



### 1. When will we begin to use Curriculum for Wales 2022?

The draft Curriculum for Wales 2022 is available online for colleagues and the public to feed back on. The feedback phase will conclude on 19 July 2019 and the feedback will be considered by education professionals involved in its development and co-construction.

*Curriculum for Wales 2022 guidance* will then be refined before being made available in January 2020 for rollout in September 2022 for non-maintained settings and all year groups in primary school and Year 7 in secondary schools. The curriculum will roll out to Year 8 in September 2023 and year on year until it is introduced to Year 11 in 2026.

### 2. Is the Foundation Phase part of Curriculum for Wales 2022?

The principles of pedagogy and practice of the Foundation Phase are at the heart of the new curriculum. However, the term 'Foundation Phase' does not appear. The new curriculum is based on a continuum of learning from ages 3 to 16 to support a child's experiential, rich learning journey throughout their compulsory education.

### 3. What is the continuum of learning in Curriculum for Wales 2022 and what are progression steps?

The key feature of the new curriculum is that it is based on a continuum of learning from ages 3 to 16. There are staging posts on that continuum, called progression steps, relating broadly to expectations at ages 5, 8, 11, 14 and 16. They are there to support curriculum design, by being clear about the progression which should be aimed for at different points. The intention is that learners will progress along the same continuum of learning for each area of learning and experience from ages 3 to 16.

### 4. Which progression step relates to nursery-aged learners?

Learners in nursery will generally be working towards Progression step 1.

Curriculum for Wales 2022 is designed to support three to five-year-olds who attend nursery classes in maintained schools and those attending funded non-maintained settings. At ages three and four, learners will work towards Progression step 1, with settings and schools developing learning to support this.

The rich learning experiences that were offered to nursery-aged learners through high-quality Foundation Phase practice and provision will continue to be the expectation for learners working towards Progression step 1.

## 5. What are the four purposes of the curriculum?

The four purposes of the curriculum are the starting point for all decisions in respect of the curriculum. Curriculum for Wales 2022 is designed to help all learners realise the four purposes. All the learning experiences and assessment activities planned are to develop children and young people as:

- **ambitious, capable learners**, ready to learn throughout their lives
- **enterprising, creative contributors**, ready to play a full part in life and work
- **ethical, informed citizens** of Wales and the world
- **healthy, confident individuals**, ready to lead fulfilling lives as valued members of society.

## 6. What are areas of learning and experience in Curriculum for Wales 2022?

Curriculum for Wales 2022 organises learning around six areas of learning and experience which are:

- **Expressive Arts**
- **Health and Well-being**
- **Humanities**
- **Languages, Literacy and Communication**
- **Mathematics and Numeracy**
- **Science and Technology.**

The new curriculum will be planned for learners based on the experiences, knowledge and skills outlined in the six areas of learning and experience. Settings and schools can choose how they do this based on the needs and interests of their learners.

## 7. What are the what matters statements in Curriculum for Wales 2022?

Key learning is outlined in Curriculum for Wales 2022 as what matters statements for each area of learning and experience. These statements identify key concepts for each area of learning and experience, and they include a headline and a supporting rationale. These key concepts will be introduced and re-visited as a learner progresses along the continuum of learning. They can be interpreted at different stages of learning and become more complex in line with learners' deeper conceptual understanding.

The language of what matters statements may, at first, appear to be written for older learners, but the important thing is to identify the concepts in the rationale as they will be familiar to you in the work you do already.

## 8. What are achievement outcomes in Curriculum for Wales 2022?

Achievement outcomes are statements made from the learner's perspective and expressed in terms such as 'I can ...' and 'I have ...'. They provide descriptions of learning as broad expectations over two to three years.

The 'I can ...' or 'I have ...' statements highlight areas where learners are deeply secure in their learning, which means they would be able to use and apply them in new and novel ways without support from an adult.

The achievement outcomes are not designed to be used as a 'best-fit' model, which means they should not be used as to judge overall achievement. Instead achievement outcomes should be used as the basis for building an accurate picture of how learners are progressing so that next steps in learning can be planned accordingly.

While achievement outcomes at Progression step 1 broadly relate to expectations for learners at age five, they have been designed with learners from age three in mind, with input from experts and practitioners from early years settings, including the funded non-maintained sector.

## 9. What are cross-curricular responsibilities in Curriculum for Wales 2022?

The cross-curricular responsibilities are literacy, numeracy and digital competence and these will be familiar to you in the work you do already. In Curriculum for Wales 2022, the cross-curricular responsibilities need to be considered as part of setting/school-level curriculum design across all areas of learning and experience.

It will be the responsibility of all settings and schools to plan progression across the full range of literacy, numeracy and digital skills in a flexible manner, appropriate to the needs of individual learners. The National Literacy and Numeracy Framework (LNF) and the Digital Competence Framework (DCF) will continue to be available to assist colleagues in this work. A review of the frameworks is planned in the near future.

## 10. What is the difference between current teacher assessments and the proposals for assessment to support Curriculum for Wales 2022?

This is a move away from the current system where judgements are made on the overall attainment of a learner in a subject at a specific age through the allocation of a level on a 'best-fit' basis. The new achievement outcomes for each progression step will **not** be used to make 'best-fit' judgements. Instead, they will be used on an ongoing basis to help practitioners decide whether a learner is 'on track' with their learning progression.

**Formative assessment** is mainly undertaken with learners during the learning process to explore how they are progressing and to identify achievements, as well as to identify areas where their learning may need to develop further. This information is then used by learners and practitioners to determine the next steps needed to further improve their learning and to inform practitioner planning.

### 11. Will we still assess learners on entry using the Foundation Phase Profile?

The Welsh Government has recognised that the Foundation Phase Profile is an important tool in measuring consistently learners' level of development when they enter school, and throughout the Foundation Phase.

Although, in the new curriculum the concept of 'phases' and 'stages' will no longer be applicable, there will be a need for an 'on entry' assessment to enable practitioners to provide a developmentally appropriate curriculum from which all learners can benefit and which is aligned to their needs.

The Foundation Phase Profile is a valuable tool which supports practice and the intention is that the Profile will be re-designed to ensure it is consistent with new curriculum arrangements, and also consider the needs of children in Flying Start settings and those with additional learning needs.

The Welsh Government has canvassed stakeholders to identify a practitioner with sufficient Foundation Phase expertise to lead on this work.

### 12. What is 'cultures of learning'?

The *A culture of learning* document, which is part of a series of materials for non-maintained settings and the Foundation Phase, clearly outlines the broad principles and expectations for learning environments and experiences for learners in Wales. It sets the scene for wholesome, meaningful learning and the aspirations we have for pedagogy and practice. It was developed to give broader guidance on how to realise the vision outlined in *Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales* (2015), considering pedagogical and organisational factors. This was refined with input from the areas of learning and experience leads and pioneers.

Many of its messages will feel familiar to Foundation Phase practitioners, as it reflects core values from the phase. However, the principles outlined support learners of any age or stage of development. Its use by practitioners working with older learners is being tested in discussions during the feedback phase.

While the *A culture of learning* document has not been published alongside the new curriculum guidance for the feedback phase, the Welsh Government intends to test the document informally at stakeholder events and in partnership with stakeholders for publication in January 2020. The Welsh Government welcomes as wide an input as possible in continuing to develop this key piece of guidance.

### 13. How will Welsh be taught in Curriculum for Wales 2022?

Curriculum for Wales 2022 proposes that children and young people will be able to communicate effectively using both Welsh and English in their everyday lives.

This means there is a duty on all funded non-maintained settings and schools to teach Welsh for learners aged 3 to 16 through a carefully planned linguistic progression pathway. It will be part of a whole-setting/whole-school approach, so that there are opportunities for all learners to develop bilingually.

For children learning Welsh in English-medium settings/schools/streams, the expectations will be reviewed and gradually increased as the Welsh language methodology skills and experience of learners and practitioners increase.

### 14. How will the Welsh dimension and international perspectives relate to three-year-olds in our settings?

This aspect builds on the developmentally appropriate practice of supporting children to establish a strong sense of self – their identity. By working closely with their family, setting and community, young children will begin to explore the histories, cultures, values and heritage of modern Wales.

An international perspective offers opportunities for learners to reflect on their roles and responsibilities as global citizens. However, for very young children, people and places within their 'lived experience' are the ones they can relate to best. Key messages of working towards a sustainable and equitable future can begin simply by taking care of the immediate environment and of each other.

### 15. What are wider skills?

Wider skills support learners in becoming more resilient and able to respond to the challenges that they face, both now and in future.

As you observe learners within your setting, you will see that many of the wider skills occur naturally through play.

- **Critical thinking and problem-solving** – Finding ways to think about and solve problems.
- **Planning and organisation** – Making a plan, gathering materials and working with others to solve problems and find solutions.
- **Creativity and innovation** – Thinking of ideas, being prepared to have a go, and to explore their own and other people's ideas.
- **Personal effectiveness** – Beginning to reflect on and understand how they need to consider other people's ideas and feelings, and behaving in effective and appropriate ways when working and learning together.

## 16. Will we need to be a rights respecting setting/school?

Human rights are the freedoms and protections to which all people are entitled. Children have specific human rights guaranteed by the United Nations Convention on the Rights of the Child (UNCRC). Curriculum for Wales 2022 plays an important role in understanding and promoting respect for human rights and the rights of the child; currently this is guidance only.

Learners should learn at a developmentally appropriate level about human rights, through human rights and for human rights, by taking action and empowering themselves and others.

Within early childhood settings, these rights are already part of everyday practice and form much of our offer with regard to personal and social education. While they are reflected in all areas of learning and experience, the Health and Well-being Area of Learning and Experience in particular supports their development.

## 17. How do I access the *Curriculum for Wales 2022* guidance?

The draft *Curriculum for Wales 2022* statutory guidance consists of:

- *A guide to Curriculum for Wales 2022*
- guidance for each of the areas of learning and experience
- assessment guidance.

The Hwb website houses all the Curriculum for Wales 2022 documentation.

Information about the online portal and access to it can be found at:  
[hwb.gov.wales/draft-curriculum-for-wales-2022](http://hwb.gov.wales/draft-curriculum-for-wales-2022)

You can access it via a search engine using the phrase:  
'Curriculum for Wales 2022 – Hwb – Welsh Government'.

## 18. How do I participate in the feedback process?

In order to be able to provide feedback on the new curriculum, we suggest that you become familiar with the documentation which you can find online on Hwb, or by attending roadshow events or training run in your locality and in your setting. Talking to colleagues about the advantages of the new curriculum and how the changes can be planned for could help during the feedback process.

Once you have some ideas and opinions about the proposals, fill in a form to make your views count.

The feedback form is available online at:  
[hwb.gov.wales/draft-curriculum-for-wales-2022/have-your-say](http://hwb.gov.wales/draft-curriculum-for-wales-2022/have-your-say)

### 19. What are the key dates for the feedback?

The feedback phase will conclude on **19 July 2019**.

Feedback will be considered by education professionals involved in its development.

*Curriculum for Wales 2022 guidance* will then be refined before it is made available in **January 2020** for schools to begin planning and developing their curricula.

### 20. What does the roll out of Curriculum for Wales 2022 look like?

The refined Curriculum for Wales 2022 will be available for schools from **January 2020** in order for them to plan and develop their curriculum offer.

Curriculum for Wales 2022 rollout will begin in **September 2022** for all year groups in primary school and Year 7 in secondary schools.

Curriculum for Wales 2022 will roll out to Year 8 in **September 2023** and year on year until it is introduced to Year 11 in **2026**.

