

Making the most of learning

Implementing the revised curriculum



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Audience All maintained primary and secondary schools in Wales; Institutions for Teacher Education and Training; Local Education Authorities; teacher unions and school representative bodies; church diocesan authorities; national bodies in Wales and others with an interest in education.

Overview This document provides guidance on how best to implement the revised curriculum from September 2008 onwards.

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Foreword

In *The Learning Country: Vision into Action*, the Welsh Assembly Government states its seven core aims for children and young people, developed from the United Nations Convention on the Rights of the Child. The Government aims to ensure that all children and young people in Wales:



- have a flying start in life and the best possible basis for their future growth and development
- have access to a comprehensive range of education, training and learning opportunities, including acquisition of essential personal and social skills
- enjoy the best possible physical and mental, social and emotional health, including freedom from abuse, victimisation and exploitation
- have access to play, leisure, sporting and cultural activities
- are listened to, treated with respect, and are able to have their race and cultural identity recognised
- have a safe home and a community that supports physical and emotional well-being
- are not disadvantaged by any type of poverty.

The Government's approach to education and lifelong learning is set within this broad context. Its vision is that all young people should have 'the opportunity to reach their full potential', that there is 'a fully comprehensive system of learning that serves all . . . local communities', and that the new school curriculum 'promotes and supports personal development and is responsive to the needs of individual pupils'.

The new curriculum comprises the revised national curriculum subject orders and the frameworks for the Foundation Phase, personal and social education, careers and the world of work, the non-statutory skills framework and the national exemplar framework for religious education. Full details can be found in the Appendices.

Significant changes have been made to content and presentation.

Significant changes have been made to content and presentation and these will provide both opportunities and challenges to schools as they consider how best to use the new curriculum publications to plan and provide appropriate, relevant and motivating experiences for all learners.

The curriculum aims to:

- focus on the learner
- ensure that appropriate skills development is woven throughout the curriculum
- focus on continuity and progression 3–19
- offer reduced subject content with an increased focus on skills
- be flexible
- be relevant to the twenty-first century
- support Government policy including bilingualism, Curriculum Cymreig/Wales, Europe and the World (WEW), equal opportunities, food and fitness, education for sustainable development and global citizenship, and the world of work and entrepreneurship.

Focusing on the learner



'All children have the ability to learn and to succeed in education.'

The Learning Country: Vision into Action, highlights the need for a learner-centred curriculum if standards are to be raised and all learners' experiences of education improved.

All learners means just that – including the 'average' learner as well as those, for example, with learning difficulties, disabilities, those that are disadvantaged, difficult to motivate, more able and talented, from different ethnic/cultural groups, looked after children.

The text, 'Including all learners', that appears at the beginning of each national curriculum subject order and framework, indicates that schools may use content from earlier phases/key stages within the curriculum to enable all learners to access relevant skills, knowledge and understanding at an appropriate level. For those working significantly below the expected levels, schools should use the needs of the learner as a starting point and adapt the learning programme accordingly. Sufficient flexibility exists within the curriculum to meet the needs of learners without the need for disapplication. In exceptional cases, individual learners may be disapplied, usually on a temporary basis, but group or large-scale disapplications should not be used.

Where it is not possible to cover the content of all of the programmes of study for each key stage, the statutory requirement to provide a broad, balanced curriculum can be met by selecting appropriate topics/themes from the curriculum framework as contexts for learning.

For more able and talented learners working at significantly higher levels, greater challenge should be incorporated by using material in ways that extend breadth and depth of study and opportunities for independent learning. The level of demand may also be increased through the development and application of thinking, and communication, information and communication technology (ICT) and number skills across the curriculum.

For all learners, schools should choose material that will:

- provide a meaningful, relevant and motivating curriculum
- meet the specific needs of learners and further their all-round development.

So that the revised national curriculum subject orders and frameworks are truly learner-centred, they have assessment for learning principles and vocabulary embedded within them. These are discussed in the section entitled, 'Assessing learning'.

The challenge for schools

The curriculum should enable all learners to learn in the way and at the pace that allows them to succeed. Managers and teachers need to:

- promote inclusion and engagement in education and learning
- ensure that individual learner's needs are met effectively
- identify learners' strengths and areas for development through effective assessment techniques
- use this information to inform the planning of the curriculum, teaching all programmes of study and frameworks in ways appropriate to learners' developing maturities and abilities
- ensure that, if they are to make progress, learners know:
 - **where** they are in the learning continuum
 - **where** they need to go
 - **how** best to get there.

A curriculum of opportunity: developing potential into performance, ACCAC, 2003, was written primarily for teachers of more able and talented pupils. It provides useful guidance for all teachers in terms of reference to developing thinking, the range of learning styles, and flexible classroom organisation.

Planning learning

Skills development

A non-statutory *Skills framework for 3 to 19-year-olds in Wales* has been developed to help schools plan the development of transferable generic skills for learners from 3–19 and has underpinned the whole curriculum revision. The same skills can be a requirement for learning in more than one subject and it is these skills – developing thinking, communication, ICT and number – that form the sections of the Skills framework. Elements of the Skills framework can be found right across the Areas of Learning (in the Foundation Phase) and the programmes of study, and within the outcomes and level descriptions where appropriate.

The Skills framework has underpinned the whole curriculum revision.

For the sake of clarity and for practical design reasons, the Skills framework is presented in a six-column continuum and identifies aspects of progression from the Foundation Phase to post-16 for the notional 'average' learner. We realise that this form of presentation has limitations and emphasise that the use of the framework should not be tightly tied to notions of age-related expectations.

Because skills development is spiral rather than linear, progression in skills is achieved by an increase in the challenge of the contexts through which skills are developed and linked to the complexity of the activities involved. This means that some of the skills at the 'end' of the six-column continuum in the framework might well be demonstrated by quite young learners – for example, the ability to evaluate what has been achieved. Equally, some of the skills described at the beginning of the continuum can quite appropriately be demonstrated by young adults. The 'Background' section of the Skills framework provides further guidance about this progression.

Flexibility in planning

One of the overall aims of the revised curriculum is to reduce prescription and to give control and responsibility back to schools and to learners themselves.

Schools are free to organise and deliver the curriculum in the way that best suits their circumstances and needs. There are no constraints relating to time allocation or organisation of subjects.

They can choose to:

- retain their existing approach to curriculum organisation whilst adopting a new approach to delivery
- or
- develop more imaginative and innovative ways of delivering the statutory curriculum. Such changes in approach might include moving away from a rigid hourly timetable, combining the teaching of one or more subjects in a thematic way or using a series of whole days – in or out of school – to focus on a particular topic.

If schools are to move towards more imaginative and innovative ways of curriculum organisation, it is hoped that the Skills framework will be used alongside the national curriculum subject orders and other frameworks to help this process. It could, indeed, be most effective if used as the first point of reference.

The starting point for planning can be:

- **A focus on skills**

Schools might use the Skills framework and/or the Skills section of the national curriculum orders initially to identify which skills are to be the focus and then turn to the Range sections of the orders to identify and map the subject contexts that are most appropriate for their development. For example, if a secondary school wished a single year group to focus for a time on data-handling and fieldwork skills, they might look for appropriate contexts in geography, mathematics and science and develop a learning plan where teachers could collaborate to provide a coherent, progressive and varied approach to the teaching, learning and application of these skills, supported by ICT.



Some schools have found it helpful to introduce discrete skills lessons where a specific skill or strategy/tool is taught; for example, scanning for information. Learners are then encouraged and expected to practise and use this skill in their lessons across the whole curriculum so that over time they build up a repertoire of skills that they can use whenever the opportunity arises. Teachers are aware of the skill that is the current focus – and of those that have already been taught – and can plan opportunities for their use, so that the whole school is a part of this ongoing skills development, application and consolidation.

or

- **A thematic or topic approach**

In this case, the Range sections of the national curriculum orders would be the starting point in order to find combinations of subjects across the curriculum that might cover relevant and complementary content and develop common skills. Skills progression could then be built into the learning plans for these subject-based or vocational studies and developed within real contexts.

The word ‘topic’ might cover a continuum of subject matter ranging from an extract from a single subject order to a cross-curricular study theme. It could refer to:

- a topic that encompasses several parts of one national curriculum order such as an investigation into ‘whose job?’ which would cover production and consumption, development issues and local employment issues in geography, Key Stage 3, contributing at the same time to *Careers and the world of work: a framework for 11 to 19-year-olds in Wales*
- a study theme such as *The Legacy of Slavery*, *The Olympics* or *Going Green* that would require collaboration within a group of designated subjects that would focus on different aspects of the chosen theme and provide complementary and cohesive learning
- a project that addresses common skills such as selecting and gathering information, observing and recording, exploring and investigating, for example in a project that links art and science
- departments working together on common approaches to language development and to bilingualism, as described in *Making the Link: Language learning 5–14*, ACCAC, 2003, and promoted by the CILT Triple Literacy Project (see: www.ciltcymru.org.uk).



Whichever starting point is chosen, there are opportunities for different approaches where the timescale and timetable can be flexible. While there is no substitute for regular learning and teaching in subjects/areas where learners need to practise and develop their skills over time, it is also possible to plan for 'one-off' events that will bring together a year group or, at times, the whole school to collaborate in learning. Such occasions might include:

- a whole day's 'thinking' challenge linked to a particular topic
- a celebration of a term's work in the arts
- a personal and social education (PSE) day linked to a particular topic where outside speakers and resources can be used to present information and ideas to complement and enhance the school-delivered curriculum
- an enterprise challenge.

Through such experiences, learners will gain the chance to consolidate and apply the skills they have developed in an entirely new context. Schools adopting this approach have found it to be highly motivating and effective in building learners' self-confidence and self-esteem.

Where one teacher teaches one class for all or most of the time, it is relatively straightforward to plan and implement a learning plan that includes a focus on a specific skill or on more than one subject and to assess and record what has been achieved by individual learners in terms of skills, knowledge and understanding. This happens regularly in the primary phase. In the secondary phase, it is less straightforward but Estyn has reported that some secondary schools are already beginning to change their organisation, particularly in Key Stage 3, to accommodate such approaches (see *Moving On . . . Improving Learning, Effective Transition from Key Stage 2 to Key Stage 3*, 2004, Estyn website publication, www.estyn.gov.uk).



At key transition points, it is particularly important for teachers to build on the teaching and learning that has gone before when planning the curriculum. For example, the teaching and learning in Year 3 might be structured to reflect the approach taken in partner Foundation Phase settings, so that the themes of the Foundation Phase continue to link similar subject areas and skills. Similarly, the timetabling of subjects in Year 7 might reflect the approach being taken in partner primary schools.



A whole-school approach is crucial.

In all phases, a whole-school approach is crucial so that there is a shared and coherent vision across the school. A senior member of staff should take responsibility for coordinating cross-curricular approaches to learning. Only then can schools be sure that:

- decisions have been made about which contexts are most relevant and appropriate for the development and progression of particular skills (not all subjects can be used to develop all skills)
- learners' experiences are varied and enjoyable and not so repetitive that they become boring
- learners have opportunities to take responsibility for their own learning
- appropriate differentiation and sufficient range and challenge within tasks allows all learners to participate
- teachers use common approaches to pedagogy and encourage active and interactive learning
- teachers have common expectations, for example, with regard to presentation of work
- there are no gaps in statutory curricular provision
- continuity and progression are built into learning plans
- assessment procedures are appropriate and formative
- teachers share information about learners' achievement between themselves and with learners
- all teachers are involved in the development of the whole learning experience for all their individual learners.

Detailed guidance on successful strategies for cross-curricular work can be found in the range of publications in the *Aiming for Excellence* series, particularly those on developing literacy, numeracy, ICT and thinking across the curriculum (see Appendix 3 for full details).

In planning the curriculum, schools, colleges and learning providers should remember how the Welsh dimension of our curriculum makes it distinctive from that of any other country. The Curriculum Cymreig should underpin the whole curriculum for learners 3–14, and the ACCAC publication, *Developing the Curriculum Cymreig*, 2003, provides detailed guidance on this issue. A new publication to support the requirement for learning about Wales, Europe and the World as part of the 14–19 curriculum will be available in 2009. This document will be based on experience, particularly that from Welsh Baccalaureate centres.

The revised curriculum also retains and enhances opportunities for the development of other Government policies and cross-cutting themes. These include:

- equal opportunities
- food and fitness
- education for sustainable development and global citizenship.

Icons have been used in all the revised documentation to signal explicit requirements for the development of skills across the curriculum, the Curriculum Cymreig/Wales, Europe and the World, careers and the world of work, and personal and social education.

Further guidance for schools can be found in Appendix 3.



The new curriculum aims to be up-to-date and motivating for all learners.

Relevance to the twenty-first century

The new curriculum aims to be up-to-date and motivating for all learners. Subject and framework content has been revised to produce an enriched curriculum that will motivate and meet the needs of individual learners and prepare them for life in the twenty-first century. Among others, these revisions include:

- a focus on the study of media and moving image texts in the national curriculum orders for English and Welsh
- the opportunity to focus on current events in the news in geography
- an expectation that learners develop financial literacy
- a requirement to consider entrepreneurship as part of the range of study in careers and the world of work (CWW)
- a requirement to realise music using technology and to consider examples of music that are evolving during the twenty-first century in the music order
- a requirement to work with authentic materials and to interact with native speakers and other learners of the language in a variety of ways in modern foreign languages
- a focus on active citizenship as one of the themes of PSE
- a focus on sustainable development and global citizenship in PSE, geography and science.

The challenge for schools

The management team of each individual school should:

- identify the school's particular curriculum and assessment needs, consider the possibilities and come to decisions that best suit their learners
- respond to the new flexibility that is implicit in the new curriculum – flexibility regarding both the organisation of the whole curriculum and the planning of learning pathways to suit the needs of individual learners
- encourage teachers, when appropriate, to use the icons to enhance their curriculum planning and provide exciting new learning experiences
- encourage and enable teachers to make full use of local and national resources to develop the Curriculum Cymreig/Wales, Europe and the World, and promote bilingualism
- decide how best to engage learners with a combination of ongoing learning and 'one-off' events that will stimulate the imagination, create enjoyment and enthusiasm
- identify one or more senior managers to coordinate whole-school planning and skills development.

Learning and teaching



The fundamental aim of education is to produce learners who are motivated and effective, increasingly responsible for their own learning, able to make full use of the new technologies and who will be able to learn and apply new skills effectively throughout their lives, whether in school, the workplace or at home.

The introduction to the DELLS web-based document, *Why develop thinking and assessment for learning in the classroom?* (see Appendix 3 for web reference) states:

'It could be argued that until now, the process of learning as a skill in its own right has generally been of secondary importance to the learning of subject knowledge and key facts.

It is imperative therefore that teaching pedagogy is reviewed and updated in order that learners have experience of, engage in and consolidate the skills demanded of today's citizens.'

The companion document, *How to develop thinking and assessment for learning in the classroom* (see Appendix 3 for web reference) provides detailed guidance on teaching approaches that recent research has shown to be successful and motivating for teachers and learners alike. It promotes:

- a focus on developing learning rather than merely transferring facts
- collaborative learning where learners learn from each other in pairs and small groups
- active and interactive learning
- developing thinking, especially questioning, planning, problem-solving, creative and critical thinking skills
- determining success criteria so that learners are aware of what they can do, what they need to do to improve and how to do it
- reflection on what has been learned and how the learning has occurred.

Improved classroom practice will enable learners to:

- think for themselves
- improve the quality of their speaking and listening
- develop bilingual skills and the ability to work in two or more languages
- gain a deeper understanding of topics
- be more critical about evidence
- make reasoned judgements and decisions rather than jumping to conclusions
- understand and hasten their own progress
- achieve better quality outcomes
- take greater responsibility for their own learning
- develop increased self-confidence
- engage in self-assessment and peer assessment
- be better prepared for the challenges of school and of the wider world.

The challenge for schools

School managers need to:

- identify and facilitate the sharing of good practice within the school
- monitor the range of teaching and learning activities
- review and update teaching pedagogy through the provision of appropriate coaching/training – in-house or external
- evaluate the effects of this coaching/training.

Assessing learning



A succinct comparison of the different forms of assessment has been made by the Assessment Reform Group (1999):

'A clear distinction should be made between assessment of learning for the purpose of grading and reporting, which has its own well-established procedure, and assessment for learning, which calls for different priorities, new procedures and new commitment.'

Assessment *for* learning

For ongoing, formative assessment – assessment *for* learning – it is necessary to focus on the learner's achievement and on details of ways in which they can move forward rather than on the national curriculum outcomes and level descriptions. This will involve learners gaining understanding of specific learning goals and the associated success criteria so that, supported by the teacher, they can develop their capacity for self-assessment and peer assessment. In this way, they can establish their current position, set and move towards targets and recognise if and when the targets have been reached. Individual targets should be linked to improving the quality of a learner's work, as highlighted through formative feedback, and therefore linked to success criteria for specific tasks. They cannot be linked directly with outcomes or level descriptions as these describe attainment over a range of tasks at the end of a key stage.

In its development programme for thinking and assessment *for* learning, DCELLS has identified the following three key principles:

Questioning technique where there is need to consider:

- thinking (wait) time
- the types of questions used.

Providing feedback to learners, characterised by:

- immediacy and clarity
- no use of grades or numbers, just targets and how to achieve them
- being learner-centred and objective
- occurrence at key points in the task rather than end-loaded
- providing opportunities to correct misconceptions or unhelpful directions of enquiry.

There are clear benefits for the learner and the teacher.

Self-assessment and peer assessment that involves:

- sharing and understanding learning intentions
- understanding the success criteria for specific tasks
- recognising good quality work.

These principles are fundamental and should underpin all teaching if formative assessment is to be effective. Research has shown that there are clear benefits both for the learner and the teacher. Learners gain a clear understanding of what they have done well and where they could improve, supported by guidance on how to achieve that improvement. They learn to take responsibility for their own and others' learning and to avoid over-dependence on their teacher. At the same time, evidence from assessment for learning can indicate to the teacher where more time is needed and where learners are ready to move on. Teachers gain a detailed knowledge of individual learners' strengths and of the areas that need further intervention and support which can then be included in future planning.

Teachers should remember that planning to provide opportunities for assessment for learning is an essential part of preparation that, when implemented effectively, can free up time to develop ideas and overcome individual misconceptions. Summative tests can be a positive part of the learning process, where they are used formatively.

At key points in a learner's continuum of learning, it is essential that information about the previous curriculum and the learner's achievement is shared amongst all those concerned. This will be particularly important at the transition between Foundation Phase and Key Stage 2 and the transition between Key Stages 2 and 3 so that learners are helped to build on what has gone before and to move forward without unnecessary repetition that might lead to disaffection or apathy. Publications providing guidance on useful strategies for transition are listed in Appendix 3.

Assessment of learning

National curriculum outcomes and level descriptions have been developed for summative assessment of learning at the end of a key stage, i.e. *assessment of learning*. They are not related to a particular phase or key stage but describe the types and range of performance that learners working at a particular outcome or level should characteristically demonstrate. They refer to a learner's achievement over time and over a range of work providing a holistic view of a number of different characteristics. A judgement is reached by a best-fit analysis, where each description is considered in conjunction with the descriptions for adjacent outcomes or levels, and the work of a learner is allocated the outcome or level which best fits. It is likely that the learner will exhibit some characteristics of the adjacent outcomes or levels but summative judgement must relate to the outcome or level that best fits the learner's overall attainment. Arbitrary sub-divisions within a level are not part of their design or intended use.

Learners' progress will not necessarily be regular or linear – they might regress in some aspects of their work, might reach a plateau for a while or might progress significantly in one or more aspect. However, the broad expectation remains that, in most subjects, an 'average' learner in Key Stages 2 and 3 will progress one level over two years. This means that over-frequent 'levelling' of the work of a learner is counter-productive and often meaningless, as well as being confusing and demoralising for learners and parents/guardians.

National curriculum outcomes and level descriptions are neither designed for day-to-day use with learners nor for the production of half-termly or termly data. A single piece of work should not be levelled as it cannot provide the range of information needed to make a 'best-fit' judgement, although it may demonstrate characteristics of a particular level.



The challenge for schools

School managers should:

- implement the principles of assessment for learning throughout the school so that learners' ongoing progress can be assessed effectively by learners and teachers and linked to individual target setting
- recognise that planning for opportunities to implement assessment for learning principles is an essential part of lesson preparation
- discourage the use of national curriculum outcomes and level descriptions for day-to-day or termly assessment and of arbitrary sub-divisions within a level
- use national curriculum outcomes and level descriptions for the purpose for which they are designed, i.e. for best-fit summative assessment at the end of a key stage
- ensure that assessment information about individual learners is shared amongst all those concerned
- monitor and evaluate policies and procedures on assessment and their impact on learning.

Qualifications at Key Stage 4



Ensuring relevant and reliable qualifications

Young people's achievements at Key Stage 4 are largely recognised and reported through qualifications. Qualifications are continually revised to ensure that they remain relevant for young people's needs, are manageable for centres and candidates, and match overall 14–19 policy in Wales.

Greater choice is being provided through:

- increasing the range of subjects
- offering alternative pathways within subjects
- an increasing range of vocational qualifications.

These developments enhance the scope for individualised learning pathways.

The majority of 14 to 16-year-olds study GCSEs and vocational qualifications at Levels 1 and 2. Entry Level qualifications provide routes to accreditation for those young people working at Levels 1 to 3 of the National Curriculum.

GCSEs

GCSEs are currently being reviewed. The following points summarise the scope of that review:

- In English, Welsh, mathematics and ICT, new GCSE specifications will ensure continuity and progression from Key Stage 3 by placing greater emphasis than current GCSEs on the communication, number, and ICT skills that young people need for life, learning and work. Pilot GCSEs in English, Welsh and ICT commenced across Wales in September 2007, and in mathematics from September 2006. New specifications, based on pilot outcomes, will be available by autumn 2009, for teaching from September 2010.
- In Welsh second language, new GCSEs offering different pathways, including a more vocational pathway, are being piloted and will be available for all schools from September 2009.
- A range of pathways has been made available in science by introducing greater choice in the range of GCSEs available in September 2006.

- The suite of applied GCSEs is being reviewed to ensure that the subject titles available provide a vocational pathway which is valid and distinct from traditional GCSEs, while providing reliability and appropriate demand in assessment. GCSE qualifications in applied titles and all other subjects are also being introduced from September 2009.
- The arrangements for internal assessment are being reviewed to ensure that they are fair and reliable.

Key Skills

The six Key Skills provide a means of accrediting the skills that underpin the revised curriculum, and evidence for portfolio assessment can be drawn from a range of curriculum areas. In particular, all GCSEs will continue to provide explicit opportunities for candidates to develop their key skills and to use work produced as part of their GCSE courses for assessment within their key skills portfolios. This is particularly relevant for centres offering the pilot Welsh Baccalaureate Qualification pre-16.



Appendices

Appendix 1: The Foundation Phase curriculum for 3 to 7-year-olds

Foundation Phase
Statutory areas of learning
Personal and Social Development, Well-being and Cultural Diversity
Language, Literacy and Communication skills
Mathematical Development
Welsh Language Development ⁺
Knowledge and Understanding of the World
Physical Development
Creative Development
Other statutory requirements
Religious education [*]
Sex education [°]

- + Welsh Language Development is a requirement in English-medium settings/schools only.
- * Religious education must be provided for all registered children in maintained schools, including those in reception classes but excluding children in nursery schools and nursery classes.
- ° Primary schools in Wales are required to have a policy on sex education.

Appendix 2: The school curriculum Key Stages 2 to 4 and post-16

7–14		14–19	
Key Stage 2	Key Stage 3	Key Stage 4	Post-16
Statutory national curriculum requirements			
English	English	English	
Welsh ⁺	Welsh ⁺	Welsh ⁺	
Modern foreign languages [#]	Modern foreign languages		
Mathematics	Mathematics	Mathematics	
Science	Science	Science	
Design and technology	Design and technology		
Information and communication technology	Information and communication technology		
History	History		
Geography	Geography		
Art and design	Art and design		
Music	Music		
Physical education	Physical education	Physical education	
Other statutory requirements			
Religious education	Religious education	Religious education	Religious education
Sex education ^o	Sex education	Sex education	Sex education
	Careers and the world of work	Careers and the world of work [*]	Careers and the world of work [*]
Personal and social education	Personal and social education	Personal and social education [*]	Personal and social education [*]

+ Refers to the models for Welsh and Welsh second language.

There is a Key Stage 2 non-statutory framework for modern foreign languages.

^o Primary schools in Wales are required to have a policy on sex education.

^{*} Full-time learners in Key Stage 4 and post-16 have an entitlement to the Learning Core 14–19 of which these are part.

Appendix 3: Useful references

The new curriculum

All documentation relating to the Foundation Phase will be updated regularly and can be found on:

[www.wales.gov.uk/foundation phase](http://www.wales.gov.uk/foundation%20phase)

The following are available on the Welsh Assembly Government website, www.wales.gov.uk/educationandskills

- Revised national curriculum subject orders and frameworks.
- Details and guidance relating to Learning Pathways 14–19.
- Information regarding assessment, including guidance on securing teacher assessment at the end of Key Stages 2 and 3.
- *Why develop thinking and assessment for learning in the classroom?*
- *How to develop thinking and assessment for learning in the classroom.*
- A poster of the interim findings of the developing thinking and assessment for learning programme.

Further guidance including subject-specific support will be published and available on the Welsh Assembly Government website in summer 2008.

Additional educational needs

- New guidance, including *A curriculum for all learners*, will be produced to support the implementation of the new curriculum for learners with additional learning needs.
- *Routes for learning: Assessment materials for learners with profound learning difficulties and additional disabilities* (WAG, 2006).
- *A focus on achievement – Guidance on including pupils with additional needs in whole school target setting* (ACCAC, 2002).
- *A curriculum of opportunity: developing potential into performance* (ACCAC, 2003) focuses particularly on tailoring the curriculum to meet the needs of able and talented pupils.
- *Meeting the Challenge: Quality Standards in Education for More Able and Talented pupils* (Nace Cymru/WAG, 2006) Although this focuses mainly on provision for more able and talented pupils, it includes much that is relevant to whole-school issues such as learning and teaching, breadth of the curriculum, identifying under-achievement, school review and monitoring.

Skills and learning across the curriculum

- *Skills framework for 3 to 19-year-olds in Wales*, Welsh Assembly Government, 2007.
- *Making the Link: Language Learning 5–14* (ACCAC, 2003) focuses on how teachers can make links across languages, build on pupils' other language experience and prior learning, and support pupils' progress in language learning whatever the language.
- *Developing the Curriculum Cymreig* (ACCAC, 2003) continues to be relevant and to provide useful guidance in relation to this element of the curriculum which remains a statutory requirement for all pupils, 3–14.
- *Wales, Europe and the World at 14–16*, and as part of the Welsh Baccalaureate Qualification, Curriculum Cymreig is extended to a requirement to study Wales, Europe and the World. A guidance document supporting this change, based on experience, especially in WBQ centres, will be available in 2009.
- *Equal opportunities and diversity in the school curriculum in Wales* (ACCAC, 2001) still provides relevant guidance for schools.

Aiming for Excellence series

- *Aiming for Excellence in Key Stage 3*, Estyn, Welsh Assembly Government, ACCAC, 2002
- *Raising Standards in Literacy and Numeracy in Key Stage 3*, BBC Wales, Estyn, Welsh Assembly Government, ACCAC, 2003 (available from BBC Wales)
- *Raising Standards in Information and Communication Technology in Key Stage 3*, BBC Wales, Estyn, Welsh Assembly Government, ACCAC, 2004 (available from BBC Wales)
- *Raising Standards: Transition from Key Stage 2 to Key Stage 3*, BBC Wales, Estyn, Welsh Assembly Government, ACCAC, 2004 (available from BBC Wales)
- *Developing Thinking Across the Curriculum*, BBC Wales, Estyn, Welsh Assembly Government, 2007 (available from BBC Wales)
- *Moving On . . . Effective Transition from Key Stage 2 to Key Stage 3*, Estyn, Welsh Assembly Government, ACCAC, 2004 (available from Estyn)
- *Moving On . . . Improving Learning, Effective Transition from Key Stage 2 to Key Stage 3*, Estyn, Welsh Assembly Government, ACCAC, 2004 (Estyn website publication, www.estyn.gov.uk)
- *Changes in Teaching and Learning promoted by the Aiming for Excellence programme 2005*, includes a chapter on transition that describes some current practice (Estyn website publication, 2006 www.estyn.gov.uk)
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