the opportunities offered within Curriculum for Wales to support practice in order to raise standards, close the attainment gap and support progression towards the four purposes

Adopting a curriculum is the beginning of an ongoing period of curriculum development and refinement. Schools should be continuously reflecting, driving for high expectations, better supported wellbeing and improving learners' changing needs, supported by evolving and improving learning and teaching. Schools should be continuously reflecting on how curriculum engagement, design, planning and trialling, evaluation will therefore continue to be relevant to schools as they deepen their understanding and refine their curriculum.

Key questions for schools

- How can we refine to make assessments for learners?
- How will we ensure our curriculum responds to learners' changing needs and our learners' experience and growing understanding of curriculum design?
- How will we ensure our pedagogy and practice continues to improve to support our learners' progression?
- How will we continue to develop both our curriculum and as a school as a learning organisation?
- How are we engaging with stakeholders?

Key principles across all phases

The following key principles are fundamental to how schools approach the development of their curriculum. They are fundamental and built into every stage as schools develop their curriculum.

Co-construction

Genuine co-construction is key to curriculum development, ensuring joint ownership and shared understanding. Co-construction and co-production can set out in the **shared ways of working**. This should involve learners, all practitioners, governors, parents and carers and the local community in the development of the curriculum. Schools should be considering how to ensure engagement of key groups and develop their understanding of the curriculum.

Throughout the design process, schools and other settings designing a curriculum should consider learners' contributions to and reflections on learning, including how their views have shaped the curriculum and evaluation and refinement of approaches. While learners have a critical role in influencing the development of the curriculum, this is not the same as the curriculum being led and shaped by learners.

All practitioners, including support staff, have a vital role and should be supported to contribute to the design of the curriculum. This will deepen understanding of the principles underpinning curriculum and assessment, and developing a shared understanding of progression.

Governors have a key role in supporting curriculum development. Governing bodies have **legal responsibilities** for a school's curriculum, some of which are summarised in the **Summary of requirements for school leaders**. Their views and carers and the local community have important contributions in shaping curriculum design and development. This should include conversations about:

- what is changing and why
- developing understanding of the curriculum model, including progression and assessment
- how they are involved in shaping and reviewing the vision, establishing mechanisms for supporting co-construction

Communication with parents and carers in particular ensures they are kept informed, understand the progress their child is making and can support learning.

Schools and other settings designing a curriculum should remain in regular contact with their regional or local school improvement service regarding their curriculum development and implementation. Local authorities are appropriate for any additional support or guidance they need to ensure delivery.

Pedagogy

Effective pedagogy and leadership is central to the success of the curriculum. Practitioners should develop understanding of how different pedagogical approaches can support the realisation of different aspects of the curriculum. Pedagogy should be underpinned by a clear understanding of how learners will be engaged and how to make choices about how they will learn (with a clear rationale for those choices). The **pedagogical principles** offer a framework for practitioners to reflect on their practice. Practitioners and practitioners should use them to inform their planning and practice. However they are not themselves descriptive pedagogical tools. Effective engagement with the professional standards for teaching and leadership will also support effective practice.

The **National Pedagogy Project** (Talk Pedagogy) has been developed to facilitate conversation, collaboration and enquiry in order to support the exploration and reflection on the pedagogical principles and approaches.

Engagement with professional learning, expertise and networks

Engagement with professional learning and networks is critical. Practitioners need to be supported to develop their understanding, skills, knowledge, and/or expertise. This should include engagement with support offered by school improvement services through regional consortia and local authorities. Schools should also be considering how to ensure their practitioners should see them to inform their planning and practice. However they are not themselves descriptive pedagogical tools. Effective engagement with the professional standards for teaching and leadership will also support effective practice.

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Schools and settings should work collaboratively in formal and informal networks to support their curriculum. Sharing practice, ideas and resources provides an opportunity as well as identify and develop approaches to challenges. Collaboration should include cross-phase work in geographical areas, as well as cross-sector work in subject areas. Schools should also support parents/carers engagement and PL. The National Pedagogy offers important opportunities to engage on issues with practitioners across the country and beyond across the emerging national discussion.

SLO

Schools should also look to embed the **qualities of effective learning organisations** in developing ongoing, continuous improvement. Schools should also look to the **Welsh Government** guidance to help develop and improve supportive of ongoing professional learning.

Schools may also wish to consider the case studies included within the professional learning journey to support this aspect.

Wider school context

For schools, it is important to consider the curriculum in the context of wider school operations. In particular:

- actively engaging with the Anti Code to develop understanding and ensure that the curriculum is inclusive and that the curriculum raises and supporting the profile of curriculum design
- building on consideration of how Curriculum for Wales will support Welsh in and through the curriculum
- consideration of a whole school approach to health and wellbeing including the whole-school approach to mental health and wellbeing can support learners' wellbeing and remove and support their progress

Summary of requirements for roll-out

This section sets out a summary of the mandatory requirements on a school/governing body in developing and implementing a curriculum, and pupil rights and PRUs. This is a summary to help understand what is required of a curriculum in preparation for roll-out. This is not meant to be a comprehensive list of all legal duties. **Summary of requirements**, which will be updated on their in due course.

What schools need to do

Before roll-out

1. Schools must design a curriculum for the school's learners. This includes:
- enable learners to develop in the way described in the four purposes
- provide for appropriate progression and ascent with the principles of progression in mind, including learner voice
- be suitable for learners of differing ages, abilities and aptitudes
- be broad and balanced
- secure learning and skills set out in the statements of what matters in the Statement of Wales Guide
- provide for learning and teaching that encompasses each of the Areas for Learning and Skills, the Religious Education and Relationships and Sexuality school or setting (Welsh, English, religious, values and ethics), the relationships and sexuality education (RSE), ascent with the RSE Code, and the Welsh in Education Strategic Plan (Welsh Language, culture and digital competence from 3 to 16
- offer choice of learning and teaching which seek Note for Years 10 and above (those aged from 14 to 16)

2. Schools must make appropriate assessment arrangements to support their curriculum. Assessment arrangements must be suitable for the curriculum, to support learners to make progress in relation to the school curriculum, to support the school to report on learner progress, to support learners to progress in the adopted curriculum, assess for each learner to learners' progression, and assess the learning and teaching needed to make that progress.

3. Schools must adopt the curriculum and publish a summary of it. This summary must be published on the school's website. Schools and settings must ensure that time to engage effectively with parents and carers, and the wider community in their curriculum development. The summary of the curriculum should be in a form that is clear. It is not intended to be a long list of everything the curriculum offers.

From roll-out

1. Schools must ensure the curriculum is implemented in a way that:
- enables each learner to develop in the ways described in the four purposes
- secure learning and teaching that offers appropriate progression for each learner
- is suitable for learners' age, ability and aptitude
- takes account of each learner's additional learning needs (if any)
- secures broad and balanced learning and teaching for each learner
- for each learner encompasses the Areas, the mandatory curriculum elements, the Welsh in Education Strategic Plan (Welsh language, culture, community and digital competence, RSE (which must be suitable for a learner's stage of development), and RSE
- secures learning and teaching for learners within each Area for Years 10 and above
- makes provision for learners who do not have additional learning needs to be able to progress in their learning and development, taking into account the curriculum components specified above, to be transparent and fair from some or all of them

2. With the governing body, schools must keep the adopted curriculum under review and revise it as appropriate at any time if it no longer meets the requirements in paragraph 1. If the curriculum is revised, an updated summary must be published.

3. Schools must deliver assessment arrangements to support learner progression. Assessment arrangements must be established in day-to-day practice and be appropriate for all learners, and also support given to learners who need additional or alternative support.

As part of the assessment arrangements, to support learner progression we are consulting on legislation that requires headteachers to:

- conduct an in-year assessment when a learner begins at the school (not applicable to Year 1 or Year 11 learners) to ensure that teaching and learning is in place to promote and maintain a shared understanding of progression within and across schools
- conduct an assessment at the end of each school year (primary school aging account of continuity of learning across school transitions) supporting learner progression as well as their mental health and wellbeing and resilience
- provide information to parents/carers/relevant learners that contextualises the progression an individual learner is making, including their future progression needs and how they can support it.

Additional information

Risk

Aspects of the curriculum and learning and teaching relating to RVE must be taught in accordance with the Code. Schools should also consider Codes that have additional requirements for RVE for foundation, voluntary controlled and voluntary aided schools that have a religious character. These requirements are set in the RVE guidance, on which a public consultation has been carried out. You should refer to that guidance in order to fully understand the requirements to schools in respect of RVE.

What non-maintained nursery education settings need to do

The Welsh Government will publish a curriculum that they consider suitable for non-maintained nursery education settings to adopt and implement. This curriculum is being co-constructed with key early education partners and will be published in December 2021.

A provider of funded non-maintained nursery education must adopt the curriculum published by the Welsh Government or another curriculum that is considered by the governing body with the legal requirements of Curriculum for Wales.

Before roll-out

1. Settings must adopt a curriculum that complies with the design requirements and publish a summary of it. Settings that choose to adopt the curriculum published by the Welsh Government will need to publish a summary of it. Settings that choose to adopt another curriculum will need to be provided to those settings in due course. Pre-have that choose to adopt another curriculum, and not use the curriculum published by the Welsh Government, the designed curriculum must:
- enable learners to develop in the way described in the four purposes
- be broad and balanced
- be suitable for learners of differing ages, abilities and aptitudes
- provide for appropriate progression for learners and include a range of provision to ensure the breadth (ages, abilities and aptitudes)
- secure learning and skills set out in the statements of what matters, regardless of what matters, reflect the principles of progression set out in the Progression Code, include the mandatory curriculum elements, and encompass the mandatory cross-curricular skills

The requirements for publishing a summary are detailed under step 3 for schools.

2. Settings must make appropriate assessment arrangements to support their curriculum. Assessment arrangements must be suitable for arrangements published by the Welsh Government, design their own, or work with others to design these. For those that choose to design their own curriculum, assessment arrangements must be suitable for learner assessment arrangements, and then for reviewing and revising them, and detailed under step 2 for schools.

From roll-out

1. The adopted curriculum must be implemented in a way that:
- enables each learner to develop in the ways described in the four purposes
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3. Settings must deliver assessment arrangements to support learner progression. We are consulting on legislation that would require headteachers to conduct an in-year assessment when a learner begins at the school (not applicable to Year 1 learners) to ensure that teaching and learning is in place to promote and maintain a shared understanding of progression within and across schools.

4. Settings must conduct an assessment at the end of each school year (primary school aging account of continuity of learning across school transitions) supporting learner progression as well as their mental health and wellbeing and resilience.

5. Provide information to parents/carers/relevant learners that contextualises the progression an individual learner is making, including their future progression needs and how they can support it.

Additional information

Risk

Aspects of the curriculum and learning and teaching relating to RVE must be taught in accordance with the Code. Schools should also consider Codes that have additional requirements for RVE for foundation, voluntary controlled and voluntary aided schools that have a religious character. These requirements are set in the RVE guidance, on which a public consultation has been carried out. You should refer to that guidance in order to fully understand the requirements to schools in respect of RVE.

What non-maintained nursery education settings need to do

The Welsh Government will publish a curriculum that they consider suitable for non-maintained nursery education settings to adopt and implement. This curriculum is being co-constructed with key early education partners and will be published in December 2021.

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Secondary schools: the process for adopting a curriculum in 2022

This section sets out the process for schools and settings who are considering proceeding with roll-out of their curriculum for Year 7 in September 2022. It will be relevant for secondary schools, 3 to 16 schools, special schools, PRUs and settings with Year 7 learners. It is important that schools and settings who are not in a position to roll-out their curriculum until 2023. The flexibility has been provided to recognise the impact of specific challenges on secondary schools and settings in 2021 and the need to provide time for them to be inclusive. Schools and settings who wish to proceed with their current plans in 2022 are encouraged to take those plans forward.

Regulation of whether schools and settings choose to roll-out their curriculum in 2022 or 2023, the broader expectations will be the same.

- All schools and settings should be embedding work to prepare for implementation of Curriculum for Wales. Schools should be using the document 'A phased roll-out process with Year 7 roll-out in 2022'. This should contribute to underpinning preparations, trials and innovation in order to inform roll-out.
- By 2022, all schools and settings will be required to have implemented a curriculum for Years 7 and 8 – the overall timeline for reform has not changed.

The decision about whether to proceed with planned roll-out in 2022 is a matter for schools and settings. Schools and settings may wish to delay roll-out the curriculum for Year 7 in 2022. This is a reflection of the impact of disruption caused by COVID-19. It is not a reflection on the performance of the curriculum or readiness to teach it. Schools and settings will be supported by Welsh Government partners. Schools and settings should reflect on their own additional flexibility if they determine they need it and should not feel rushed into adopting their curriculum in 2022 for Year 7 learners.

It is critical that any decision is supported and informed by discussion with the regional consortium and local authority. Schools and settings will be in the best informed of the school or setting's thinking and be able to provide important context-sharing about the school's readiness. For schools and settings in a local authority, it is critical that the local authority is informed that the school or setting is considering a delay from the relevant regional consortium or local authority.

Essential information

- It is critical that schools and settings keep in mind:
- If they wish to continue with their plans for 2022, they will need to choose to roll-out their curriculum for Year 7 in September 2022. This will be subject to the duties of Curriculum for Wales and to meet the statutory requirements.
- Schools choosing to proceed with roll-out for Year 7 in 2022 must be based solely on the readiness of their school.
- once a school or setting has undertaken the process below, they must proceed with roll-out of their curriculum for Year 7 in September 2022. This is important because it will provide certainty to learners, parents and carers and the local community.

- any school or setting that does not go through the process set out below, including formal notification of their improvement service, will remain subject to the national curriculum for Year 7 in 2022.

Making the decision

Autumn term 2021

Headteachers and governing bodies of maintained schools should hold discussions within the school and with school improvement services to consider their readiness and confidence for roll-out of Year 7 in 2022. In particular, this should consider the shared expectations above and the summary of requirements for roll-out, as well as whether the school is prepared to undertake these in the required timescale.

Similarly, leaders of EOTAS should hold discussions within the setting where appropriate and with the relevant local authority and, if appropriate, the regional consortia.

Spring term 2022

Headteachers and governing bodies of maintained schools must decide together whether to proceed with current plans. They must then inform the Welsh Government and their school improvement service. This will be recorded though a specific form that will be made available closer to the time. Both the headteacher and the governing body must agree to the decision for the roll-out of Year 7 in 2022. While the decision is a matter for the headteacher and governing body, we would also expect this to have the support of school improvement services.

Teachers in charge of PRUs, their management committee and their local authority must decide together whether to proceed with plans to roll out the curriculum for Year 7 learners in 2022. They must then inform their local authority, or if relevant, their regional consortium. For other EOTAS, the local authority will make the decision regarding implementation. This decision should be formally recorded internally following the usual governance procedures and registered with the local authority.

Similarly, the decision to proceed with current plans must be registered with the Welsh Government and the regional consortium or local authority by 8 April.

For clarity, the Welsh Government will hold and publish a list of those providers notifying them.

Additional support for schools

In addition to the support outlined above from school improvement services, this section outlines other support schools and settings should consider drawing on.

The National Network

The National Network will bring together teaching professionals, experts, stakeholders, policy makers and enabling partners, including regional consortia and Estyn to identify and address the barriers to, and opportunities for, the implementation of Curriculum for Wales.

It is intended that all schools and, as appropriate, settings in Wales will be able to participate in these conversations and be supported by regional consortia to engage with these issues through funding to free up time and space.

What is the National Network?

This will be an open platform, with opportunities available for all interested practitioners in Wales to get involved in national co-construction to address our shared challenges and opportunities. The National Network will:

- gather and share understanding – bringing together different views, perspectives and expertise nationally to understand how we are progressing, what the challenges are, and how people are responding to these
- co-construct approaches – together, we will work out what teaching professionals, stakeholders, enabling partners and government can do to overcome these challenges
- connect people – allowing them to network and develop relationships with teaching professionals, education experts and stakeholders who can help schools and settings directly
- drive change– conversations will help support and drive implementation at all levels

The National Network will explore key issues around implementing the curriculum through 'Conversations'. These Conversations will be held at a national level as well as through existing regional/local networks, in partnership with the Welsh Government and regional consortia and, as appropriate, local authorities. These Conversations will build on professional learning at a regional level, bringing practitioners together across Wales to develop approaches to national implementation issues and to consider opportunities for Curriculum for Wales.

Topics for conversation

In the autumn term, the National Network will discuss:

- preparing for curriculum roll-out
- progression and assessment
- resources and supporting materials for Curriculum for Wales

Planning for these Conversations by volunteer practitioners begins in September, with the conversations beginning in October.

As we move into the spring and summer terms in the 2021 to 22 academic year, there will be further network Conversations in response to needs identified by practitioners.

Each National Network Conversation will be supported by a pack of resources and inputs, including case studies, guidance, and video materials from experts. These will also help to inform work at the local and regional levels.

Outputs

Through these conversations and working with a range of partners, practitioners participating will be supported to co-construct key outputs that will be shared nationally and continue to inform curriculum design in schools. This will include:

- approaches and ideas that practitioners can take back to inform curriculum design and implementation in their schools, settings and communities
- recommendations for the commissioning and development of specific resources to support schools and settings with their curricula
- recommendations to shape professional learning to support curriculum implementation

The National Network will also support in the co-construction of approaches to designing curricula at the Area level, ensuring detailed Conversations can bring together the best approaches to the detail of curriculum design. These will also help to develop resources and supporting materials that practitioners can use to help inform their planning.

Getting involved

The funding guidance below details that funding is available to give schools space to engage with the network Conversations and to consider questions, opportunities and issues in school. As part of this space, it is expected schools will allow a representative to attend each network Conversation, either through the national Conversations or through existing regional networks.

Further information on how to get involved with network Conversations will be detailed on the **National Network for Curriculum Implementation** page. Follow **Education Wales on Twitter** for more news.

As well as taking part in these Conversations, some practitioners will play a role in planning and facilitating Conversations on shared issues. Following the initial expression of interest process held in the summer term 2021, there will be further opportunities for practitioners to get involved in this side of the network.

Progression and assessment

Learner's progression is critical to the development of curriculum and assessment arrangements. To support schools, settings and practitioners to enable learners to progress, we will be launching 2 projects in the autumn aimed at developing understanding and approaches to progression and assessment.

A progression project will bring together practitioners and the middle tier to develop approaches to progression and build understanding of how this should be embedded in a school's curriculum.

Also, a project to develop an interactive toolkit for assessment will support understanding and implementation of assessment for the purpose of supporting learner progression. The first phase will develop an approach to exploring approaches to assessment with practitioners to develop engagement with, and understanding of, assessment principles and arrangements and how these can be used to support learner progression.

Both projects are based on a collaborative working model, with an emphasis on collective learning to promote the exchange of information. Involvement with both projects will be available through the National Network.

Professional learning

Practitioners should engage with professional learning opportunities to support them in the development of their curriculum. Resources on the range of professional learning opportunities available include:

- the **National Approach to Professional Learning**, launched in 2018, aligns with the new professional standards, the SLO approach and professional learning model, to create a vision fit for the evolving education system in Wales
- **nationally available opportunities** such as the National Professional Enquiry Programme, SLO, the professional learning journey and the National Pedagogy Project
- the local professional learning offer for your school found on your regional consortium's website

Non-maintained settings

The Welsh Government is working with key partners to understand the particular needs of the non-maintained sector to ensure effective implementation of Curriculum for Wales. This includes not only understanding the immediate professional learning needs of practitioners in terms of delivery, but also the ongoing needs of the sector to ensure effective implementation of the new arrangements over the longer term. This will also include consideration of how the sector might best participate and benefit from the arrangements being established to deliver the Network. More information will be made available to the sector in due course.

Qualifications

Qualifications Wales is working to co-construct a coherent and inclusive choice of bilingual qualifications for schools that supports their curriculum and meets the needs of all learners. These qualifications will support Curriculum for Wales, be available bilingually and offer something for all learners.

The aims of the next phase of work are to:

- reimagine a new generation of GCSE qualifications
- reshape the wider 14 to 16 qualifications offer

There will be opportunities for all those involved in education to have their say on which qualifications should be available to support Curriculum for Wales, and to help redefine the aims, content and assessment for a whole new generation of GCSEs.

Reimagining GCSEs

We will be giving all practitioners opportunities to get involved with the work to rethink how new GCSE qualifications can be designed to:

- help learners to realise the four purposes of the Curriculum for Wales
- be as engaging as possible for learners and support their mental health and wellbeing
- give schools more flexibility to reflect their local curriculum and offer their learners a positive learning and teaching experience
- make better use of digital technology to enhance assessment experiences for learners and build more resilience in how qualifications are delivered

There will also be opportunities to identify the requirements for learning and teaching resources, professional development and training for new teachers.

Shaping the wider 14 to 16 qualifications offer

Qualifications Wales is interested in all qualifications available to learners aged 14 to 16, from entry level and up, and across all subject areas – including those related to the world of work. The review of this range of qualifications will be guided by learners' and centres' needs as well as by the views of other stakeholders. There is likely to be a mix of existing and new qualifications – some will be 'made-for-Wales' qualifications, and some will be UK-wide qualifications.

Qualifications Wales will engage extensively with teaching practitioners in the academic year 2021 to 2022 to identify the key components of this wider qualifications offer. This will include opportunities to get involved through the National Network. It will consult, in the autumn of 2022, on proposals for reshaping the offer and will then work with awarding bodies to implement the full range of qualifications by September 2027.

Guidance on using funding

Schools will have access to direct funding during the 2021 to 2022 financial year via their regional consortia (or in some instances local authority) to:

- support their work on Curriculum for Wales
- ensure learners make progress in response to the pandemic

This section sets out principles to support use of this funding. Much of this funding will already have been allocated via school improvement services and this guidance is intended to support and build on the expectations of school improvement services.

This guidance brings these 2 aspects together, recognising that the fundamentals for learning are the same for both and to ensure that these are not seen as 2 competing, conflicting pressures. The principles are designed to support schools to bring these together in an integrated way.

Ways of working

In developing approaches, co-construction is critical. This is highlighted through the **ways of working** set out in the **Curriculum for Wales: Implementation plan**. Schools should use and build on the ways of working in using this funding.

Support to meet priorities

Funding will be allocated via school improvement services to support each school to meet their identified priorities and needs. This may mean providing access to additional support where this is required.

Funding will be made available through pre-existing processes wherever possible. Schools should work closely with their regional (or local) school improvement advisors to agree the focus for this provision, in line with the school's vision for the curriculum and its school development plan.

Curriculum reform programme: realising Curriculum for Wales

Aims

Curriculum reform funding has been allocated to schools via school improvement services to:

- drive shared understanding, co-construction and curriculum reform
- help schools tackle barriers to successful curriculum implementation

Purpose

The purpose of this funding is to provide a flexible resource for schools to directly support their curriculum and assessment reform. In taking forward the ways of working and programme aims, it is that expected schools will use this funding to:

- create time and space to design, develop and plan their curriculum and assessment arrangements for the roll-out of Curriculum for Wales
- facilitate the development of their own sustainable curriculum processes
- work collaboratively with other schools in the development process, including on a shared understanding of progression
- help address diversity in their curriculum.

Principles for use of funding

As well as the ways of working, which should now guide all aspects of education reforms across Wales, there are some specific principles that schools may find helpful when considering decisions on the use of their funding.

Draw on regional consortia (or local authority) support

The middle tier is being funded to provide a range of curriculum reform-related support services to maintained schools in their areas. This support is available at zero cost to the school, though funding may enable schools to engage with this, for example by providing staff, and should be the first port of call when looking at addressing needs. No school curriculum reform funding should be used to procure activities or support that is already being made available. While the national school categorisation system is currently suspended, schools should continue to discuss their support needs and plans with their school improvement advisor in the first instance.

Use of expertise

The 'Curriculum for Wales guidance' includes a section on **using evidence and expertise** which should inform funding used for expertise.

Working with individuals and organisations identified for their specific expertise, such as from higher education and the third sector, can support schools in the process of curriculum design and development. This includes both the overall approach of developing a curriculum and in specific aspects of the curriculum planning. However, it is critical that this support is consistent with Curriculum for Wales principles and guidance, most notably that set out in the 'Designing your curriculum' section.

When considering external expertise, and in addition to a cost–benefit analysis, schools should critically assess their:

- understanding of Curriculum for Wales
- understanding and expertise in curriculum development
- understanding of the needs of learners at the school and their communities
- specialist knowledge

Avoid procured 'off-the-shelf' solutions

While schools may seek support to facilitate the development of their own curriculum and assessment approaches, this funding is intended to develop schools' own capacity to develop and implement a curriculum. It is not intended to support 'quick fix' procurement of curriculum and assessment models or approaches.

It is essential that schools make sense of the key aspects of the curriculum purposes, vision and the development and planning process for themselves. Thinking meaningfully about why certain things are taught and how they support learners to progress towards the four purposes and key concepts set out in the 27 statements of what matters, is a key aspect of curriculum reform. Without this thinking, practitioners will not be as empowered and supported in developing their agency and in realising the flexibilities that Curriculum for Wales affords. 'Off-the-shelf' solutions bypass this thinking.

Without that first-hand experience, there is a real risk that misconceptions will grow and result in the need for a school to step back, or restart, before moving forward. Equally, there is no guarantee that procured third-party models are fit for purpose and fully reflect the breadth of the Curriculum for Wales framework.

Pool resources and curriculum development work

There is an expectation set out in the Curriculum for Wales guidance that design and development of the 3 to 16 learning continuum cannot happen in isolation. Therefore, it would be logical for schools to consider how they can pool financial resources to maximise the efficacy of funding across local school clusters/structured networks.

Address key considerations/needs through the National Network

The National Network brings together teaching professionals, experts, stakeholders, policy makers and enabling partners to identify and address the barriers to, and opportunities for **curriculum implementation**. National Conversations bring perspectives together and co-construct approaches, placing the profession at the heart of ongoing national policy development. These Conversations involve national events as well as regional networks, and schools will have the choice to engage through either or both as they see fit.

National Network engagement

A key part of the funding is to enable schools to engage with issues raised by the National Network. Network Conversations, both nationally and through regional or local authority networks, will be key in supporting schools to address key aspects of curriculum implementation. There is an expectation, therefore, that all schools will engage in National Network Conversations in some way, drawing from that engagement to inform their own school curriculum realisation plans.

It is expected schools will use this funding to:

- make space in school to consider, share and embed learning from Network Conversations – for example by supporting in part space for a dedicated network representative from the school to engage with Network Conversations and disseminate learning across the school
- allow a representative to attend Network Conversations at national and/or regional conversation events – for example by covering the release of staff to attend National Network Conversations at national and regional levels, to discuss and engage with issues in school, and to embed learning in planning and design

A school's National Network representative should be chosen to reflect the ways of working, providing equity in co-construction and leadership at all levels. The role could involve actively participating in and facilitating national conversations and/or regional network Conversations, while also leading parallel discussions at their own school and feeding back from school-level Conversations.

Guidance has been provided to regional consortia (and in some instances local authorities) nationally to ensure consistency in support to schools for National Network engagement. As part of this, we expect all schools to receive sufficient funding to facilitate their representation for the equivalent of up to 10 days during the school year at national or regional-level Network Conversations. Funding for such National Network-related engagement will be consistently applied across Wales at a rate of £200 per day.

In addition, those schools providing greater levels of practitioner support to plan, facilitate and review National Network Conversations will be compensated accordingly, again using the £200 per day rate. Beyond this, regional consortia (and in some instances local authorities) will have a degree of flexibility in how they distribute remaining Curriculum Reform programme funding to their schools, to best reflect the needs of their schools in their areas taking into account school size and stage of development. That scope to target some of the funding to schools is essential in ensuring that all schools are supported and maintain momentum on their reform journey. Discussion on the detail of curriculum reform funding should be taken up with the relevant consortium (or in some instances local authority).

Renew and Reform programme: supporting learners' progression

Aim

Our collective aim is to ensure learners progress to their full potential, no matter where they are right now. We cannot base our recovery from the pandemic on a 'deficit' model. Instead, we need to reignite a passion for learning, and make sure all learners – in particular those most adversely affected – feel supported every step of the way. This funding was announced as part of the Renew and reform plan, published on 16 June.

Purpose

This guidance supports schools to use funding allocated to them to support learners' progression as part of the **Renew and Reform plan**.

To address the impact of the disruption to learning, it is critical that learners are supported to progress and are enabled to make the next steps in their education journey. This means focusing on what it means for learners to progress, rather than seeking to 'catch up' on all content. This funding is intended to provide capacity to support all teachers and schools to develop their learners and enable them to progress.

Principles

In addition to the principles above, which will support learners, there are some specific principles that schools may find helpful when considering decisions on the use of their funding.

Planning for renewal and curriculum reform together

Ensuring all learners are supported to make progress in their knowledge, skills and understanding as they develop towards the four purposes is critical to both renewal and reform. In addition to the preparations before the pandemic, there is much that schools and practitioners have learned and developed over this period that has brought learning and teaching closer to what is expressed in **Curriculum for Wales**.

Engaging with wider expertise on progression

This funding may also support schools to engage with wider expertise on progression in planning, developing and embedding progression in the curriculum, learning and teaching. This may include freeing schools to engage both internally and within networks with the 'All-Wales Progression Project' announced by the Minister for Education and Welsh Language, which will get under way later in the autumn term.

Linking with wider reforms

Schools should consider how work to support learners' progression in response to COVID-19 can be supported by wider education reforms, including additional learning needs, equity and leadership. They should also consider how supporting progression supports these wider reforms. Making links with aspects of reform also ensures a joined-up approach, avoiding duplication or competing demands.

Supporting wellbeing

While the aim here is to support learners to progress, any approach should recognise the critical importance of wellbeing as an enabler of learning and progression.

Focusing support

In response to the disruption caused by the pandemic, use of this funding may include:

- developing practitioner understanding of progression
- working with experts in progression to build capacity
- creating space to provide practitioners time to develop approaches to learners' progression
- addressing specific progression needs that have arisen as a result of the pandemic

Funding will be distributed to schools via regional consortia (and relevant local authorities). While all maintained schools will receive funding to support curriculum reform, the precise amount may differ depending on relevant factors, including the school's size and the need for targeted support.

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