

# Curriculum for Wales 2022

## Frequently Asked Questions

### What Matters

#### *What are they?*

The **Statements of What Matters in learning** are the basis of progression. These statements articulate the 'big ideas' which learners explore and develop learning in. They are key to school level curriculum design and development. To fully understand why each one 'matters', it is important not to take the headline alone but consider each alongside the accompanying rationale.

### Achievement Outcomes

#### *What is their purpose?*

The **Descriptions of Learning** (previously referred to as Achievement Outcomes) describe progression towards the Statements of What Matters in learning along a continuum. They support practitioners by providing reference points to plan learning and teaching including assessment. As such, they can be used on an ongoing basis to identify how learners are progressing, what they need to do next and to identify where interventions are needed.

### Progression Steps

#### *How do these impact upon assessment?*

Progression Steps are the 'check-in' points for us to view the Descriptions of Learning along the continuum. The 5 progression steps broadly relate to the ages of 5, 8, 11, 14, 16. Progression steps are not to be used like National Curriculum Levels; they are not specifically for assessment purposes. They should be referred to regularly in practitioners' curriculum and assessment planning so that next steps in learning can be planned.

### Qualifications

#### *Are GCSEs disappearing?*

At present, GCSEs will remain; however, qualifications are being reviewed to ensure they reflect the purposes of the new curriculum. In reviewing them, one of the considerations will be that young people graduating from the Welsh system have equity with other qualifications' bodies/systems. Qualifications Wales' consultation period is a crucial part of the process of reforming our qualifications. All practitioners' opinions are required to ensure a suite of qualifications that reflect the principles and vision of the Curriculum for Wales, recognised across the UK and the world.

### Routes for Learning / ALN

#### *How do learners working below Progression Step 1, access the curriculum?*

Welsh Government is aware of concerns from practitioners that Progression Step 1 is not inclusive enough to allow access for all learners. There are groups currently reviewing this as part of the Quality Improvement process.

### Cross Curricular Skills

#### *Will the Literacy and Numeracy Framework (LNF), and the Digital Competence Framework (DCF) remain?*

Literacy, numeracy and digital competence will be statutory cross-curricular skills in the new curriculum. The Literacy and Numeracy Framework and Digital Competence Framework will remain as non-statutory guidance to support the development of literacy, numeracy and digital competence across the whole curriculum. They remain the responsibility of all practitioners.

### Component Parts

#### *How do we start building our school level curriculum?*

Leadership and professional learning are key enablers to the successful enactment of Curriculum for Wales. Ensuring vision, leadership structures, professional learning, pedagogy and the four purposes have been considered are key in curriculum and assessment design. Support will be published in January 2020 alongside the Curriculum for Wales to help practitioners in designing the curriculum, within and across areas of learning and experience.

### School Structures

#### *Does my school have to restructure staffing in line with Areas of Learning and Experience?*

There is no expectation for schools to restructure in line with areas of learning and experience. Some schools may choose to do this, whilst others remain with current department, co-ordinator or faculty structures. These are school level decisions and will remain so.



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### Modes of Delivery

#### *Do I have to teach through projects or topics?*

#### *Does everything have to be interdisciplinary?*

No single method for curriculum delivery is expected within the Curriculum for Wales. Each school can determine their own paths in approaching the planning, assessment and evaluation of school level curricula. There may be occasions when interdisciplinary approaches are beneficial to learning within or across an area of learning and experience. However direct disciplinary instruction may also be required to progress learning and embed understanding. It is recommended that decisions made regarding modes of delivery are research-informed with due consideration made to the 12 pedagogical principles as outlined in Successful Futures.

### Areas of Learning and Experience hours

#### *Will Welsh Government specify teaching hours/ timetabling of areas of learning and experience?*

There is no statutory time given for any area of learning and experience or discipline within it. Each school will make their own decisions regarding curriculum timetabling.

### Donaldson's Curriculum

#### *How can we be 'Donaldson' ready?*

In 2015 Professor Donaldson published his review of recommendations for what he determined to be the necessary steps to reforming our education system in Wales. We now have hundreds of practitioners, experts and stakeholders who have co-constructed the framework which translates those recommendations into practice. It is not 'Donaldson's' curriculum, but ours - Curriculum for Wales.

### Feedback

#### *What was the point responding to the draft?*

Welsh Government has taken consideration of **all** feedback. Since September 2019, the Quality Improvement groups (formerly known as Curriculum Pioneers), expert panels, and other stakeholders have meticulously worked through all comments and suggestions received during feedback and are refining and improving the framework.

### Delays – timescales

#### *Will this new curriculum ever actually happen?*

There is cross-party agreement for our education reform agenda. The curriculum rollout was delayed by one year as an acknowledgement of how wide reaching and transformative the reforms are. The roll out from Year 7 onwards is a further recognition of this, allowing the profession time to embed changes to practice. The timescale for statutory adoption has been released by Welsh Government.

### Pupil Led

#### *Is this a pupil led curriculum?*

The Curriculum for Wales is purpose led and pupil centred – this does not mean all learning has to be pupil led. The four purposes should be driving decisions at school level around curriculum design and learners should influence this but not necessarily lead it. Teachers and support staff play a vital role in planning for the experiences, knowledge and skills of learners within and across areas of learning and experience. Whichever approach a school takes to curriculum planning, it should be research-informed and regularly evaluated for impact.

### Project Based Learning

#### *Must all learning be project based?*

The Curriculum for Wales encourages a wide range of pedagogical approaches. Project based learning should not be considered as the only approach. All approaches to curriculum planning should be research-informed and regularly evaluated for impact.

*Any further questions or queries?*

Get in touch with us!

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