

# Supplementary guidance on inspecting the revised curriculum and assessment arrangements in Wales

**August 2008**



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- ▲ independent schools;
- ▲ further education;
- ▲ adult community-based learning;
- ▲ youth support services;
- ▲ youth and community work training;
- ▲ LAs;
- ▲ teacher education and training;
- ▲ work-based learning;
- ▲ careers companies;
- ▲ offender learning; and
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## **Introduction**

This supplementary guidance for independent and additional inspectors provides information about inspecting the revised curriculum and assessment arrangements in Wales.

## The revised curriculum arrangements

The Welsh Assembly Government has introduced revised curriculum arrangements for schools in Wales to support its vision that all young people should have the opportunity to reach their full potential, support personal development and be responsive to the needs of individual pupils<sup>1</sup>. The content of the Orders has been updated to ensure relevance to the twenty-first century and manageability for learners and teachers.

The revised school curriculum comprises the:

- framework for the Foundation Phase for 3 to 7 year-olds;
- revised National Curriculum subject Orders for key stage 2 and key stage 3;
- national exemplar framework for religious education;
- non-statutory skills framework for 3 to 19 year-olds;
- framework for personal and social education for 7 to 19 year-olds; and
- frameworks for careers and the world of work for 11 to 19 year-olds.

Currently, the arrangements for GCSEs and internal assessment at key stage 4 are under review. New specifications, based on pilot outcomes, will be available for teaching by September 2010.

One of the overall aims of the revised curriculum arrangements is to reduce prescription and to give control and responsibility to schools and to learners themselves. **You should note that schools are free to organise and deliver the curriculum in the way that best suits their circumstances and needs.** Changes in approach may 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.

There are **no constraints on schools relating to time allocation or organisation of subjects.** Schools may choose to retain their existing arrangements whilst adopting a new approach to delivery or develop more imaginative and innovative ways of delivering the statutory curriculum. Many primary schools often deliver the curriculum on the basis of a thematic approach, linking learning activities to a range of contexts and being flexible in terms of classroom organisation. At present, this kind of approach is generally much less common in secondary schools.

In almost all subjects, the content of curriculum subjects has been reduced and there is more flexibility in the way that schools may implement the curriculum. **You should expect to see schools take advantage of these factors and plan work that has more depth and variety.**

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<sup>1</sup> The Learning Country: Vision into Action

You should note that in order to enable pupils to access relevant skills, knowledge and understanding at an appropriate level, schools may use material in ways suitable for pupils' age, experience, understanding and prior achievement to engage them in the learning process.

When planning the curriculum, schools are encouraged to make use of Welsh Assembly Government guidance on 'Making the most of learning', which explains how to use the revised National Curriculum subject Orders alongside the non-statutory Skills Framework and other frameworks.

There is sufficient flexibility within the curriculum to meet the needs of pupils with additional learning needs, 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. You should expect schools to use the needs of the pupil as a starting point and adapt the programmes of study when pupils are working significantly below the expected levels at any key stage.

The subject Orders also emphasise that more able and talented learners working at significantly higher levels should be provided with a greater degree of challenge. Learning activities should extend the breadth and depth of these pupils' studies as well as provide opportunities for independent learning. The level of demand may also be increased through the development and application of thinking, communication, ICT and number skills across the curriculum.

References for the revised curriculum and assessment arrangements are provided in Appendix 1. An overview of the revised curriculum arrangements is provided in Appendices 2 and 3.

## Implications for the inspection of the revised curriculum arrangements

You should be familiar with the revised curriculum arrangements and the implementation dates in schools. In inspecting the school's provision, you should consider:

- the extent to which the school is meeting the requirements of the revised curriculum and placing a greater emphasis on key areas, including the development of skills and meeting the needs of pupils with different abilities;
- how the school uses the skills framework to ensure breadth, continuity and progression in skill development;
- what modifications the school has made or is making in terms of curriculum organisation and delivery; and
- how effective the provision is in helping pupils achieve their full potential.

Where schools are gradually introducing the new skills framework, you will need to judge whether the plans that such schools have for the phased introduction are realistic and practical. You should take account of the planning and revisions that are already in place along with the proposed timescales for the introduction of others.

You should also take account of and be sensitive to the reasons for the different stages that schools may be at in moving towards the introduction of a skills-based curriculum. Some schools may plan for a gradual phased introduction of a skills-based curriculum while other schools may have already introduced a skills-based curriculum.

You should continue to judge the effectiveness of learning and teaching in terms of outcomes for pupils and **not on the basis of a preference for particular teaching methods**. In the revised Inspection Guidance handbook, 'Annex 1 Guidance on inspecting and reporting on subjects and areas of learning', continues to provide advice about good practice in learning and teaching in subjects and areas of learning. You should use this information to inform your judgements about the standards of pupils' achievement in subjects and areas of learning.

Specific guidance on the implications for inspecting the areas of learning of the Foundation Phase, the revised subjects of the National Curriculum and religious education is provided in sections 6 and 7.

## **The implementation of the revised curriculum arrangements**

The revised school curriculum will be implemented over the next three years. The specific dates for implementation in primary and secondary schools are:

### **The Foundation Phase**

1 September 2008 for 3 to 4 year-olds

1 September 2009 for 4 to 5 year-olds

1 September 2010 for 5 to 6 year-olds

1 September 2011 for 6 to 7 year-olds

The existing Desirable Outcomes for Children's Learning before Compulsory School Age is superseded from these dates.

### **The revised National Curriculum subject Orders for key stages 2 and 3 apply from:**

1 August 2008 for Years 3, 4, 5 and Years 7 and 8

1 August 2009 for Year 6 and Year 9

### **The revised National Curriculum subject Orders for key stage 4 compulsory subjects (English, Welsh, Welsh second language, mathematics, science and physical education) apply from:**

1 August 2010 for Year 10

1 August 2011 for Year 11

The existing National Curriculum subject Orders are superseded from these dates. You should note that, for the sake of convenience, schools may choose to use the revised National Curriculum Orders for Year 6 and Year 9 from 1 August 2008.

### **The non-statutory Skills Framework for 3 to 19 year-olds in Wales applies from:**

1 September 2008 for 3 to 19 year-olds

### **The frameworks for personal and social education for 7 to 19 year-olds, careers and the world of work and the national exemplar framework for religious education apply from:**

1 September 2008 for 7 to 19 year-olds

## The revised assessment arrangements

In order to provide a stronger learner-centred focus, the new curriculum arrangements have **assessment for learning** principles and vocabulary embedded with them. National Curriculum outcomes and level descriptions have been developed for summative **assessment of learning** at the end of a key stage. Statements continue to be referred to as level descriptions.

The broad expectation remains that, in most subjects, an 'average' pupil in key stages 2 and 3 will progress one level over two years. The relationship between Foundation Phase Outcomes, National Curriculum outcomes, level descriptions and qualifications is set out in each of the National Orders. Appendix 4 provides an overview of this relationship.

As before, teachers should apply a 'best fit' judgement for pupils' performance, where each level description should be considered in conjunction with the descriptions for adjacent levels.

Specific guidance on inspecting assessment is provided in section 10.

## The Foundation Phase Framework

From the 1 August 2008, The Foundation Phase Framework for Children's Learning for 3 to 7 year-olds in Wales will replace the Desirable Outcomes for Children's Learning before Compulsory School Age for all of 3 to 4 year-olds in schools and in funded settings.

The Framework sets out seven statutory areas of learning:

- 1 Personal and Social Development, Well-Being and Cultural Diversity;
- 2 Language, Literacy and Communication Skills;
- 3 Mathematical Development;
- 4 Welsh Language Development;
- 5 Knowledge and Understanding of the World;
- 6 Physical Development; and
- 7 Creative Development.

For each area of learning, the educational programme sets out what children should be taught. The outcomes set out expected standards of children's performance.

The Foundation Phase curriculum is characterised by a greater emphasis on first-hand experiences, active rather than passive learning and provides a holistic curriculum to foster creativity and imagination.

While the arrangements provide for flexibility in planning to allow staff to follow children's interest, there should be a good balance between structured learning and child-initiated activities. In this way, schools can provide a broad, balanced and differentiated curriculum.

The Foundation Phase curriculum is underpinned by the non-statutory Skills Framework for 3 to 19 year olds in Wales. The Cwricwlwm Cymreig is developed through all areas of learning.

Accurate assessment of children's ability and progress is essential. You should note that the Foundation Phase is based on children moving on to the next stage of their learning when they are **developmentally** ready and taking account of children's own pace of learning.

At the end of the phase, teachers must assess children's Personal and Social Development, Well-Being and Cultural Diversity, Language, Literacy and Communication Skills and Mathematical Development using a 'best fit' approach.

There is a clear requirement to teach religious education for all registered children in maintained schools, including those in reception, but excluding those in nursery

schools or classes. The national exemplar framework for religious education for 3 to 19 year-olds in Wales provides guidance on the non-statutory entitlement for children of nursery age and for statutory religious education for the rest of the Foundation Phase

### **The implications for the inspection of the Foundation Phase**

You should be familiar with the Foundation Phase curriculum. Children's learning is likely to take place in and out of the classroom and there may be fewer sources of children's written evidence. You should be clear about the evidence you will need to judge children's achievement and progress.

In inspecting the school's provision, you should consider:

- the accuracy and effectiveness of assessment processes in showing children's stages of development;
- how well the work is matched to children's ability and prior attainment;
- how well the curriculum is planned to provide a balance between structured learning and child-initiated learning and provide for the development of skills and areas of learning;
- the coherence of the curriculum so that children's learning in one area complements learning in others;
- the arrangements for children to learn in and out of the classroom and the health and safety issues associated with more use of the outdoors;
- the way that the school has planned for the implementation of the Foundation Phase and how staff evaluate its impact and areas for improvement; and
- how teachers plan and organise the work of support staff and the effectiveness of the teamwork of practitioners.

Further guidance on inspecting the Foundation Phase is available on [www.estyn.gov.uk](http://www.estyn.gov.uk)

## **Guidance on inspecting the subjects of the revised National Curriculum in key stages 2 and 3**

The revised Orders of the National Curriculum set out what pupils should be taught in each subject and key stage. The attainment targets set out the expected standards of pupils' performance. There are fewer attainment targets in mathematics, science and modern languages. Information about these targets is included in the subject sections. You should note the dates for the implementation of the revised Orders in section 4.

The layout of the Programme of Study of each subject of the revised National Curriculum has changed. Each subject Order identifies Skills and Range for the areas of experience relevant to the subject.

The revised Orders also identify ways that each subject can contribute to skills across the curriculum, which are developing:

- thinking;
- communication;
- information and communications technology (ICT);
- number;
- Y Cwricwlwm Cymreig;
- personal and social education; and
- an awareness of careers and the world of work for learners aged 11-19.

The curriculum aims to ensure that appropriate skills development is woven throughout the subjects. A reduction in subject content allows for this increased focus on skills.

As in the previous Orders, icons are used to identify opportunities for schools to develop pupils' skills in these areas.

At the end of key stages 2 and 3, standards of pupils' performance are set out in eight level descriptions of increasing difficulty, with an additional description above level 8 to help teachers differentiate Exceptional Performance.

You should be aware that the way that schools plan may well reflect their different approaches to organising the curriculum, for example, schools may combine subjects and use approaches such as topic work. In addition, schools may choose to teach subjects in blocks of time rather than on a weekly basis, for example, using a large block of time in the summer to do field work in geography.

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

This following guidance for each subject of the National Curriculum for key stage 2 and key stage 3 does not attempt to identify every change to the revised subject Orders. It provides an overview of the revisions and considers the implications for inspection.

## English

The content of the Orders has been reduced, but much remains in terms of overall emphasis and approach so you should expect to see much the same kinds of English programmes as before. However, there is more flexibility and less prescription in the new Orders. You should expect to see teachers making use of these opportunities to present a stimulating programme of activities that allows pupils to develop their skills appropriately.

There is more commonality between the Welsh and English Orders to help teachers in Welsh-medium and bilingual schools in their planning and assessment. Wherever possible, the descriptions within the Skills and Range are the same in Welsh, Welsh second language and English. For example, the same numbering system applies in both Welsh models and in the English Order. Where there are additional points in one of the Orders, these are placed at the end of the list.

### **Implications for inspection of the revised curriculum for English at key stage 2**

You should continue to see an integrated approach to the development of pupils' skills in oracy, reading and writing. The level descriptions are structured as before around these skills and you can use these to judge the standard of pupils' work.

In the three attainment targets, the content of the language development section has been subsumed within either the Skills or Range sections. References to media, drama and moving image have been strengthened as key features for learning in the twenty-first century, increasing relevance and motivation for pupils. The audience, range and forms of writing are identified as being wide and flexible to accommodate the needs of the twenty-first century.

In oracy, you should note that there are more explicit references to the importance of providing opportunities for pupils to listen and engage in communication as well as respond in a variety of situations.

Within reading, the Skills section includes reference to punctuation to signal the importance of punctuation in clarifying meaning for a reader. In this section, talking and writing are identified explicitly as response modes in order to promote both oral and written responses to reading.

Under the Range within reading, there are opportunities to read collaboratively and references to the importance of guided and shared reading strategies. This section also identifies texts, 'that reflect the diversity of society in the twenty-first century' and refers to the use of ICT packages to promote information retrieval strategies and the collation of information.

Under the Skills within writing, references to handwriting and presentation contain explicit reference to keyboard skills and the use of ICT presentational devices. You

should note that reference to 'organising writing into paragraphs,' now appears at level 4 in line with the Orders for Welsh. Reference to 'joined writing' is omitted from the Orders. The phrase, 'work is legible and well presented,' appears from level 5 onwards.

In the level descriptions, pupils' use of Standard English is first referred to at level 4 instead of level 3.

### **Implications for inspection of the revised curriculum for English at key stage 3**

You should continue to see an integrated approach to the development of pupils' skills in oracy, reading and writing. The level descriptions are structured, as before, around these skills and you can use these to judge the standard of pupils' work.

The new Orders reflect the increasing influence of ICT, media and the moving image in the development of pupils' skills, especially in relation to non-literary texts. As in the past, there continues to be an expectation that pupils will undertake some study of drama.

The section on language development within the previous Orders has gone, though some aspects have been subsumed into the sections on skills and range. Overall, there is less emphasis on pupils' specific knowledge of grammatical terminology and the study of linguistic topics.

In oracy, there is more emphasis on listening and viewing attentively. In the level descriptors for oracy, learners are expected to use some of the features of standard English appropriately at level 4 and to do so in formal situations at level 5.

As before, you should consider the breadth of reading that pupils undertake during key stage 3. There is no pre-1914 and post-1914 cut-off. Instead, there is an emphasis on reading and responding to 'traditional and contemporary poetry and prose' as well as texts that 'reflect the diversity of society in the twenty-first century' and the Welsh context.

Under Range within reading, 'drama, including Shakespeare' is included so you should continue to expect to see some study of Shakespeare in key stage 3.

In writing, there is reference to specific punctuation marks in the range section of writing. Pupils are expected to use the full range appropriately from level 5 onwards. You should expect to see the organisation of writing into paragraphs at level 4 onwards.

There is no longer an emphasis on joined-up handwriting. Instead, the emphasis is on writing being 'legible and well presented' from level 5 onwards.

### **Welsh**

You should note that there is greater consistency between the Welsh and Welsh second language models and between the Welsh and English Orders. Wherever possible, the descriptions within the Skills and Range are the same in Welsh, Welsh second language and English. For example, the same numbering system applies in both Welsh models and in the English Order. Where there are additional points in one of the Orders, these are placed at the end of the list.

## **Implications for inspection of the revised curriculum for Welsh at key stage 2**

In all three attainment targets, the content of the language development section from the previous Orders has been subsumed within either the Skills or Range sections.

There is an increased emphasis on pupils developing an understanding of the appropriateness of the formal register in particular situations.

The audience, range and forms are identified as being wide and flexible to accommodate the needs of the twenty-first century.

The Orders include explicit references to evaluating the talk of others, as well as their own, and also the need to 'consider ways of improving' talk.

There is an emphasis on making links with and drawing on pupils' knowledge of English and other languages as a means of increasing their overall confidence in using language.

You should expect to see schools providing opportunities for pupils to develop arguments and supporting their viewpoints with reasons.

You should note the explicit references to keyboard skills and the use of ICT presentational devices and expect to see evidence of this work.

Reference to punctuation has been added to indicate its significance in clarifying meaning.

There is reference to the way texts change when adapted for different media has been added to the Welsh model. The identification and appreciation of different styles within texts have been strengthened.

The Orders give greater emphasis to information retrieval strategies and the collation of information; this change is reflected in the level descriptions.

References to specific reading strategies such as phonics and graphics have been removed in favour of 'various strategies'.

You should note that there are several additions to the punctuation items identified in key stage 2.

## **Implications for inspection of the revised curriculum for Welsh at key stage 3**

In all three attainment targets, the content of the language development section from the previous Orders has been subsumed within either the Skills or Range sections.

There is an increased emphasis on pupils developing an understanding of the appropriateness of the formal register according to context and purpose and using language in relation to a range of audiences, such as with their teachers, peers and familiar adults.

Throughout the Orders, there is a stronger emphasis on pupils evaluating their work and that of others. In oracy, this includes pupils evaluating their own and others' talk and considering ways of improving this as well as how speakers adapt their tone and style of presentation. In writing, this includes evaluating the written work of others. You will need to judge how well schools ensure that pupils are given opportunities to reflect on how they might further improve their own and others' performance.

The Orders emphasise improvements in pupils' grasp of and understanding of grammar. In this context, pupils should be making links with and drawing from their knowledge of English and other languages.

You should expect to see schools providing opportunities for pupils to develop arguments and supporting their viewpoints with reasons.

Under reading, there is reference to developing pupils' understanding of the way texts change when they are adapted for different media. You should note that pupils should read a range of materials of increasing challenge, including information and reference materials. Pupils' work should involve retrieving and collating information from a range of sources.

## **Welsh second language**

You should note that there is greater consistency between the Welsh and Welsh second language models and between the Welsh and English Orders. Wherever possible, the descriptions within the Skills and Range are the same in Welsh, Welsh second language and English. For example, the same numbering system applies in both Welsh models and in the English Order. Where there are additional points in one of the Orders, these are placed at the end of the list.

### **Implications for inspection of the revised curriculum for Welsh second language at key stage 2**

In all three attainment targets, the content of the Language Development section from the previous Orders has been subsumed within either the Skills or Range sections.

In oracy, explicit references to pupils evaluating the talk of others, as well as their own, have been added, together with the need to 'consider ways of improving'.

There is an emphasis on pupils making links with and drawing on their knowledge of English and other languages as a means of increasing their overall confidence in using language.

In reading, reference to punctuation has been added to indicate its significance in clarifying meaning.

References to identifying and appreciating different styles within texts have been strengthened.

Greater emphasis is placed on information retrieval strategies and the collation of information; this change is reflected in the level descriptions.

There are explicit references to keyboard skills and the use of ICT presentational devices.

There are specific references to aspects of punctuation.

### **Implications for inspection of the revised curriculum for Welsh second language at key stage 3**

In all three attainment targets, the content of the Language Development section from the previous Orders has been subsumed within either the Skill or Range sections.

There is an emphasis on:

- pupils making links with and drawing on their knowledge of English and other languages as a means of increasing their overall confidence in using language; and
- developing an understanding of the structure of the language.

In oracy, explicit references to pupils evaluating the talk of others, as well as their own, have been added, together with the need to 'consider ways of improving'. This area also includes references to register and dialect.

In reading, there are explicit references to:

- understanding of the way texts change when they are adapted for different media;
- reading a range of materials of increasing challenge, including information and reference materials; and
- retrieving and collating information.

References to identifying and appreciating different styles within texts have been strengthened.

Greater emphasis is placed on information retrieval strategies and the collation of information; this change is reflected in the level descriptions.

In writing, there is emphasis on pupils evaluating their own work and that of others.

There are explicit references to keyboard skills and the use of ICT presentational devices.

## Mathematics

There is now only one attainment target in mathematics to simplify the process of making best fit judgements at the end of key stage 2 and key stage 3.

### **Implications for inspection of the revised curriculum for mathematics at key stage 2**

In the revised Orders, the Skills section is closely related to the section on Using and Applying Mathematics in the previous Orders. You will need to judge how well school ensure that pupils are given opportunities to carry out investigative tasks and to apply their mathematics in a range of contexts.

The Range section has been sub-divided into:

- number;
- measures and money – this is a new section;
- shape, position and movement; and
- handling data.

The numbered statements in the Programmes of Study (PoS) have, wherever possible, been linked across from key stage 2 to key stage 4. You should see a clear progression in pupils' skills in mathematics. This is particularly important as pupils move from the Foundation Phase into Year 3 and from Year 6 to Year 7.

References to translation,  $\pi$  and circumference of a circle and order of rotational symmetry have been removed from the key stage 2 PoS and added to the key stage 3 PoS.

In key stage 2, pupils are expected to be able to 'use negative numbers in the context of temperature and decimals in the contexts of money and measures'. There is no longer a reference to the number of decimal places.

In the non-statutory skills framework, the key skill of developing number across the curriculum defines where pupils should be able to apply the skills they have learned in mathematics in other subjects. All the content of developing number is included in either mathematical development or the mathematics PoS.

The developing thinking strand should be clearly evident in mathematics, particularly in problem solving and in using and applying mathematics in real life contexts.

### **Implications for inspection of the revised curriculum for mathematics at key stage 3**

In the revised Orders, the Skills section is closely related to the section on using and applying mathematics in the previous Orders. Pupils should be given opportunities to carry out investigative tasks and to apply their mathematics in a range of contexts.

The Range section has been sub-divided into:

- number:
- measures and money – this is a new section:
- algebra:
- shape, position and movement: and
- handling data.

The numbered statements in the PoS wherever possible, have been linked across from key stage 2 to key stage 4.

References to higher order polynomial equations, loci, distinguishing between formulae by considering dimensions, inter-quartile range and calculation of probabilities of a combination of events have been removed from key stage 3 and placed in key stage 4.

References to fitting functions to sets of data, vectors, and standard deviation and sampling methods have been removed from the key stage 4 PoS.

You should note that guidance and exemplification materials will be published by DCELLS to provide further detail on the inter-linking of skills and range and the exemplification will have a clear emphasis on skills. Pupils should be given opportunities to apply their skills in a variety of contexts identified in the Range.

The developing thinking strand should be clearly evident in mathematics, particularly in problem solving and in using and applying mathematics in real life contexts.

## Science

There is now only one attainment target in science to simplify the process of making best fit judgements at the end of key stage 2 and key stage 3.

### **Implications for inspection of the revised curriculum for science at key stage 2**

The new science Orders aim to make science relevant, meaningful and motivating for pupils. You are likely to see more opportunities for pupils to choose their own investigations, to plan, record and gather results in a variety of different ways.

Planning may well be different with schools combining subjects, for example linking design technology and science together or teaching science in blocks of time rather than on a weekly basis.

You should be aware that you may see less work in books and on paper as schools set aside more time during science activities to encourage pupils to think, to discuss their work with peers, and to reflect.

The Programme of Study is made up of Skills and Range. The content is more relevant to twenty-first century, for example, waste and recycling issues.

Skills consist of communication and enquiry. Enquiry is broken down into planning, developing and reflecting. The skills link with the non-statutory Skills framework for 3-19 year-olds in Wales.

Range contains three aspects:

- interdependence of organisms;
- the sustainable Earth; and
- how things work.

'Interdependence of organisms' replaces 'life processes and living things' and removes the requirement to study teeth and the skeleton. The content includes opportunities to study all major organs of the human body. There is a greater emphasis on field work and looking at living things in their environment.

'The sustainable Earth' contains aspects of 'physical processes' and 'materials and their properties'. It also includes most of the content of 'Earth and beyond' but omits 'shadows'. This aspect contains most of the content of 'grouping and classifying materials' but omits 'solids, liquids and gases'. There is greater emphasis on how materials are formed and produced, their uses and recycling. The Orders no longer require study of separating mixtures of materials, reversible changes and irreversible changes.

'How things work' contains much of the content of what was previously in 'physical processes'. There is more emphasis on investigating the science behind everyday things, for example, toys. Electricity, sound, light and forces are all still included.

### **Implications for inspection of the revised curriculum for science at key stage 3**

There is now only one attainment target in science to simplify the process of making best fit judgements at the end of key stage 3.

The new science Orders aim to make science relevant, meaningful and motivating for pupils. You should examine schemes of work and teaching materials to evaluate how well they meet the specific needs of pupils and further their all-round development. You should expect to see schools introducing greater challenge for more able pupils by using materials in ways that extend breadth and depth of study and opportunities for independent learning.

The Programme of Study is made up of Skills and Range. The content is more relevant to twenty-first century, for example, the applications of science to improve health in countries with different levels of economic development.

Skills consist of communication and enquiry. Enquiry is broken down into planning, developing and reflecting. The skills link with the non-statutory Skills framework for 3-19 year-olds in Wales.

The Range section consists of 'interdependence of organisms' (replacing 'life processes and living things'), 'the sustainable Earth' (replacing 'materials and their properties') and 'how things work' (replacing 'physical processes').

The content has been reduced and there is more flexibility. You should expect to see departments take advantage of this and plan work which has more depth. The reduction in content should allow for a more systematic development of skills through practical work than was previously possible. This could include field work, although this is not a specific requirement.

You should expect to see more opportunities for pupils to choose their own investigations and to plan, record and gather results in a variety of different ways.

## **Design and technology**

There are more revisions to the design and technology curriculum than most other subjects of the National Curriculum.

You should note that there is no need for schools to have specific areas for food technology. Health and safety issues may be a determining factor in the activities that schools can undertake.

### **Implications for inspection of the revised curriculum for design technology at key stage 2**

The Skills section of the PoS, consist of two aspects, 'designing' and 'making'. Making includes 'food', 'rigid and flexible materials', and 'systems and control'. You should note that under 'systems and control', there is a requirement for pupils to use ICT to create, test, modify and store instructions to control events. Previously this aspect was optional.

Range describes a variety of types of tasks for pupils. You should be aware that pupils must have opportunities to:

- be creative;
- be innovative; and
- work independently and in groups.

Health and safety continue to be important aspects of this subject. You should expect pupils to be taught how to use tools/utensils and equipment safely and to consider the hazards and risks in their activities. Pupils should learn to control risk to themselves and others and take account of the impact of certain behaviour, such as healthy eating on their health and safety.

In both the Skills and Range sections, there is a stronger emphasis on pupils' personal and social education within design technology. You should expect pupils to work in contexts that allow them to make decisions based on the values that underpin society and which help them to become active and informed citizens. They should be made aware of human achievements and the big ideas that have shaped

the world. There are new requirements to encourage pupils to be aware of sustainability and issues relating to the environment in their designing and making. You should expect to see evidence of these aspects in the way that pupils work and in their designing and making of products.

You should note the amendments to the level descriptions. The level 3 description introduces an expectation that pupils will begin to consider sustainability issues relating to the materials or ingredients they are working with. From level 4, there is reference to ICT as an optional medium for illustrating ideas and to pupils producing functional or edible products. From level 5, pupils are expected to demonstrate consideration of the user, health and safety and sustainability in their ideas for products. You should take account of these additions in your judgements.

### **Implications for inspection of the revised curriculum for design technology at key stage 3**

The Skills section of the PoS consists of two aspects, 'designing' and 'making'. Making includes 'food', 'resistant materials and textiles', and 'systems and controls'.

Range describes a variety of types of activities for pupils. You should be aware that pupils must have opportunities to:

- be creative;
- be innovative and enterprising; and
- work independently and in groups.

Health and safety continue to be important aspects of this subject. You should expect pupils to be taught how to use tools/utensils and equipment safely and to consider the hazards and risks in their activities. When designing and making, pupils should take account of user safety.

In both the Range and Skills sections, there is a stronger emphasis on pupils' personal and social education within design technology. You should expect pupils to work in contexts that allow them to make decisions based on the values that underpin society and which help them to become active and informed citizens. They should be made aware of human achievements and the big ideas that have shaped the world.

There are new requirements to encourage pupils to be aware of sustainability and issues relating to the environment in their designing and making. You should expect to see evidence of these aspects in the way that pupils work and in their designing and making of products.

You should note the amendments to the level descriptions. The level 3 description introduces an expectation that pupils will begin to consider sustainability issues relating to the materials or ingredients they are working with. From level 4, there is reference to ICT as an optional medium for illustrating ideas and to pupils producing functional or edible products. From level 5, pupils are expected to demonstrate consideration of the user, health and safety and sustainability in their ideas for

products. You should take account of these additions in your judgements. From level 6 onwards, there are specific references to Computer Aided Design (CAD). The level descriptions contain a significant number of amendments.

## **Information and communications technology**

The title has been changed from information technology (IT) to information and communications technology (ICT).

### **Implications for inspection of the revised curriculum for information and communications technology at key stage 2**

Skills consists of two sections:

- find and analyse information; and
- create and communicate information.

These sections contain simplified requirements from 'communicating and handling information' and 'modelling' in the previous Orders.

More detail has been provided under Range about types of activity and contexts for learning, updated to reflect life in the twenty-first century. There is detail about the range of ICT resources and equipment and the purposes for which these should be used, such as MP3 players and mobile phones.

You should note that there is a new statement about health, safety and child protection. An increased emphasis has been given to the safe use of ICT, particularly in relation to internet safety.

You should note that the level descriptions have been significantly revised.

### **Implications for inspection of the revised curriculum for information technology at key stage 3**

Skills consists of two sections:

- find and analyse information; and
- create and communicate information.

These sections contain simplified requirements from 'communicating and handling information' and 'modelling' in the previous Orders.

More detail has been provided under Range about types of activity and contexts for learning, updated to reflect life in the twenty-first century. There is an emphasis upon pupils becoming increasingly aware of the social, ethical, moral and economic effects of ICT in the wider society.

There is detail about the range of ICT resources and equipment and the purposes for which these should be used. Greater emphasis has been placed on using ICT to generate new information on which to make decisions

You should note that there is a new statement about health, safety and child protection. An increased emphasis has been given to the safe use of ICT, such as understanding that disclosing personal details can put pupils and others at risk.

You should note that the level descriptions have been significantly revised.

## **Modern foreign languages**

### **Implications for inspection of the introduction of a non-statutory framework for modern foreign languages at key stage 2**

The revisions to the National Curriculum include a new non-statutory framework for modern foreign language (MFL) in key stage 2. The Welsh Assembly Government has provided information about the rationale for studying MFL in key stage 2, the experiences that study of a MFL provides, and how schools should use the framework.

You may find that some primary schools in Wales have already introduced a modern foreign language (MFL) in key stage 2 as part of a pilot funded by the Welsh Assembly Government. Arrangements in schools vary, but it is quite common for pupils to receive one short session per week, often but not always, taught by a visiting teacher from the local secondary school.

You do not need to write a subject report for MFL and do not have to visit lessons. The report can comment on the impact of this provision in Key Questions 3 and 5, such as the way study of this subject broadens pupils' learning experiences and contributes to global citizenship. If you have collected evidence from observing lessons, you may comment on the contribution of MFL to the standards pupils achieve in key, personal, social and learning skills in key question 1.

### **Implications for inspection of the revised curriculum for modern foreign languages at key stage 3**

You should note that the language schools may choose to teach no longer have to include one of the languages of the European Union.

There are now three attainment targets (ATs) instead of the previous four. These are:

- AT1 Oracy, which includes both listening and speaking;
- AT2 Reading; and
- AT3 Writing.

The Programme of Study covers areas and aspects similar to before but has more detail. It contains a new section on progression, and has much greater emphasis than before on the skills of language and on understanding structures and grammar.

There are two main sections entitled Skills and Range. The Skills section provides descriptions of the 37 skills that pupils should develop under three headings: Oracy, Reading and Writing. References to the Range describe a variety of attributes, experiences, skills and activities under the three headings of 'Intercultural understanding', 'Language learning strategies' and 'Activities and contexts'.

The level descriptions for AT1 are new, and those for reading and writing have been rewritten. Levels in all four language skills are broadly as before, but there are now no references to tenses at any level.

Increasingly, you should evaluate pupils' language skills and their understanding of structures and grammar. You should refer to the Skills section in doing so.

You should also pay attention to the activities and experiences under Range, but should not use these as a checklist. It would not be reasonable to expect to see all of these during an inspection.

## **Geography**

### **Implications for inspection of the revised curriculum for geography at key stage 2**

You should expect to see a clear emphasis on the four Skill areas of:

- locating places, environments and patterns;
- understanding places, environments and processes;
- investigating; and
- communicating.

You should note that fieldwork is still a requirement.

For investigation, there is an enquiry sequence. You will need to check whether the investigation is geographical. You should expect older pupils to start providing explanations as well as descriptions.

You should see evidence of work on 'geography in the news'.

You should see evidence of pupils using the series of five questions in the Orders – who? what? where? when? why?

In teaching an aspect of the geography of Wales, pupils should also be gaining a basic knowledge of the geography of the whole of Wales.

You should also expect geography to make a significant contribution to the skill of developing thinking, especially through investigation, fieldwork and enquiries.

### **Implications for inspection of the revised curriculum for geography at key stage 3**

The content of the subject Orders has been reduced and there is more flexibility. You should expect to see geography departments take advantage of this and plan work that has more depth.

You should expect to see a clear emphasis on the four Skill areas of:

- locating places, environments and patterns;
- understanding places, environments and processes;
- investigating; and
- communicating.

The level descriptions are structured around these four skills and should be used to judge the standard of the work being produced.

Fieldwork is still a requirement.

For investigation, there is an enquiry sequence. There should be two investigations in the key stage – a group investigation and an independent investigation. You should examine pupils' work in this respect in much the same way that you look at coursework at GCSE and A level.

You should see evidence of work on 'geography in the news'.

You should also expect geography to make a significant contribution to the skill of developing thinking, especially through investigation, fieldwork and enquiries.

## **History**

The content of the Orders has been reduced and there is more guidance on the features underpinning each of the defined historical skills. You should expect to see schools taking advantage of this to plan work that has more depth and variety.

### **Implications for inspection of the revised curriculum for history at key stage 2**

Under Skills, there remains a clear emphasis on the five areas of:

- chronological awareness;
- historical knowledge and understanding;
- interpretations of history;

- historical enquiry; and
- organisation and communication.

Within Range, you should note that the 'Age of the Princes' is a new topic, which schools may choose as an alternative to the Tudors or the Stuarts. Study of the differences in people's daily lives in two contrasting periods of the twentieth century is a new requirement. The focus of work about the nineteenth century should be on changes to people's lives in the locality. Most of the work should be based primarily on the local area within the wider context of Wales, but including examples from Britain and other countries.

There are a few changes to the level descriptions.

### **Implications for inspection of the revised curriculum for history at key stage 3**

There are changes in the definitions of the areas of history to be studied although the chronological span remains much the same.

There is no longer a requirement to study either a defined historical theme or an aspect of local history. However, there is a specification that pupils carry out 'investigations into historical issues on a range of scales, from the local to the international'.

Under Skills, there remains a clear emphasis on the five areas of:

- chronological awareness;
- historical knowledge and understanding;
- interpretations of history;
- historical enquiry; and
- organisation and communication.

Within Range, you should note that the focus of work at the start of Year 7 should begin well before the events in 1066 in England. Work in the first three areas of study, from 1000 to 1914, needs to refer to themes and developments that draw on events throughout Britain, not just Wales and England.

There are a few changes to the level descriptions.

## **Music**

The content of the subject Orders for key stages 2 and 3 is largely unchanged; pupils should continue to be actively involved in performing, composing and appraising music.

## **Implications for inspection of the revised curriculum for music at stage 2**

The layout of the Programme of Study is amended and identifies Skills and Range for each of the aspects of 'performing', 'composing' and 'appraising'. There are references to developing pupils' communication and thinking skills.

Pupils' evaluation of their own performance and that of others is included under skills for each of the above aspects. You should expect to see evidence of this, such as when pupils evaluate and refine their performance in order to improve.

The Skills section in 'performing' includes explicit references to pupils communicating with others and making decisions about which music to perform and how to perform it. You should expect to see evidence of this, for example, when pupils consider ways of presenting their music.

The Skills section in 'composing' includes explicit references to pupils communicating ideas and emotions through music, for example, when pupils develop their sensitivity to and understanding of music.

## **Implications for inspection of the revised curriculum for music at key stage 3**

The layout of the Programme of Study is amended and identifies Skills and Range for each of the aspects of 'performing', 'composing' and 'appraising'. There are references to developing pupils' communication and thinking skills.

Pupils' evaluation of their own performance and that of others is included under skills for each of the above aspects. You should expect to see evidence of this work.

The skills section in 'performing' includes explicit references to pupils planning and making decisions as well as using ICT and music technology. You should expect to see evidence of this work, for example, pupils choosing suitable resources for performing and reflecting on their methods of working.

The skills section in 'composing' includes explicit references to pupils communicating ideas and emotions through music and composing using ICT and music technology. Examples may include pupils using music technology to explore, create, develop and realise musical ideas.

## **Art and design**

The title of the order has changed from 'art' to 'art and design' in order to establish continuity from key stage 2 to A level and to reflect the content of the Orders.

In both key stage 2 and key stage 3, the order of the three components contained within both Skills and Range is now Understanding, Investigating and Making. This new order is intended to reflect the way teachers plan activities within schemes of work. You should judge whether the three components are covered in an integrated way so that 'Understanding' and 'Investigating' inform 'Making'.

## **Implications for inspection of the revised curriculum for art at key stage 2**

The content of the previous curriculum has remained mainly intact with some additions to give more clarity. For example, a third strand that addresses aspects of evaluation has been introduced within Understanding.

The Range section comprises opportunities and contexts through which the skills of Understanding, Investigating and Making should be developed and consolidated.

The level descriptions are structured around the three skills of 'Understanding', 'Investigating' and 'Making'. The descriptions are very similar to the previous Orders.

## **Implications for inspection of the revised curriculum for art at key stage 3**

The order of the three components contained within both Skills and Range is now Understanding, Investigating and Making. The new order is intended to reflect the way teachers plan activities within schemes of work. You should judge whether the three components are covered in an integrated way so that 'Understanding' and 'Investigating' inform 'Making'.

The content of the previous curriculum has remained mainly intact with some additions to give more clarity. For example, a third strand that addresses aspects of evaluation has been introduced within Understanding.

The Range section comprises opportunities and contexts through which the skills of Understanding, Investigating and Making should be developed and consolidated.

The level descriptions are structured around the three skills of 'Understanding', 'Investigating' and 'Making'. The descriptions are very similar to the previous Orders.

## **Physical education**

You should note that there are more revisions to the physical education curriculum than most other subjects.

Pupils should be given opportunities to plan daily physical activity in school, at home and in the community.

The programmes of study across all key stages follow the same structure. The skills are organised under four areas of experience. Schools must provide experiences in all of these areas.

You should expect physical education to make a significant contribution to the skill of developing thinking, especially through planning how to design and make progress in their performance, developing pupils' ideas and strategies and reflecting on how they might further improve their own and others' performance.

## **Implications for inspection of the revised curriculum for physical education at key stage 2**

The Skills section consists of four areas of experience.

### **1 health, fitness and well-being activities**

These activities replace health-related exercise programmes. They reflect an integrated, broader and practical emphasis on this area of experience to promote the health of young people and active lifestyles. They are non-competitive forms of exercise chosen for their contribution to general health, fitness goals and feelings of well-being.

### **2 creative activities**

These activities are composed or choreographed and are generally artistic and aesthetic in nature.

### **3 adventurous activities**

These activities are underpinned by problem solving and often have an outdoor living and learning focus. Swimming is a requirement in this section.

### **4 competitive activities**

The principles underpinning these activities are generally strategic and tactical and involve competing against others.

Level descriptions have been revised to reflect changes in the programmes of study. The level of challenge remains the same. Aspects of progression between the descriptions have been clarified.

## **Implications for inspection of the revised curriculum for physical education at key stage 3**

The Skills section consists of four areas of experience.

### **1 health, fitness and well-being activities**

These activities replace health-related exercise programmes. They reflect an integrated, broader and practical emphasis on this area of experience to promote the health of young people and active lifestyles. They are non-competitive forms of exercise chosen for their contribution to general health, fitness goals and feelings of well-being.

### **2 creative activities**

These are composed or choreographed and are generally artistic and aesthetic in nature.

### 3 adventurous activities

These are underpinned by problem solving and often have an outdoor living and learning focus.

### 4 competitive activities

The principles underpinning these are generally strategic and tactical and involve competing against others.

Swimming is a requirement under 'adventurous activities' at key stage 2 and may be further developed through any activity area in key stage 3.

Level descriptions have been revised to reflect changes in the programmes of study. The level of challenge remains the same. Aspects of progression between the descriptions have been clarified.

## Religious education

The national exemplar framework for religious education (RE) for 3 to 19 year-olds in Wales is a revision of non-statutory guidance provided by ACCAC in 2001 to support LEAs when reviewing their locally agreed syllabuses.

The RE framework is non-statutory; schools must still provide RE based on the locally agreed syllabus. SACREs can adopt or adapt the RE framework when they next review their locally agreed syllabus.

### **Implications for inspection of the revised curriculum for religious education at key stages 2 and 3**

In the short term, the introduction of the RE framework has no implications for inspections. However, in the longer term, the RE framework may become the basis of most, if not all, RE in schools in Wales. As the RE framework has a greater emphasis on skills in RE and a lesser focus on content, you would need to take account of this when making judgements.

## **The Personal and social education framework for 7 to 19 year-olds in Wales**

### **Background**

From 1 September 2008, a new Personal and social education (PSE) framework for 7 to 19 year-olds in Wales will replace the existing PSE framework for 5 to 16 year-olds. The Foundation Phase framework for 3 to 7 year-olds includes PSE and also applies to all 3 to 4 year-olds from 1 September 2008. The existing Desirable Outcomes for Children's Learning before Compulsory School Age is superseded from these dates.

At key stages 2 and 3, pupils should be given opportunities to build on the experiences gained during the Foundation Phase, and to promote their personal and social development and well-being. Pupils should have opportunities to promote their health and emotional well-being and moral and spiritual development; to become active citizens and promote sustainable development and global citizenship; and to prepare for lifelong learning. For 14-19 learners, this is part of their learning core entitlement and is a requirement at key stage 4.

### **Implications for inspection of the Personal and social education framework for 7 to 19 year-olds**

The ten aspects of PSE in the old framework have been condensed into five themes in the new framework and the individual learning outcomes have been revised. The themes identified in the new PSE framework are:

- Active citizenship;
- Health and emotional well-being;
- Moral and spiritual development;
- Preparing for lifelong learning; and
- Sustainable development and global citizenship.

You should note that these themes are not discrete areas of development but are inextricably linked. The key stage learning outcomes for each theme are presented under the heading Range. You should expect schools to establish learning contexts that develop pupils' PSE-related skills drawing on the Range section that details attitudes, values, knowledge and understanding.

You should note the information contained in the following tables that set out where the skills and themes of the framework will be inspected using the Common Inspection Framework. The relevant sections are as follows.

<b>PSE: contribution to learners' skills and themes</b>	<b>The Common Inspection Framework</b>	
	<b>Key Question 1: How well do learners achieve?</b>	
<ul style="list-style-type: none"> <li>• Developing thinking</li> <li>• Developing communicating</li> <li>• Developing ICT</li> <li>• Developing number</li> <li>• Working with others</li> <li>• Improving own learning and performance</li> <li>• Problem solving</li> <li>• <i>Active citizenship</i></li> <li>• <i>Health and emotional well-being</i></li> <li>• <i>Moral and spiritual development</i></li> <li>• <i>Preparing for lifelong learning</i></li> <li>• <i>Sustainable development and global citizenship</i></li> </ul>	1.11	Do pupils <b><i>behave responsibly</i></b> and <b><i>show respect for others?</i></b>
	1.14	Do pupils progress well in their <b><i>personal, social, moral and wider development?</i></b>
	1.16	Are pupils prepared for <b><i>effective participation in the workplace and in the community?</i></b>

<b>PSE: contribution to learners' skills and themes</b>	<b>The Common Inspection Framework</b>	
	<b>Key Question 3: How well do learning experiences meet the needs and interests of learners and the wider community?</b>	
<ul style="list-style-type: none"> <li>• Developing thinking</li> <li>• Developing communicating</li> <li>• Developing ICT</li> <li>• Developing number</li> <li>• Working with others</li> <li>• Improving own learning and performance</li> <li>• Problem solving</li> <li>• <i>Active citizenship</i></li> <li>• <i>Health and emotional well-being</i></li> <li>• <i>Moral and spiritual development</i></li> <li>• <i>Preparing for lifelong learning</i></li> <li>• <i>Sustainable development and global citizenship</i></li> </ul>	3.4	Do the <b>learning experiences broaden and enrich pupils' experience</b> through a variety of activities, including out-of-hours and off-site provision?
	3.5	Do learning experiences promote <b>pupils' personal development – including spiritual, moral, social and cultural development?</b>
	3.7	Do the learning experiences meet <b>legal and course requirements?</b>
	3.8	Do the learning experiences provide <b>effective work-related education?</b> (learners 11-19)
	3.11	Do the learning experiences promote <b>education for sustainable development?</b>
	3.13	Do the learning experiences develop the <b>entrepreneurial and other skills needed to support economic development?</b>

<b>PSE: contribution to learners' skills and themes</b>	<b>The Common Inspection Framework</b>	
<ul style="list-style-type: none"> <li>• Developing thinking</li> <li>• Developing communicating</li> <li>• Developing ICT</li> <li>• Developing number</li> <li>• Working with others</li> <li>• Improving own learning and performance</li> <li>• Problem solving</li> <li>• <i>Active citizenship</i></li> <li>• <i>Health and emotional well-being</i></li> <li>• <i>Moral and spiritual development</i></li> <li>• <i>Preparing for lifelong learning</i></li> <li>• <i>Sustainable development and global citizenship</i></li> </ul>	<b>Key Question 4: How well are learners cared for, guided and supported?</b>	
	4.5	Does the school provide <b>high quality personal support and guidance</b> for pupils, including access to <b>personal and social education</b> , tutorial programmes and specialist services?
	4.8	Does the school have arrangements that contribute to the <b>well-being</b> of learners?

## Completing the Athene school profile for personal and social education

You will also need to take account of the new PSE framework when completing the school profile for Athene, which continues to be based on the previous PSE framework. The following table shows the links between the school profile and the new PSE framework:

School profile box	Link with the new PSE framework
9.1 Attitudes and VALUES	Best-fit overall grade for the five areas of learning in the range (profile boxes 9.4 – 9.13).
9.2 Skills	Skills: Developing thinking
	Skills: Developing communication
	Skills: Developing ICT
	Skills: Developing number
	Skills: Working with others
	Skills: Improving own learning
9.3 Knowledge and understanding	Best-fit overall grade for the five areas of learning in the range (profile boxes 9.4 – 9.13).
9.4 Social aspect	Range: Active citizenship
9.5 Community aspect	
9.6 Physical aspect	Range: Health and emotional well-being
9.7 Sexual aspect	
9.8 Emotional aspect	
9.9 Spiritual aspect	Range: Moral and spiritual development
9.10 Moral aspect	
9.11 Vocational aspect	Range: Preparing for lifelong learning
9.12 Learning aspect	
9.13 Environmental aspect	Range: Sustainable development and global citizenship

## The non-statutory Skills framework for 3 to 19 year-olds in Wales

### Background

A non-statutory Skills framework for 3 to 19 year-olds is part of the revised curriculum arrangements in Wales. The non-statutory Skills framework provides schools with guidance about planning for continuity and progression in the skills of thinking, communication, information and communications technology (ICT) and number. Integrated throughout these skills are the wider key skills of working with others, improving own learning and performance and problem solving. The Skills framework is not language specific and aims to support bilingual development.

The Skills framework is **not intended** to be a curriculum framework but underpins:

- the Foundation Phase;
- all of the subjects of the National Curriculum;
- the framework for Personal and social education (PSE);
- careers and the world of work; and
- religious education.

At key stages 2 and 3, pupils should be given opportunities to build on the skills they have started to acquire and develop during the Foundation Phase. Pupils should continue to acquire, develop, practise, apply and refine these skills through group and individual tasks in a variety of contexts across the curriculum.

For 14-19 learners, the framework provides an underpinning for learning generally and a preparation for those learners who are seeking to attain the Core certificate within the Welsh Baccalaureate as well as those seeking skills accreditation within their chosen 14-19 Learning Pathway.

You should note that while the Skills framework is non-statutory the skills of **developing thinking, communication, ICT and number** as they appear in the national curriculum subject orders **are statutory** and part of learner entitlement.

You should note that there is no expectation, that all subjects of the national curriculum will cover all of the skills defined within the Skills framework. Schools may take a selective approach to support learners' development<sup>2</sup>.

### Implications for inspection of the non-statutory Skills Framework for 3 to 19 year-olds

The Common Inspection Framework (CIF) and the guidance handbooks already provide guidance for the inspection of pupils' skills in communication, information and communications technology (ICT), number, working with others, improving own

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<sup>2</sup> Skills Framework for 3-19 year-olds in Wales Welsh Assembly Government (2008)

learning and performance. For example, the evaluation of pupils' thinking skills and problem solving are implicit in areas such as 1.7, the way that pupils acquire new knowledge or skills, develop these ideas and increase their understanding.

You should judge the effectiveness of learning and teaching in terms of outcomes for learners and **not on the basis of preferences for particular methods**. The processes of developing thinking, namely plan, develop and reflect, should not be seen as a set style of learning and teaching. The key to judgements about learning and teaching are whether the methods and approaches enable all learners to achieve high standards of work.

### Evaluating and reporting on the development of pupils' skills

You should note the following sections of the CIF that apply specifically to evaluating and reporting on the development of pupils' skills.

Pupils' skills	The Common Inspection Framework	
	Key Question 1:	
Thinking	How well do learners achieve?	1.1, 1.13, 1.7
Communication		1.1, 1.3
Information and communications technology (ICT)		1.1, 1.3
Number		1.1, 1.3
Working with others		1.14
Improving own learning and performance		1.13
Problem solving		1.13

You should take account of and be sensitive to the reasons for the different stages that schools may be at in moving towards the introduction of a skills-based curriculum. Some schools may plan for a gradual phased introduction of a skills-based curriculum while other schools may have already introduced a skills-based curriculum.

In discussions and interviews with staff and senior managers in schools that are gradually introducing the new skills framework you will need to judge whether the plans that such schools have for the phased introduction are realistic and practical. You should take account of the planning and revisions are already in place along with the proposed timescales for the introduction of others. You should note the following sections of the CIF that relate to evaluating and reporting on schools' work to develop pupils' skills that include:

<b>Pupils' skills</b>	<b>The Common Inspection Framework</b>	
Thinking; communication; information and communications technology (ICT); number; working with others; improving own learning and performance; and problem solving	Key Question 2: How effective are teaching, training and assessment?	2.1, 2.5 and 2.7
	Key Question 3: How well do learning experiences meet the needs and interests of learners and the wider community?	3.3, 3.9, 3.13 and 3.14
	Key Question 4: How well are learners cared for, guided and supported?	4.11
	Key Question 5: How effective are leadership and strategic management?	5.1
	Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	6.1, 6.2 and 6.5
	Key Question 7: How efficient are leaders and managers in using resources?	7.1

## The revised assessment arrangements for key stages 2 and 3

The following information provides a summary of the revised assessment arrangements for key stages 2 and 3.

### Implications for inspection of the revised assessment arrangements for key stages 2 and 3

A key principle regarding assessment is that pupils should know where they are, where they need to go and how best to get there.

The revised arrangements also include **assessment of learning**. This is a summative assessment of pupils' learning. Teachers will reach a judgement by using National Curriculum level descriptions in a best-fit analysis at the end of a key stage.

As part of your analysis of school arrangements for assessing and reporting on pupils' progress, you should consider:

- schools' transition plans;
- the evidence of internal moderation meetings;
- the evidence of school cluster moderation;
- the use primary schools make of the optional skills assessments;
- the outcome of the verifier's visit in secondary schools; and
- how well reports to parents meet statutory requirements.

You should note that the type and range of **record keeping** to assist with teacher assessment is a matter for schools to decide. Elaborate arrangements for recording assessments and retaining evidence are not required.

The revised arrangements include **assessment for learning**. This type of formative assessment is ongoing and focuses on the pupil's achievements as well as on details of ways in which he or she can move forward rather than on National Curriculum outcomes. This approach is based on three key principles:

- good questioning techniques by the teacher;
- providing clear feedback to pupils; and
- involving pupils in self-assessment and peer assessment where learning intentions and success criteria for specific tasks are understood and good quality work is recognised.

## **2007 to 2008**

Primary and secondary schools should have transition plans in place by September 2007. You should expect to see that these plans identify the assessment links necessary to support primary pupils moving to secondary school in September 2008.

Primary and secondary schools should have in place internal arrangements, based on standardisation and moderation. You should expect to see that these arrangements have strengthened teacher assessment and are helping to provide reliable and accurate outcomes of pupils' performance.

In core subjects, the roll out of external moderation of sample evidence and verification visits to schools will take place in key stage 3 during this time. Schools are required to submit attainment target (AT) level data at the end of the key stage for the core subjects. You should note that the levels pupils attain in the non-core subjects are not required to be collected and submitted at a school level. These results will only be retained for individual pupils in order for schools to report on pupils' progress.

The requirements for reporting to parents at the end of key stages 1 and 2 in 2008 are that teacher assessment must include a level for each attainment target in the core subjects of English or Welsh, mathematics and science.

The first pilot for Year 5 optional skills assessments and profiles takes place.

## **2008 to 2009**

Primary and secondary schools are required to have in place effective arrangements for cluster group moderation in order to support and strengthen teacher assessment and the links between key stages 2 and 3.

There is to be a further roll out of external moderation of sample evidence and visits to schools to verify the accuracy of assessments.

Primary and junior schools will receive the first set of optional skills assessment materials for key stage 2.

You should note that there continues to be a requirement for schools to **report** on pupils' achievement by each attainment target in the core subjects at the end of key stage 2 and key stage 3. This requirement applies regardless of whether schools have chosen to use the revised National Curriculum Orders for Year 6 and Year 9.

## **2009 to 2010**

In the core subjects, the final phase of external moderation and visits to schools occurs in key stage 3 to support and verify teacher assessment.

Schools will receive the second set of optional skills assessment materials for key stage 2.

End of key stage 2 teacher assessment of Welsh as a second language becomes statutory. Schools are required to report National Curriculum level outcomes for Year 6 pupils in Welsh as a second language.

In addition to the points above, and as part of your analysis of school arrangements for assessing and reporting on pupils' progress, you should consider:

- pupils' assessment records for Welsh as a second language in primary schools; and
- how well pupil reports in primary schools meet statutory requirements for reporting on Welsh as a second language.

## Appendix 1: References

Ensuring consistency in teacher assessment Guidance for Key Stages 2 and 3, Welsh Assembly Government 2008

Framework for the Foundation Phase for 3 to 7 year-olds, Welsh Assembly Government 2008

Framework for personal and social education for 7 to 19 year-olds, Welsh Assembly Government 2008

Frameworks for careers and the world of work for 11 to 19 year-olds, Welsh Assembly Government 2008

How to develop thinking and assessment for learning in the classroom, Welsh Assembly Government 2007

Making the most of learning, Welsh Assembly Government 2008

National exemplar framework for religious education, Welsh Assembly Government 2008

Revised National Curriculum Subject Orders, Welsh Assembly Government 2008

Skills Framework for 3 to 19 year-olds in Wales, Welsh Assembly Government 2008

Why develop thinking and assessment for learning in the classroom? Welsh Assembly Government 2008

Information on the revised curriculum and assessment arrangements can be obtained from:

3-14 Curriculum and Assessment Division  
DCELLS  
Welsh Assembly Government  
Floor 10, Southgate House  
Wood Street  
Cardiff CF10 1EW  
Tel:0800 083 6003  
Fax: 029 2037 5496  
E-mail: [C&A3-14.C&A3-14@wales.gsi.gov.uk](mailto:C&A3-14.C&A3-14@wales.gsi.gov.uk)  
[www.wales.gov.uk/educationandskills](http://www.wales.gov.uk/educationandskills)

Information on the Foundation Phase can be found on:  
[www.wales.gov.uk/foundationphase](http://www.wales.gov.uk/foundationphase)

## Appendix 2: The Foundation Phase curriculum for 3 to 7 year-olds

<b>Statutory requirements</b>	
The Foundation Phase curriculum	Personal and social development, well-being and cultural diversity
	Language, literacy and communication
	Mathematical development
	Welsh language development*
	Knowledge and understanding go the world
	Physical development
	Creative development
	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.

\*\*\* Primary schools are required to have a policy on sex education.

### Appendix 3: The school curriculum: key stages 2, 3 and 4 and post-16

7 to 14 year-olds		14 to 19 year-olds	
Key stage 2	Key stage 3	Key stage 4	Post-16
<b>Statutory National Curriculum arrangements</b>			
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 communications technology	Information and communications technology		
History	History		
Geography	Geography		
Art and design	Art and design		
Music	Music		
Physical education	Physical education	Physical education	
Religious education	Religious education	Religious education	Religious education
Sex education***	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


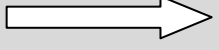
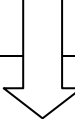
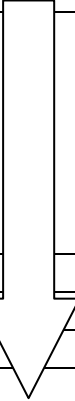
\* Refers to the models for Welsh and Welsh second language.

\*\* The key stage 2 framework for modern foreign languages is non-statutory.

\*\*\* Primary schools 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 4: The relationship between Foundation Phase outcomes, National Curriculum outcomes, level descriptions and qualifications**

Age 3	Age 7	Age 14 qualifications
 <b>Routes for learning</b> 		
Foundation Phase Outcome 1	National Curriculum Outcome 1	Pre-entry
Foundation Phase Outcome 2	National Curriculum Outcome 2	
Foundation Phase Outcome 3	National Curriculum Outcome 3	
Foundation Phase Outcome 4	National Curriculum Level 1	
Foundation Phase Outcome 5	National Curriculum Level 2	Entry 2
Foundation Phase Outcome 6	National Curriculum Level 3	Entry 3
	National Curriculum Level 4	GCSE
	National Curriculum Level 5	
	National Curriculum Level 6	
	National Curriculum Level 7	
	National Curriculum Level 8	
	Exceptional performance	