

Annwyl Gynghorydd,

## PWYLLGOR CRAFFU ADDYSG A PHLANT - DYDD MERCHER, 21AIN EBRILL, 2021

Gweler yn amgaeedig fersiwn diwygiedig o'r adroddiad canlynol sydd yn cynnwys atodiad ar diwedd y ddogfen.

Rhif ar yr Agenda	Eitem
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4.	<b><u>CWRICWLWM I GYMRU</u></b> (Tudalennau 3 - 24)
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Yn gywir,

*Wendy Walters*

Prif Weithredwr

Amg.

### Wendy Walters

Prif Weithredwr, Neuadd y Sir,  
Caerfyrddin, Sir Gaerfyrddin SA31 1JP  
Chief Executive, County Hall,  
Carmarthen, Carmarthenshire SA31 1JP



BUDDSODDWYR | INVESTORS  
MEWN POBL | IN PEOPLE

Mae croeso i chi gysylltu â mi yn y Gymraeg neu'r Saesneg  
You are welcome to contact me in Welsh or English



# Cynnydd Cwricwlwm i Gymru Curriculum for Wales progress

Adroddiad Mawrth 2021

2021



Tudalen 3

Contents

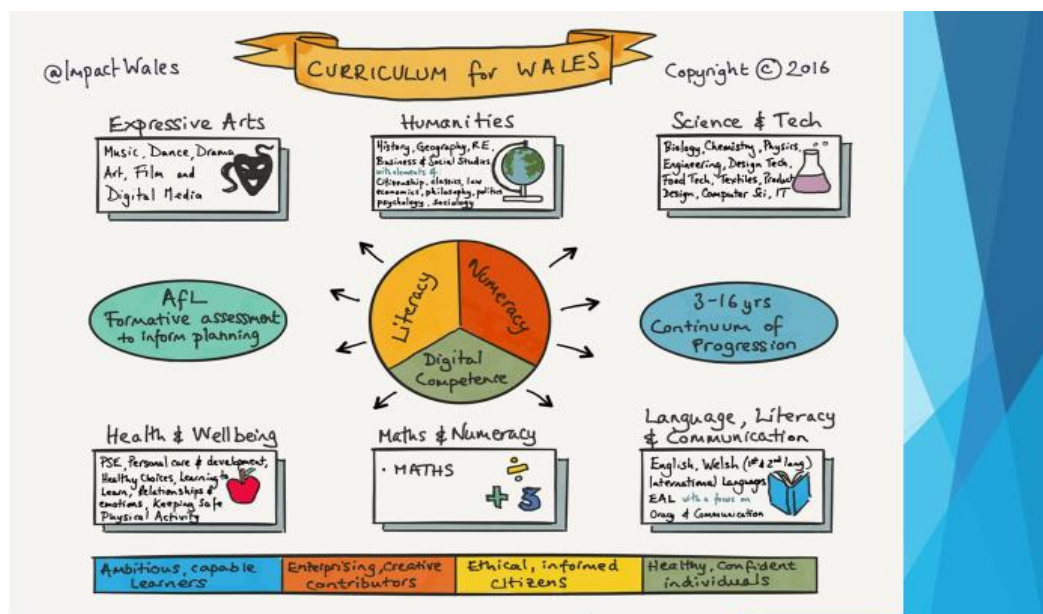
Adroddiad cyfrwng Cymraeg ----- 3

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## Papur pwyllgor craffu Mawrth 2021

Mae'r Awdurdod Lleol yn datblygu cynnig dysgu proffesiynol ar gyfer Cwricwlwm Cymru sy'n cyd-fynd â'r tîm cynhwysiant.

Y nod yw sicrhau bod addysgeg dda yn diwallu angen disgyblion unigol ar bob lefel. Hefyd, trwy gyswllt cyson a thrylwyr gan Ymgynghorwyr Cefnogi Addysg, adran cynhwysiant, ymddygiad a seicolegwyr addysg yr awdurdod mae'r awdurdod lleol yn cynnal sgysrsiau adeiladol parhaus gydag ysgolion unigol i drafod ei chynnydd gyda'r trawsnewid ar gyfer y cwricwlwm i Gymru ynghyd â'r trawsnewid Anghenion Dysgu ychwanegol.



### Cyn Mawrth 2020

Roedd llawer o ysgolion wedi dechrau treiali ac arbrofi gydag elfennau o egwyddorion y Cwricwlwm i Gymru cyn Mawrth 2020. Er enghraifft, clywir llawer yn sôn am ddarparu cyfleoedd i ddisgyblion ddysgu gyda'r 4 diben yn ffocws i'r addysgu a'r dysgu. Felly, roedd llawer o ysgolion yn dechrau ystyried sut i feithrin sgiliau disgyblion i fod **yn unigolion iach, hyderus sy'n barod i fyw bywydau cyflawn fel aelodau gwerthfawr o gymdeithas**. Roedd ymarferwyr yn ffocysu i ddatblygu ymroddiad personol, dyfalbarhad a sylw manwl i fanylion, rhinweddau sy'n cyfrannu at wneud dysgwyr yn ddysgwyr **uchelgeisiol, galluog sy'n barod i ddysgu gydol eu hoes**. Roedd elfennau o gefnogi dysgwyr i ddod yn **gyfranwyr mentrus a chreadigol sy'n barod i chwarae eu rhan yn llawn yn eu bywyd a'u gwaith yn cael ei hystyried wrth i athrawon gynllunio gwersi**. Roedd ymarferwyr hefyd yn edrych ar ffyrdd o gefnogi dysgwyr gefnogaeth i ddod yn **ddinasyddion egwyddorol, gwybodus yng Nghymru a'r byd**.

Roedd dealltwriaeth cadarn wedi ei sefydlu bod angen cynnwys sefyllfaoedd byw, awthentig a hefyd y dealltwriaeth o feithrin hunaniaeth a sicrhau cwricwlwm unigol personol i gymunedau ysgol.

Fodd bynnag, ers Mawrth 2020 gyda dyfodiad y pandemig, newidiwyd ffocws ysgolion i ddarparu qofal a chyfleoedd dysgu o bell o dan amodau a sefyllfa hynod anodd. Roedd ymdopi gyda systemau COVID (tracio olrhain ac amddiffyn) , creu a chadw at y swigod, darparu addysg o bell a darpariaeth hybiau wedi rhoi pwysau enfawr ar arweinwyr ac ymarferwyr mewn amser pryderus. Tra bu rhai ysgolion yn defnyddio'r cyfle i feithrin fwy o gyfleoedd dysgu byw go iawn a chreu sefyllfaoedd byw – dysgu allanol, mwy eang, fe fu eraill yn canolbwyntio ar dasgau mwy penodol ynysig darllen, ysgrifennu rhifedd heb cyswllt penodol rhwng y tasgau.

Wrth i'r cyfnod clo ymestyn ac wrth i'r sgysiau rhwng ysgolion gael eu hyrwyddo (trwy rannu arferion da, fe newidiodd llawer o ysgolion y ffordd o ddarparu dysgu o bell) roedd bron pob ysgol wedi nodi'r cynnydd mewn sgiliau digidol athrawon, cynorthwywyr a disgyblion. O ganlyniad, fe fydd y sgiliau hyn yn cael ei drosglwyddo yn ôl i'r dosbarth ac yn sgiliau all cael eu defnyddio ai ymestyn i'r cwricwlwm i Gymru.

Yr hyn efallai a gollwyd yn ystod y pandemig yw'r gallu i weithwyr cydweithio a chydgynllunio mor effeithiol ar gyfer y Cwricwlwm i Gymru, Bu rhai yn treiali ac yn defnyddio'r amser i ffocysu ar elfennau o bosib.

Elfen gadarnhaol, sydd wedi cefnogi gwaith ar gyfer cwricwlwm i Gymru yw'r rhaglen iechyd a hapusrwydd cynigiwyd gan yr awdurdod , wrth i ysgolion ystyried gweithgareddau lesiant ar gyfer eu dysgwyr. Roedd cyfoeth o theori ac addysgeg yn cael ei hyrwyddo o ystod o ffynonellau. Er ei fod yn berthnasol daeth yn llethol i ymarferwyr yn yr ysgol lywio gyda chymaint arall i ymgiprys ag ef. Roedd y dogfennau cynllunio hyn yn cefnogi ysgolion i ddarparu profiadau a oedd yn ymatebol ac wedi'u seilio ar wyddoniaeth niwro, hawliau'r plentyn, theori lles ac sy'n cysylltu'n benodol â Chwricwlwm Cymru, wrth fynd i'r afael ag anghenion

pob dysgwr. Y bwriad hefyd oedd y byddai hyn yn galluogi dull cynaliadwy a hyddysg pan fyddai ysgolion yn dod i gynllunio eu 'Cwricwlwm Adfer' eu hunain.

Yn ystod tymor yr haf 2020 sefydlwyd grwpiau 'COL Continuity of Learning' o fewn yr awdurdod i ymhél â'r hyn oedd angen ar ein hysgolion a'n sefydliadau a'r hyn yr oedd angen i leddfu risg yn ystod y pandemig o ran sicrhau bod y cynnig dysgu yn un bwrpasol i'r cyfnod. Roedd grwpiau COL yn edrych ar bynciau megis dysgu o bell, lesiant, dysgwyr bregus, ecwiti digidol ac yn cynnwys cynrychiolwyr ar draws yr adrannau gwasanaeth addysg a phlant. O ganlyniad i rain, darparwyd cyfleoedd i ysgolion fynychu sesiynau dysgu proffesiynol megis, edrych ar gwricwlwm adfer, a chanllawiau ar gyfer dysgu digidol a dysgu o bell. Yn sgil y COL, nodwyd yr angen i barhau gyda'r cydweithio traws adrannol a cheisio tynnu llinyn aur rhwng adrannau wrth gefnogi addysg ar draws yr awdurdod. Felly, yn hwyr yn nhymor yr Hydref mireiniwyd y COL i grwpiau ffocws strategol :Gweler rhestr o'r Meysydd ffocws newydd isod ynghyd â'r arweinwyr :

Dysgwyr Bregus - Jo Antoniazzi

Addysgu a Dysgu / Dysgu Proffesiynol / Cwricwlwm - Ann James

Cymraeg - Catrin Griffiths

Ecwiti Digidol - Damian Donnelly

Lles - Angharad Jones

ADY / Cynhwysiant / Ecwiti - Elinor Jones

Arweinyddiaeth - Richard Lashley

### **Nod a phwrpas y grwpiau Ffocws Strategol hyn yw sicrhau:**

- Mae ein plant a'n pobl ifanc yn hapus, yn ddiogel ac yn ffynnu, gan gyflawni eu potensial personol, cymdeithasol a dysgu.
- Safonau darpariaeth ar draws ein holl ysgolion, lleoliadau a gwasanaethau sy'n arwain i ofal a chynnydd pwrpasol a pherthnasol i bob dysgwr.
- Mae pob plentyn a pherson ifanc yn cael ei werthfawrogi a'i werthfawrogi'n gyfartal.
- Rydym yn ymatebol i anghenion newidiol ein plant a'n pobl ifanc a hefyd i'r gweithwyr proffesiynol sy'n darparu eu gofal, eu cefnogaeth a'u haddysg.

- Mae ein strategaethau yn cael eu cyd-adeiladu, eu cyflwyno a'u gwerthuso ar draws yr adran, gan gysylltu â'r nodau a'r weledigaeth Gorfforaethol ac Adrannol.
- Darperir ysgolion, lleoliadau a gwasanaethau o ansawdd da ac effeithiol
- cefnogaeth a datblygiad proffesiynol yn unol â'u plant a'r ifanc anghenion person.
- Rydym yn monitro ac yn gwerthuso effaith ein strategaethau gwasanaeth yn golegol, llywio meysydd ffocws y dyfodol.

*Mae'r grŵp ffocws strategol dysgu ac addysgu o fewn yr awdurdod ar hyn o bryd yn nodi anghenion 'Ysgolion' ac yn mynd i'r afael â'r angen trwy gynnig cynigion dysgu proffesiynol penodol a chyfleoedd i rannu arfer da.*

*Mae'r grŵp wedi casglu gwybodaeth o ran hyfforddiant neu gynnig dysgu proffesiynol penodol, ac yn edrych ar fireinio darpariaeth a'u gwerthuso, er mwyn sicrhau'r ddarpariaeth orau o gefnogaeth i'n hysgolion.*

*O ganlyniad i'r grŵp strategol dysgu ac addysgu, cytunwyd ar yr angen am grŵp Tasg a Gorffen i fynd i'r afael â meysydd angen allweddol e.e. Asesiad yn llywio dyluniad y cwricwlwm (gwaith trawsadrannol).*

### **Y Cymorth ar gael**

- Gweler isod rhestr o gymorth a chynigion dysgu proffesiynol sydd wedi ei darparu ar gyfer ysgolion Sir Gaerfyrddin dros y 3 tymor diwethaf (Haf 2020 – Pasg 2021) wrth iddynt fynd i'r afael â chynllunio ar gyfer Cwricwlwm i Gymru
- Cymorth dysgu proffesiynol hunan cyfeiriedig - ERW (Trawsnewid eich cwricwlwm - Egwyddorion Rhagoriaeth)
- Gweminarau penodol yn cael eu cynnal \_ e.e. George MacBride
- Cyfleoedd i wrando ar siaradwyr megis Mick Waters yn ystod wythnos Grant datblygu disgyblion.

Mae'r Athro Mick Waters yn gyn-athro, cyfarwyddwr Addysg ac ymhlith llawer o rolau eraill ar hyn o bryd mae'n gweithio'n agos gyda Llywodraeth Cymru fel ymchwilydd ac ymgynghorydd.

- Cyflwyniad Penaethiaid Cynradd wedi'i drefnu gan yr Awdurdod Lleol (ERW, ADY, Rhannu arfer)
- Mae rhai ysgolion wedi ceisio cefnogaeth annibynnol (Gareth Coombes / Cath Delve)
- Mae'r Awdurdod Lleol wedi cynnig sesiynau Cath Delve



Yn flaenorol, mae Cath Delve wedi cefnogi llawer o ysgolion Sir Gaerfyrddin yn y gorffennol - yn fwy felly mewn addysgeg cyfnod sylfaen.

- Sesiynau rhithiol eraill a gynigir mewn ymateb i'r cwricwlwm adferiad sy'n berthnasol i Gynnig Cwricwlwm Cymru – (Barry Carpenter, cwricwlwm adfer Lotte Van Der Goot - technegau ar gyfer ymgysylltu â rhieni a chael sgysiau â nhw)
- Lee Elliot Major - golwg ddyfnach ar strategaethau i wella canlyniadau)

Rhesymau dros gynnig y gefnogaeth uchod :

I annog ymglymiad

I sicrhau dealltwriaeth

I sbarduno

I ddechrau rhwydweithio

I gynnal cefnogaeth ac eto annog annibyniaeth

### **Ymglymiad**

Mae pob ysgol yn Sir Gaerfyrddin wedi cychwyn y Daith i'r cwricwlwm ar gyfer cynllunio Cymru - Mae'r ymgysylltiad a'r cynnydd yn amrywio oherwydd amgylchiadau amrywiol.

Mae 88 o ysgolion wedi ymgysylltu â chynnig ERW llynedd a 105 erbyn hyn wedi ymgysylltu gyda chyfleoedd hyfforddiant ERW eleni.

Amrywia'r ymgysylltiad o fynediad i sesiynau megis George MacBride i swyddogion ERW yn gweithio gydag ysgolion unigol ar gyfres o sesiynau yn ymwneud a chreu gweledigaeth, edrych ar y 4 diben a'r ffordd ymlaen gyda'r dylunio cwricwlwm.

Mae 42 Ysgol wedi ymrwmo i gywaith darparu ar gyfer Cwricwlwm i Gymru trwy ffocws Gwyddoniaeth a Thechnoleg wrth ddefnyddio grant ysgolion bach,

Mae llawer o ysgolion wedi bwrw ati a thrwy sgysiau cyson gyda'u hymgynghorwyr cefnogi addysg yn ystyried treiali elfennau o'r 12 egwyddor addysgeg, meithrin eu gweledigaeth a dysgu tuag at y 4 diben.

Mae'r ychydig sy'n cael hi'n anodd ddechrau ar y daith (h.y. y rhai sydd mewn categori adolygu gan Estyn, neu'n ysgol sy'n achos o bryder i'r awdurdod) yn derbyn fwy o gefnogaeth unigol ac fe ystyrir cefnogaeth fwy penodol yn nhymor yr haf a hydref 2021 (14 sgol)

### **Cwestiynau ar gyfer llywodraethwyr wrth iddynt herio a chefnogi eu hysgolion**

*Beth yw gweledigaeth ein hysgol ac ar gyfer pob disgybl?*

*Sut wnaethoch chi benderfynu ar y weledigaeth*

*Sut mae'r ysgol wedi bwriadu casglu data am bob disgybl – fel bod yr ymarferydd wedi nodi cryfder, cyflawniad, meysydd i'w gwella ac unrhyw rwystr i ddysgu gan gynnwys y wybodaeth gymunedol?*

*A oes gan yr ysgol ddealltwriaeth gyffredin o'r berthynas rhyng-gysylltiedig rhwng dysgu, addysgu ac asesu?*

*Sut mae ein cwricwlwm yn sicrhau bod yn a ddyfnder ac ehangder yn y dysgu.*

*Sut yr ydym yn cynllunio cyfleoedd ar gyfer dysgu sy'n seiliedig ar gryfderau anghenion a dyheadau unigol ein dysgwyr ?*

*Pa mor dda yr ydym yn ystyried eu hanghenion cymdeithasol ac emosiynol?*

*Beth yw anghenion dysgu proffesiynol mewn perthynas â dysgu addysgu ac asesu?*

### **Gwaith ymchwil**

Mae nifer o ysgolion o fewn yr awdurdod wedi dechrau ymgymryd â gwaith ymchwil, yn hyddysg ac yn dysgu o ragoriaeth ar lefelau lleol, cenedlaethol yn unol â chenhadaeth ein cenedl.

Gweler rhestr yr isod o'r Rhwydweithiau Dysgu Proffesiynol ERW - a'r ysgolion sy'n gweithio gyda Phrifysgolion ar hyn o bryd

**Addysgeg – Strade and Bryngwyn - Ysgolion arweiniol (Burry port and Laugharne)**

**Iaith Llythrennedd a chyfathrebu-** Coedcae - ysgol Arweiniol (Stebonheath, Richmond Park, Llannon Hendy)

**Iechyd a lles** – Old Road, Dyffryn Aman, Johnstown, Gwenllian, Bro Dinefwr

**Gwyddoniaeth a Thechnoleg**– Bancffosfelen, Llanmiloe, Glan y Mor, Rhydygors

**Dyniaethau** - Llandybie Queen Elizabeth High School. Bro Dinefwr

**Mathemateg a Rhifedd**

Halfway, Pembrey, Model

Mae 2 ysgol o fewn yr awdurodd wedi datblygu'r gwaith ymchwil ymhellach ac mae ei gwaith wedi ei rannu ar lefel cenedlaethol o dan ymbarél Taith Dysgu Broffesiynol Llywodraeth Cymru. Mae eu gwaith wedi eu cyhoeddi ar wefan y llywodraeth.

Gweler teitlau ymchwil y 2 ysgol isod:

**Dyffryn Aman** – Parodrwydd i newid – Datblygu twf o fewn uwch arweinyddiaeth ac arweinyddiaeth ganol yr ysgol

**Ysgol Tre Ioan** – Datblygiad Cwricwlwm - Wedi'i yrru gan nodau byd-eang cenhedloedd unedig

### **Disgwyliad**

Y tymor hwn gofynnir i bob ysgol ail ymgysylltu er mwyn sefydlu Gweledigaeth gadarn i'r cwricwlwm i Gymru yn eu cymunedau trwy wireddu'r 4 diben yn gadarn.

### **Y daith**

Mae gan lywodraeth Cymru arweiniad clir o ran ei disgwyliad o'r daith Cwricwlwm i Gymru:

<https://hwb.gov.wales/api/storage/9da091a5-db8b-4202-b79e-af1f336e4c25/cwricwlwm-i-gymru-y-daith-i-2022.pdf>

Amserlen	Gweithgareddau
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Gweithio yn ôl o fis Medi 2022	Addysgu am y tro cyntaf a mireinio'r cwricwlwm yn barhaus
Y flwyddyn academiaidd 2021- 22	Cynllunio a threalu Gwerthuso a pharatoi ar gyfer addysgu am y tro cyntaf
Y flwyddyn academiaidd 2020- 2021	Ymgysylltu Cynllunio a threiali

### **Rhan ddeiliaid eraill;**

Disgwylir i Ysgolion gyfathrebu gyda disgyblion, rhieni, staff a llywodraethwyr wrth lunio'r cwricwlwm i Gymru.

Disgwylir i glystyrau o ysgolion cydweithio er mwyn dysgu gyda'i gilydd a hefyd wrth symud ymlaen i gytuno ar safonau wrth asesu.

Cynigir Hyfforddiant ar gyfer llywodraethwyr ym mis Mai 2021.

Mae'r Awdurdod Lleol yn diweddarau eu gwybodaeth gydag ERW yn gyson.

Y nod yw symud ysgolion ar y continwwm o ddarparu cwricwlwm yn ei hysgolion ac i fod yn hunangynhaliol – unigryw cefnogaeth.

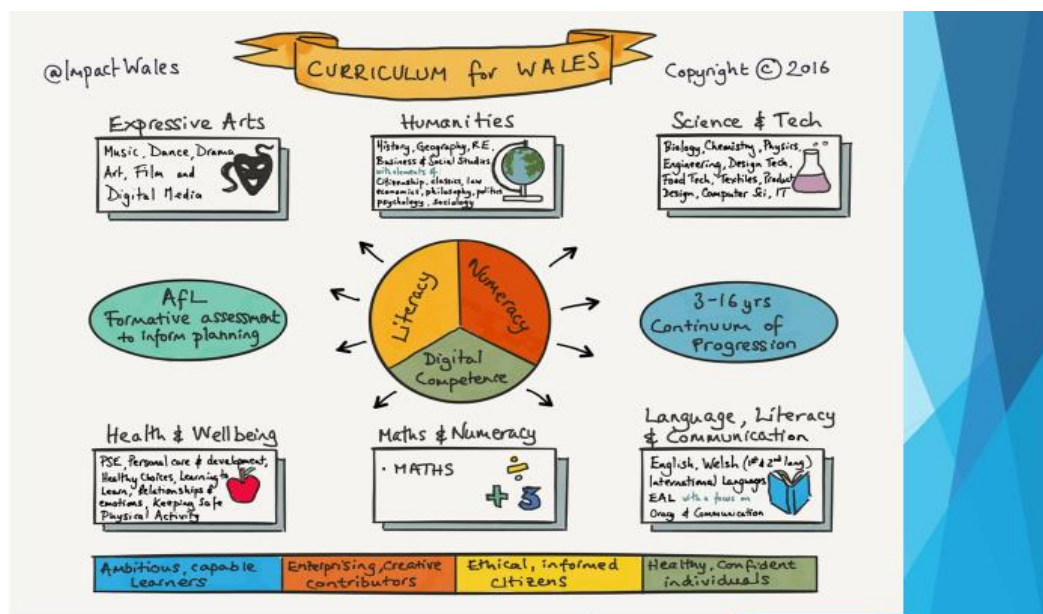
Y diwygiad mwyaf wrth ddarparu ar gyfer y cwricwlwm i Gymru yw y bydd pob ysgol yn ystyried yr addysgeg yn fwy manwl, yn canolbwyntio fwy ar y sut a pham o addysgu yn hytrach na'r beth sy'n cael ei haddysgu.

[Gweler atodiad 1 – Adroddiad ERW](#)

## Scrutiny Committee paper March 2021

The Local Authority is developing a professional learning proposal for the Curriculum for Wales that complements the inclusion team.

The aim is to ensure that a good pedagogy meets the need of individual pupils at all levels. In addition, through regular and thorough liaison with the authority's Education Support Advisers, inclusion, behaviour and educational psychologist's department, the local authority holds ongoing constructive conversations with individual schools to discuss its progress with the transition for the curriculum for Wales as well as the Additional Learning Needs transition.



### Prior to March 2020

Many schools had begun to pilot and experiment with elements of the principles of the Curriculum for Wales before March 2020. For example, many had started on the journey of providing opportunities for pupils to focus on the 4 purposes. Therefore, many schools were beginning to consider how to develop pupils' skills to be **healthy, confident individuals, ready to lead fulfilling**

**lives as valued members of society.** Practitioners focused on developing personal commitment, perseverance and close attention to detail, qualities that contribute to developing ambitious, **capable learners ready to learn throughout their lives..** Elements of supporting learners to become enterprising, **creative contributors, ready to play a full part in life and work** were considered as teachers planned lessons. Practitioners were also looking at ways to support learners to become **ethical, informed citizens of Wales and the world.**

There was a sound understanding of the need to include authentic, living situations and also the understanding of identity building and ensuring a personalized curriculum for school communities.

However, since March 2020 with the onset of the pandemic, the focus of schools changed to provide care and distance learning opportunities in extremely difficult conditions. Coping with COVID (managing track trace and protect systems, creating and keeping the bubbles, providing distance education and hub provision created enormous pressure on leaders and practitioners at a worrying time. While some schools used the opportunity to foster more real-life learning opportunities and create real life situations - more extensive outdoor and distance learning, others focused on more specific isolated tasks of reading, writing numeracy with no specific link between the tasks.

As the lock-down period extended and the conversations between schools were promoted and facilitated (by sharing good practice, many schools changed the way distance learning was provided). Almost all schools had noted the increase in teachers', teaching assistants' and pupils' digital skills. As a result, these skills will be transferred back into the classroom and can be used and extended into the curriculum for Wales.

What may have been lost during the pandemic is the ability for workers to collaborate and plan together so effectively for the Curriculum for Wales. Some have been piloting and possibly using the time to focus on elements of the curriculum.

A positive element, which has supported work for a curriculum for Wales is the health and happiness program proposed by the authority, as schools consider well-being activities for their learners. A wealth of theory and pedagogy was being promoted from a range of sources. Although relevant it became overwhelming for practitioners in the school to navigate with so much else to contend with. These planning documents supported schools in providing experiences that were responsive and based on neuroscience, children's rights, welfare theory and which explicitly link to the Curriculum for Wales, in tackling the needs of all learners. It was also intended that this would enable a sustainable and informed approach when schools came to plan their own 'Recovery Curriculum'. This could also be used as a foundation to reengage with the curriculum for Wales.

During the summer term 2020 'Continuity of Learning COL' groups were set up within the authority to discuss what our schools and institutions needed and what was needed to mitigate risk during the pandemic in terms of ensuring that the learning offer was purposeful for the period. COL groups considered issues t topics such as distance learning, well-being, vulnerable learners, digital equity and included representatives from across the education and children's services. As a result, schools have been provided with opportunities to attend professional learning sessions such as, looking at a recovery curriculum, and guidelines for digital and distance learning. The COL identified the need to continue cross-departmental collaboration and seek to draw a golden thread between departments in supporting education across the authority. Therefore, late in the late autumn the COL was refined into strategic focus groups:

See list of new Focus Areas below along with the leaders:

Vulnerable Learners - Jo Antoniazzi

Teaching and Learning / Professional Learning / Curriculum - Ann James

Welsh - Catrin Griffiths

Digital Equity - Damian Donnelly

Welfare - Angharad Jones

ALN / Inclusion / Equity - Elinor Jones

Leadership - Richard Lashley

**The aim and purpose of these Strategic Focus groups is to ensure:**

- Our children and young people are happy, safe and thriving, fulfilling their personal, social and learning potential.
- Standards of provision across all of our schools, settings and services leads to purposeful and relevant care and progress for all learners
-

- Every child and young person is valued and valued equally.
- We are responsive to the changing needs of our children and young people and also to the professionals who provide their care, support and education.
- Our strategies are co-constructed, delivered and evaluated across the department, linking to the Corporate and Departmental aims and vision.
- Schools, settings and services are provided with good quality, effective support and professional development in line with their children and young person's needs.
- We collegiately monitor and evaluate the impact of our service strategies, informing future focus areas.

The teaching and learning strategic focus group within the authority is currently identifying the needs of 'Schools' and addressing the need by offering specific professional learning proposals and opportunities to share good practice.

The group has gathered information on specific training or professional learning offerings, and is looking at refining and evaluating provision, to ensure the best provision of support for our schools.

As a result of the teaching and learning strategic group, the need for a Task and Finish group to address key areas of need was agreed e.g. Assessment informs curriculum design (cross-departmental *work*).

### **Support available**

Below is a list of professional learning support and offers that have been provided to Carmarthenshire schools over the past 3 terms (Summer 2020 - Easter 2021) as they approach Curriculum planning for Wales

- Self-directed professional learning support - ERW (Transforming your curriculum - Principles of Excellence)
- Specific webinars maintained \_ e.g., George MacBride



- Opportunities to listen to speakers such as Mick Waters during Pupil Development Grant week organised by ERW  
Professor Mick Waters is a former teacher, director of Education and amongst many other roles he currently works closely with Welsh Government as a researcher and adviser,
- Primary Headteacher Presentation organized by the Local Authority (ERW, ALN, Sharing practice)
- Some schools have sought independent support (Gareth Coombes / Cath Delve)
- The Local Authority has offered Cath Delve sessions  
Cath Delve has previously supported many Carmarthenshire schools in the past – more so in foundation phase pedagogy
- Other virtual sessions offered in response to the recovery curriculum relevant to the Wales Curriculum Proposal - (Barry Carpenter, Lotte Van Der Goot recovery curriculum - techniques for engaging and talking to parents)  
Lee Elliot Major - deeper look at strategies to improve outcomes)

**Reasons for offering the above support:**

To encourage involvement

To ensure understanding

To inspire

To start networking

To maintain support and yet encourage independence

**Engagement**

Every school in Carmarthenshire has started the Curriculum Journey for planning Wales - Engagement and progression varies due to a wide range of different circumstances.

88 schools have engaged with ERW's offer last year and 105 have now engaged with ERW's training opportunities this year.

Engagement ranges from access to sessions such as George Mac Bride to ERW officers working with individual schools on a series of sessions around vision creation, looking at the 4 purposes and the way forward with curriculum design.

42 Schools have committed to a Curriculum for Wales delivery project through a Science and Technology focus using small schools grant,

Many schools have actively pursued to renew their curriculum offer and through regular conversations with their education support advisers are looking to pilot elements of the 12 pedagogical principles, building their vision and learning towards the 4 purposes.

Those who are finding it difficult to embark on the journey (i.e. those in an Estyn review situation, or a school causing concern to the authority) receive more individual support and more specific support will be considered in the summer term and autumn of 2021 (14 schools).

### **Questions for governors as they challenge and support their schools**

*What is the vision of our school and for all pupils?*

*How did you decide on the vision?*

*How has the school planned to collect data on each pupil - so that the practitioner has identified strength, achievement, areas for improvement and any barriers to learning including using community information?*

*Does the school have a common understanding of the interconnected relationship between learning, teaching and assessment?*

*How our curriculum ensures depth and breadth of learning.*

*How do we plan learning opportunities based on the strengths of our learners' individual needs and aspirations?*

*How well do we consider their social and emotional needs?*

*What are professional learning needs in relation to teaching learning and assessment?*

### **Research**

Many schools within the authority have begun to undertake research, informed and learn from excellence at local, national levels in line with our nation's mission.

Please See the list of ERW Professional Learning Networks - and the schools currently working with Universities below:

**Pedagogy** – Strade and Bryngwyn – Lead Schools (Burry port and Laugharne)

**Language Literacy and communication- Coedcae** – Lead School (Stebonheath, Richmond Park, Llannon Hendy)

**Health and wellbeing** – Old Road, Dyffryn Aman, Johnstown, Gwenllian, Bro Dinefwr

**Science and technology** – Bancffosfelen, Llanmiloe, Glan y Môr, Rhydygors

**Humanities** - Llandybie Queen Elizabeth High School. Bro Dinefwr

**Mathematics and Numeracy**

Halfway, Pembrey, Model

2 schools within the county have developed the research further and their work has been shared at a national level under the umbrella of the Welsh Government's Professional Learning Journey. Their work has been published on the government website.

See the research titles of the 2 schools below:

**Dyffryn Aman** - Readiness to change - Develop growth within senior and middle school leadership

**Johnstown School** - Curriculum Development - Driven by the global goals of a united nations

### **Expectation**

This term all schools are being asked to re-engage in order to establish a sound Curriculum for Wales vision in their school community by developing sound consideration of the 4 purpose and the pedagogy they identify as being bespoke to their school community.

### **The journey**

The Welsh government has a clear lead on its expectation of the Curriculum for Wales journey:

<https://hwb.gov.wales/api/storage/9da091a5-db8b-4202-b79e-af1f336e4c25/cwricwlwm-i-gymru-y-daith-i-2022.pdf>

Timeline	Actions
Working back from September 2022	Teaching for the first time and continually refining the curriculum
The academic year 2021- 22	Planning and piloting Evaluating and preparing for teaching for the first time
The academic year 2020- 2021	Engagement Planning and piloting

### **Other stakeholders.**

Schools are expected to communicate with pupils, parents, staff and governors when formulating the curriculum for Wales.

Clusters of schools are expected to work together to learn together and also to move forward to agree standards in assessment.

Training for governors will be offered in May 2021.

The Local Authority keeps their information up to date with ERW.

The goal is to move schools on the continuum of providing a curriculum in its schools and to being self-sustaining - the unique support. The biggest reform in providing for the curriculum for Wales is that all schools will be looking at pedagogy in more detail, focusing more on how and why to teach rather than what is being taught.

## Atodiad 1 Appendix 1 Adroddiad o Anna Bolt ERW

The direction of travel towards curriculum reform from April 2021, notwithstanding the new regional structure, should be closely aligned to the national agenda, informed by the documents which support this. Cross-regional working will be important, however, the regional perspective should be carefully considered as ERW has continued to be pro-active and responsive to school professional learning needs since Autumn 2019. This may mean, that for a good number of schools the regional menu will support development rather than current development.

There is no planned revision to the reform timeline at present and therefore schools and settings should continue to plan their implementation strategy, prioritising accordingly in relation to the 2022 directive. It is important that schools recognise the September 2022 description is 'first teaching and ongoing refinement'. It is not an expectation that the curriculum will be finalised at this point. It should be ready to be legally adopted up to Year 7, but in reality will take years to develop and embed and there is an expectation, of course, that it will continually evolve thereafter. Welsh Government will engage with providers over the next year to monitor and review the timeline in order to assess how realistic it is.

Following, and continuing throughout the current pandemic, the Welsh Government will release a 'Learning 2021 Development' guide to support schools to plan and prioritise. The concern is that schools will be expected to focus on 'catch-up' learning, which longer term will have little or no impact and at worst will affect learning detrimentally in the short and long-term. Instead, schools should be encouraged to examine the successes of the blended learning period and the unhelpful practices, focussed on external accountability, rather than focussed on the learner. They should move forward with a Curriculum for Wales philosophy and particularly use the four purposes to aid true learning recovery, again considering carefully the pedagogy and practice, including assessment practice they may be using which reflect the outdated system, as they move to a new way of teaching and learning.

Most importantly, ignoring the importance of emotional recovery, will hinder the achievement capacity of children and young people as they return to school. Using this time to continue to focus on the 'unique circumstances' and therefore the 'unique curriculum' of each school as they design their curricula will allow schools to create learning experiences that are specifically designed to support their own learners and communities. It is crucial now, more than ever, to remember the way the brain works in relation to learning and to ensure that the foundations for learning are embedded first. There should be an emphasis on relationships, empathy, resilience, self-esteem, processing and empowerment. This is a principle of CfW regardless of Covid-19 but even more vital as a result of it:

*In our reforms, a curriculum is everything a learner experiences in pursuit of the four purposes. It is not simply what we teach, but how we teach and, crucially, why we teach it. An integral part of curriculum is how we assess learning, as it ensures that what is taught, and how it is taught, supports learners to make progress and ensures they are challenged and supported in this.*

Schools who have stayed in line with the suggested timeline for reform should be entering or continuing with Phase 2 during the summer term 2021. This means they should have a secure understanding of the conceptual model of the curriculum, have a shared vision and have explored the four purposes, the integral skills and the characteristics in depth in order to influence the decisions they make about essential learning in the next phase. Having secured a whole-school approach, schools, over the next two/three terms should be investing time in developing their high-level curriculum. This means engaging with the AoLEs in more depth, identifying essential learning, aligning learning and teaching with assessment and understanding how pedagogy and experiences have a positive impact on learning. This will mean **prioritising** reform in their school development plans and securing the time and resources to do so. It is important that schools who feel they have not secured the understanding needed to move towards Phase 2 or 3, should not move forward until they have done so and should not feel rushed to do so. However, they should find ways to move forward and this may mean they will need additional *support* to do so.

Schools should look to ensure they are considering all reform agendas as part of the same journey e.g. linking ALN reform to the inclusive curriculum. Time and space is an important aspect of reform and schools should be afforded as much time as possible to engage to professional learning, discussion and networking opportunities. These should be central to the reform strategy, above the pressures they report are barriers to them moving forward, particularly in relation to unrealistic external expectations, sometimes borne of a lack of understanding as to what 'moving forward' looks like.

In addition, messaging must be consistent across authorities and regionally and this will mean ensuring that the middle tier have secured an understanding of the curriculum themselves. This is currently one of the biggest barriers to focussing on what matters. Schools should be supported to focus on curriculum design so that they are better able to evidence the development, at a holistic, whole-school level before moving too quickly to creating schemes of work, tracking devices or gimmicks, which they believe to be the evidence, they need.

Across the region, schools tend to fall into three categories at present. A few schools have been able to stay on course in relation to the Journey to 2022 timeline. This is usually because they had been engaging well before Covid, but also because they have continued to prioritise curriculum development throughout and have related the reform to the lessons learned, research undertaken and an appetite for professional learning displayed across the school. Many schools have engaged in some way or another with the reform but may have had this development halted during the pandemic. However, the level of engagement does not always mean that they have made good progress, particularly where they have missed the essential first stage of getting the foundations right and instead have dived into content instead, or have not yet understood the concept. The third group are those who have made little or no progress. This group tends to fall into two types. The first are those who have not engaged at all, either because they have not wanted to, are not sure how or have other more important issues to deal with, such as leadership. The second are those schools who have sought little or no expertise, and have taken a direction which has been unproductive and elicited very little professional growth.

It is important to note that we are receiving an increasing number of requests for support and often these requests are linked to a realisation that the school's strategy is not aligned to the guidance, some of whom are Pioneer schools who are used to trialling things and evaluating and changing course. These schools work with us to get them back on track. This is a positive step forward and part of the process we should expect to go through. Unfortunately we often hear of schools who are going about design in all the wrong ways but have never engaged with the professional learning on offer or, worse still, have paid a consultancy for training which the consultant is not qualified to give. This is an issue for schools in a hurry to 'finish' their curriculum and who do not want to go through the process expected in the guidance.

Most requests at present focus on:

- Conceptual model
- Vision
- Pedagogical principles
- Assessment and progression
- Four purposes
- AoLEs
- Cynefin and the story of Wales

The curriculum development professional learning created and delivered by the ERW curriculum team during 2020 – 2021, remains relevant but for those schools who are moving on, we are continuing to provide support for design based around the AoLEs, assessment and progression and the wider requirements. We are currently designing and trialling the September 2021 offer (should it be wanted), a step by step approach to design, which will be available, again depending on the new structure and capacity. In creating the aims for curriculum reform between April and September 2021, we will focus on providing professional learning opportunities to support schools to:

- realise the school vision and aspiration for every child to embody the four purposes
- be designers of their own inclusive, authentic and meaningful curriculum
- develop the effective and varied use of pedagogy using evidence-based inquiry approaches to strengthen learning, teaching and assessment
- be informed of developments in qualifications and assessments
- collaborate within and between settings to develop and share their thinking

The Curriculum Development team will aim to:

- provide leaders and practitioners with opportunities to engage with experts
- provide schools and local authority school improvement officers with professional learning which supports ongoing Curriculum for Wales engagement, development and design
- continue to create resources which enable schools and settings to develop professional development which suit their unique circumstances
- provide bespoke support for schools and settings as they begin to design and trial their curriculum
- develop opportunities for collaboration

In relation specifically to CfW reform, we have engaged with 105 Carmarthenshire schools since September. The previous year it was 83. This does not include the work with the rural and federated schools where there may be additional school engagement, nor the support we have provided through NQT training, Middle Leaders programme, PL Networks, language support, Headteacher updates, LA support (including a research grant) or the work we have done to support students of Coleg Sir Gar and UWTSD.