

Education in Wales: Our national mission, Update October 2020

Appendix

| OECD implementation recommendations | Our collective actions and commitments | | Our national mission enabling objective |
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| | We have undertaken the following actions in response to the OECD recommendations. | We commit to undertake the following actions in response to the OECD recommendations. | |
| 1. Developing a shared understanding of what the vision looks like in practice | | | |
| 1.1 Develop a shared overarching vision of what the curriculum implies for practice in schools | <p>We issued learning guidance in July 2020 in response to the challenges of COVID-19 and will listen to ongoing evaluation and feedback from Estyn.</p> <p>We disapplied the curriculum requirements during summer term 2020, and have modified those remaining to a reasonable endeavours basis for autumn term 2020 (which we are required by law to review every 30 days), to provide space and flexibility for schools to reintegrate learners and focus on their wellbeing.</p> <p>We published Curriculum for Wales guidance in January 2020 which provides detailed support for schools to develop their own curricula.</p> <p>We co-constructed and will soon publish a shared expectations document, setting out the shared expectations of what curriculum reform will look like in schools, and the steps towards 2022.</p> | <p>We will publish the shared expectations by October 2020 to support and prepare schools for rollout of Curriculum for Wales.</p> <p>We will work with partners to develop and publish a joint curriculum implementation plan for government and strategic partners.</p> <p>We will establish a national network of practitioners and stakeholders to share understanding across the profession, gather intelligence and co-construct solutions to problems, and work together to deliver the implementation plan, by January 2021.</p> <p>We will support the Curriculum and Assessment Bill to achieve Royal Assent by spring 2021.</p> <p>We will develop the first resources and supporting materials by summer 2021 to help practitioners realise Curriculum for Wales.</p> <p>We will develop and publish additional curriculum guidance to support practitioners in specific key areas by September 2021.</p> | All four enabling objectives. |

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| 1.2 Define associated operational objectives and indicators to monitor progress towards achieving the vision, including the implementation of the curriculum | Curriculum for Wales guidance provided a detailed summary of expectations, including statements of what matters for Curriculum for Wales. | We will monitor progress of operational objectives and indicators via our governance structure, specifically via our Delivery and Change Boards. | All four enabling objectives. |

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| | We have undertaken the following actions in response to the OECD recommendations. | We commit to undertake the following actions in response to the OECD recommendations. | |
| 2. Supporting the realisation of the curriculum across all schools in Wales | | | |
| 2.1 Organise expert groups that can review the Curriculum for Wales building on the existing framework to ensure that it is internally coherent, well-designed and that it supports depth of understanding; and to consider assessment for learning approaches that are aligned and can gauge student progress | <p>A working group has been established to advise on professional learning and teaching resources.</p> <p>The evaluability assessment of Curriculum for Wales has commenced and will begin reporting from summer 2022.</p> <p>A range of expert groups on both curriculum and assessment are in place, meeting on a regular basis as needed to contribute to and advise on policy thinking and delivery.</p> <p>A bilingual educational resources stakeholder group was established, supporting teaching through the medium of Welsh and the learning of Welsh during curriculum transition.</p> | <p>Qualifications Wales will launch a consultation into 'Qualified for the Future', developing the qualification offer for 14 to 16 year olds in winter 2020.</p> <p>We will establish a national network of practitioners and stakeholders to share understanding across the profession, gather intelligence and co-construct solutions to problems by January 2021. The national network will also advise on implementation.</p> <p>We will participate in PISA in 2022. (PISA was suspended for 2020 and 2021.)</p> <p>We will agree the quality improvement process for areas of learning and experience by summer 2022.</p> <p>The bilingual educational resources stakeholder group will advise on the infrastructure required for producing bilingual resources.</p> <p>We will develop the first resources and supporting materials by summer 2021 to help practitioners realise Curriculum for Wales.</p> <p>We will develop and publish additional curriculum guidance to support practitioners in specific key areas by September 2021.</p> | <p>Professional learning.</p> <p>Evaluation, improvement and accountability.</p> |

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| 2.2 Develop knowledge, materials and space for the local and school level to be able to understand and collectively design their own curriculum reflecting the aspirations of the framework | <p>We launched the Recruit, Recover and Raise Standards (RRRS) Programme, which includes the recruitment of the equivalent of 600 additional teachers and 300 additional teaching assistants.</p> <p>We fund the National Professional Qualification for Headship (NPQH) in the context of a review of leadership support across the system and the development of further professional learning opportunities for leaders.</p> <p>We have increased the resources available to empower governing bodies.</p> <p>We have established a collaborative learning project with the regional consortia, universities and international partners.</p> <p>We have supported schools to connect digitally to supplement the more traditional seminars and conferences.</p> <p>We have invested in the first capacity building phase of the National Coaching and Mentoring Programme.</p> <p>We have invested in the schools as learning organisations (SLO) approach in schools.</p> | <p>We will ensure the RRRS Programme recruits appropriate resources to deliver the intentions of the programme.</p> <p>We will undertake a rapid review of support for headteachers in light of the challenge of COVID-19 and the opportunities presented by Curriculum for Wales.</p> <p>We will monitor the resources deployed to empower governing bodies to ensure relevance and impact.</p> <p>We will review and re-frame the collaborative learning project in light of the challenges to operating across the country and internationally.</p> <p>We will further invest in the National Coaching and Mentoring Programme.</p> <p>We will further invest in the schools as learning organisations (SLO) approach in schools.</p> | <p>Professional learning.</p> <p>Leadership.</p> <p>Evaluation, improvement and accountability.</p> |

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| 2.3 Invest in the development of education professionals' capacity to be the main drivers of the curriculum in schools by enhancing their skills and competencies and promoting their collaboration | <p>We have increased the resources available to support the delivery of blended learning. This is a specific priority in the context of COVID-19, though aligned with international best practice and consistent with our curriculum reform aspirations.</p> <p>We have redesigned the initial teacher education (ITE) programmes in Wales and have worked with the regions and universities to develop a new early career support programme.</p> <p>We have adopted a new strategic approach to the recruitment and retention of teachers.</p> <p>We established the Welsh Pay Review Body to recognise the profession in Wales.</p> <p>We have increased the content, efficiency and effectiveness of the resources available on Hwb.</p> <p>We have launched the National Pedagogy Project to encourage exploration and debate around the implications of Curriculum for Wales for practice.</p> <p>We have established a national Masters in Education that will be delivered by the majority of Welsh universities.</p> <p>We have designed and developed a suite of professional learning programmes accredited and monitored by the Education Workforce Council, and supported by a world-leading e-portfolio – the Professional Learning Passport.</p> | <p>We will provide updated digital access to professional learning through the regional consortia, and by the addition of significant Hwb-based resources to support practitioners' skills in delivering blended learning.</p> <p>We will support the ongoing development of ITE, especially in the most recently accredited providers and in the light of the challenges of COVID-19.</p> <p>We will review and re-plan the induction and early support career arrangements (including the introduction of an early career programme) with the Education Workforce Council.</p> <p>We will launch a new recruitment and retention strategy with the aim of reversing the downward trend in recruitment to ITE.</p> <p>We will increase the number of participants in the National Pedagogy Project by at least 200 per cent over the course of the year.</p> <p>We will continue to invest in professional learning to develop the Welsh language skills of the workforce and increase the number of primary school teachers who teach through the medium of Welsh to 3,100 and secondary school teachers who teach Welsh as a subject to 600. We will increase the number of secondary school teachers who teach subjects through the medium of Welsh to 2,200.</p> | <p>Professional learning.</p> <p>Leadership.</p> <p>Evaluation, improvement and accountability.</p> |

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| 2.3 Invest in the development of education professionals' capacity to be the main drivers of the curriculum in schools by enhancing their skills and competencies and promoting their collaboration (<i>continued</i>) | <p>We continued to support the National Strategy for Educational Research and Enquiry (NSERE).</p> <p>We established the National Advisory/Advocacy Service and a national digital platform promoting careers in education.</p> | <p>We will design the evaluation of the national Masters in Education ahead of its launch in 2021.</p> <p>We will launch the National Approach to Educational Research and Enquiry in the 2020/21 academic year to ensure greater coherence across the research landscape.</p> <p>We will enrich the National Academy for Educational Leadership Wales' portfolio of services in light of the review of leadership support.</p> <p>We will utilise the survey information alongside data from annual school workforce census to measure the wellbeing of the workforce, and we will work with partners to address areas of concern.</p> <p>We will publish effective guidance on the expectations for INSET.</p> | <p>Professional learning.</p> <p>Leadership.</p> <p>Evaluation, improvement and accountability.</p> |

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| 2.4 Prioritise equity considerations in provision of professional learning, school improvement services and resourcing to avoid risks of inequalities increasing with curriculum realisation | <p>We have issued plans for future local, regional and national COVID-19 responses empowering our partners.</p> <p>We have appointed Professor Charlotte Williams OBE to chair the new BAME Communities, Contributions and Cynefin in the New Curriculum Working Group.</p> <p>Since the introduction of the Pupil Development Grant (PDG) £475 million has supported 530,000 children and young people to reach their best educational outcomes.</p> <p>During the term of this government we have increased the early years element of the PDG from £300 to £1,150 per child, demonstrating the priority we place on early intervention and prevention.</p> <p>We have continued support for looked after children through the PDG, providing over £5 million to the regional consortia.</p> <p>We have commissioned the Wales Interim Youth Work Board to provide initial recommendations for a sustainable Youth Work Delivery Model.</p> <p>Our additional learning needs (ALN) transformation leads have undertaken the groundwork needed to ensure the successful launch of the new ALN system in 2021.</p> <p>We are collaborating with our universities to design and develop a new professional learning offer to support the additional learning needs co-ordinator (ALNCo) role and to train new educational psychologists for Wales.</p> | <p>We will publish a Wales Charter for Youth Work and associated guidance.</p> <p>We will provide online training packages on the new ALN system on Hwb by the end of summer 2021.</p> <p>We will lay the ALN Code before the Senedd in February 2021 and will commence a phased roll-out from September 2021. The statutory roles for the ALN Code will commence in January 2021.</p> <p>We will work with local authorities to ensure best use is made of the Minority Ethnic and Gypsy, Roma and Traveller Grant to ensure education is inclusive and accessible to all learners.</p> <p>We will continue to deliver on commitments in the <i>Education otherwise than at school (EOTAS) Framework for Action</i>.</p> <p>We will progress the whole-school approach to physical and mental health and wellbeing, and increase the capacity for in-school counselling.</p> <p>We will update the Youth Engagement and Progression Framework.</p> <p>We will review the <i>Healthy eating in maintained schools</i> guidance by the end of March 2021.</p> | <p>Equity, excellence and wellbeing.</p> <p>Evaluation, improvement and accountability.</p> |

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| 2.4 Prioritise equity considerations in provision of professional learning, school improvement services and resourcing to avoid risks of inequalities increasing with curriculum realisation (continued) | <p>We commenced a consultation on proposals to allow representatives to act on behalf of young people and parents/carers of children, who lack mental capacity, when exercising their rights under the Additional Learning Needs and Education Tribunal (Wales) Act 2018.</p> <p>We consulted on a whole-school approach to mental health and wellbeing.</p> <p>We have continued to meet the commitments set out in the <i>Cymraeg 2050: A million Welsh speakers, Action plan</i>.</p> <p>The School Holiday Enrichment Programme (SHEP) has grown steadily each year now reaching almost 3,000 learners.</p> <p>We have increased the availability of free school breakfasts and free school meals.</p> <p>The SEREN Network continues to grow reaching out to our more able and talented learners.</p> <p>We have continued to invest in the 21st Century Schools and Colleges Programme.</p> | <p>We will ensure that resources that we commission are developed in English and Welsh at the same time to support Curriculum for Wales.</p> <p>We will continue to support the SHEP.</p> | <p>Equity, excellence and wellbeing.</p> <p>Evaluation, improvement and accountability.</p> |

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| 3. Focusing the co-construction process on next steps for schools | | | |
| 3.1 Clarify and ensure a shared understanding of each stakeholder's revised roles, responsibilities and concrete next steps in the curriculum realisation | <p>We have partially suspended school inspections during 2020/21 to enable Estyn to undertake engagement visits with schools.</p> <p>We have engaged with further education and higher education on curriculum reform.</p> | <p>We will publish shared expectations by October 2020 to support schools in the steps they need to take to prepare for rollout of Curriculum for Wales.</p> <p>We will consult on Curriculum for Wales guidance and codes from spring 2021.</p> <p>We will evaluate effectiveness of the Professional Standards for Teaching and Leadership in summer 2021.</p> | <p>Equity, excellence and wellbeing.</p> <p>Evaluation, improvement and accountability.</p> |
| 3.2 Sustain the co-construction process over the medium-term through system leadership and continued investment in consultation and engagement approaches that have been successful in developing shared ownership of actions and trust | <p>We have continued to work with partners across the education system, demonstrated most recently in our response to COVID-19 and the co-construction of guidance.</p> <p>We have continued to work with the Strategic Education Delivery Group and the Change Board, and continue to place consultation at the heart of our approach.</p> | <p>We will establish a national network of practitioners and stakeholders to share understanding across the profession, gather intelligence and co-construct solutions to problems by January 2021. The national network will also advise on implementation.</p> | <p>Leadership.</p> |

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| 3.3 Continue with the clear and targeted communication strategy, which can contribute to ensuring alignment, shared purpose and dissemination of knowledge and good practices across Wales | <p>We developed an integrated communications strategy with partners.</p> <p>We launched the KeepWalesLearning campaign to keep parents/carers informed and to reassure both them and teachers as schools reopened in response to the COVID-19 pandemic.</p> <p>We launched the TeachingWales recruitment campaign in 2019, which was suspended at the onset of COVID-19 and re-started in July 2020.</p> | <p>We will establish a programme to share best practice and dissemination of knowledge through the National Academy for Educational Leadership Wales.</p> <p>We will continue with the KeepWalesLearning campaign.</p> <p>As the implementation of Curriculum for Wales progresses we will work with partners to update the Education Reform Communications Strategy.</p> <p>We will continue the TeachingWales recruitment campaign.</p> <p>We will support the implementation of the ALN Transformation Programme.</p> | Professional learning. Evaluation, improvement and accountability. |
| 3.4 Support readiness for change across all schools in Wales by developing collaborative networks that leverage curriculum expertise and resources, with participation from practitioners, Pioneer Schools, curriculum and assessment experts, and relevant university experts | <p>We continued to work closely with Estyn and regional consortia to ensure a common message across the whole system.</p> <p>We issued learning guidance in July 2020.</p> | <p>We will establish a national network of practitioners and stakeholders to share understanding across the profession, gather intelligence, and co-construct support and solutions to problems by January 2021. The national network will also advise on implementation.</p> <p>Estyn will develop into a 'learning inspectorate' with a clear remit to work with schools, regional consortia and local authorities.</p> <p>The National Evaluation and Improvement Resource (NEIR) will provide a platform for effective school-to-school collaboration at local and national levels to support a self-improving education system in Wales including practical guidance and resources.</p> <p>We will launch a plan to develop the skills of governing bodies.</p> | Leadership. Evaluation, improvement and accountability. |

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| 4. Consolidating policy coherence around schools | | | |
| 4.1 Continue to develop the role of regional consortia by enhancing the school improvement service infrastructure, investing in professionals working in consortia across Wales, and guaranteeing alignment in implementation between the curriculum and other policies, including the Additional Learning Needs (ALN) Act | We have enhanced the role of regional consortia in school improvement. | We will develop school improvement guidance that clearly sets out the role of regional consortia within the new evaluation, improvement and accountability system. | Leadership. Evaluation, improvement and accountability. |
| 4.2 Set learning about the new curriculum at the core of the SLO model for the coming years | We have established and empowered the National Academy for Educational Leadership Wales who continue to provide a portfolio of services to leaders. | We will launch a new schools as learning organisations (SLO) survey by January 2021, to enable schools to repeat their self-evaluation in real time and at no cost. | Professional learning. Leadership. |
| 4.3 Continuously evaluate policy coherence across (potentially) complementary policies, especially in terms of professional standards and leadership | We have continued to capture and share effective practice across the system to support schools with effective exemplification of the National Evaluation and Improvement Resource (NEIR) in practice, via web presence and webinars. | We will develop clear links between the NEIR and other national development projects, and ensure alignment to the Professional Standards for Teaching and Leadership. We will publish an independent evaluation of the Foundation Phase nursery funding pilot in autumn 2020. | Professional learning. Leadership. |

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| 4.4 Consolidate an evaluation and assessment framework (including qualifications, accountability, system and school evaluations) and develop a systematic and robust research agenda that align to the new curriculum | <p>We have established a stakeholder group to help develop and finalise school improvement guidance.</p> <p>We are working with schools across Wales to develop digital resources that exemplify and model methods of effective self-evaluation, emphasising the quality of the process not the documentation.</p> <p>We continue to capture and share effective practice across the system to support schools with effective exemplification of the National Evaluation and Improvement Resource (NEIR) in practice, via presence on the web and in webinars.</p> <p>We have developed the role of the Education Workforce Council in the registration and regulation of the workforce.</p> <p>We provided training for elected members and supported work on scrutiny and changing practice.</p> <p>We have collaborated extensively with Estyn and strategic partners.</p> | <p>Qualifications Wales will launch a consultation into 'Qualified for the Future', developing the qualification offer for 14 to 16 year olds in winter 2020.</p> <p>The independent review into examination results in Wales 2020 will report in October and December 2020.</p> <p>We will update partners on the arrangements for 2021 examinations.</p> <p>We will commission research to inform future data and information requirements to support evaluation, improvement and accountability arrangements.</p> <p>We will consult on draft school improvement guidance with the aim of publishing a first iteration of the guidance in March 2021.</p> <p>We will develop clear links between the NEIR and other national development projects such as the professional learning journey, schools as learning organisations and the National Pedagogy Project with alignment to the Professional Standards for Teaching and Leadership.</p> | Evaluation, improvement and accountability. |