

## January Report

<b>Title of paper:</b>	Cross-curriculum Responsibilities - January Report
<b>Purpose of paper:</b>	<p>The purpose is to:</p> <ul style="list-style-type: none"><li>• <i>Share our key messages and recommendations for AoLE development groups and others to consider.</i></li><li>• <i>Share key questions which AoLE development groups should be asking themselves.</i></li><li>• <i>Share recommendations for Welsh Government to consider</i></li><li>• <i>Outline next steps.</i></li></ul> <p>[pages 2-5]</p>
-	<p>The appendix provides an overview of the way in which the work on the cross-curriculum responsibilities developed.</p> <p>[pages 6-10]</p>

## **Cross-curriculum Responsibilities**

The cross-curriculum responsibilities (CCRs) as defined in *Successful Futures* are literacy, numeracy and digital competence

### **Cross-curriculum Responsibilities: literacy, numeracy and digital competence**

There is a range of competences and skills which are foundations for almost all learning and are essential to being able to participate successfully and confidently in the modern world. Priority has already been given to literacy and numeracy within the Welsh curriculum through the LNF, including Routes to literacy and Routes to numeracy. In addition, the recommendations in the ICT Steering Group's report to the Welsh Government<sup>24</sup> and the findings of the Review point clearly to the conclusion that digital competence is increasingly fundamental to learning and life and that it should have similar status within the curriculum to that of literacy and numeracy.

The Review therefore recommends that literacy, numeracy and digital competence should be Cross-curriculum Responsibilities for all teachers and people who work with children and young people. The curriculum structure needs to ensure that children and young people develop high levels of competence in these aspects and have frequent opportunities to develop, extend and apply them across the curriculum.

*Successful Futures*, page 39.

### **Key messages and recommendations for AoLE development groups and others to consider.**

- Consideration should be given to renaming the CCRs so that a new name acknowledges that they should be at the heart of the curriculum and not an 'add on'. The term CCR suggests that these skills are overarching but they should underpin the new curriculum.
- Each of the CCRs should be viewed as being equally important and this should be reflected in any related legislation.
- Whilst the CCRs should be integrated into each AoLE, consideration should also be given to retaining the CCRs as separate published documents. This would help demonstrate clearer line of progression in each skill. However, this would be dependent on the level of prescription in the AoLEs.
- The CCRs should be based on the LNF and DCF but those frameworks should be amended and refined as the development work on the overall architecture and the AoLEs progresses.

- Consideration should be given to establishing a group of practitioners to review the LNF and the literacy element in particular.
- The language used to describe the CCRs should be accessible to all stakeholders, unambiguous and with consistent and purposeful use of appropriate terminology.
- The CCRs should include statements on how they contribute to the four purposes. These could, potentially, be quite broad or could include specific examples.
- Each AoLE should have a common structure and should provide the framework for the development of the CCR through rich tasks and real life contents, appropriate, meaningful and relevant to pupils' experiences.

### Planning and Pedagogy

- Effective pedagogy is critical to the development of the CCRs and it is vital that teachers receive training on effective pedagogy to support the new curriculum.
- Guidance on effective pedagogy or examples of good practice, including case studies in real-life contexts, could be included as part of each AoLE. Alternatively, such guidance could be developed separately as opposed to siting with the AoLEs themselves.
- Skills, including the CCRs, need to be taught explicitly before being consolidated and revisited in various contexts through the AoLEs.
- It should be acknowledged that the approach to and responsibility for teaching skills may differ in primary, secondary and special school settings. However, all teachers should take responsibility for their application.
- All learners should be challenged in increasingly demanding situations as learners progress through the continuum.
- Where possible, pupils and parents should be involved in the planning process and should take responsibility for identifying the literacy, numeracy and digital competences they need to develop. Where possible, they should be involved in tracking pupils' progress in these skills.
- Progression in the CCRs can only be achieved through detailed planning and collaboration between all those involved in guiding pupils' learning. Only through effective planning can the development of these skills, at the right level, be achieved. This planning is critical as pupils move settings e.g. from primary to secondary school.

### Assessment

- Ensuring that the CCRs are set out in pupils and parent friendly will help learners and parents take responsibility for pupils' progression against these skills.
- Whilst ipsative and formative assessment will be the main drivers for development and progression in the CCRs, they will also need to be

addressed within the Achievement Outcomes and as an integral part of the overall assessment framework.

### **Questions which AoLE development groups should be asking themselves**

- How can we raise the profile of the importance of CCR?
- How can collective responsibility for developing the CCRs be promoted?
- What do we need to do to ensure that this happens?
- Do we need to set out year on year progression, including in the CCRs?
- How can we ensure that we are developing actual competence in the CCRs as opposed to spending time ticking boxes.
- How do we ensure CCR remain current when included in the AoLEs?
- How do we ensure CCR are embedded in the curriculum as opposed to being a bolt on?

### **Recommendations for Welsh Government to consider**

Welsh Government should develop:

- requirements for Initial Teacher Education and Training which will ensure that new practitioners take collective responsibility for developing the CCRs.
- strategies to ensure that system leaders take this responsibility seriously.
- strategies to 'win the heart and minds' of all teachers so that they take collective responsibility for developing the CCRs.
- examples of excellent planning for developing the CCRs.
- consider resource, staffing and timetabling implications of a process led curriculum.

### **Next Steps**

AoLE development groups and others are asked to reflect on the recommendations set out above.

In early 2017, decisions will need to be taken in relation to taking forward elements of this work and these decisions will need to take account of the early AoLE development work. This is an iterative process.

Critical to taking forward this work will be a decision as to whether or not the frameworks for the CCRs should exist as separate documents and how much detail should be set out within the AoLEs themselves.

Decisions will need to be taken in relation to the way in which development work literacy, numeracy and digital competence is taken forward and this may differ across the three aspects. For example, these elements could be taken forward by:

- the existing CCR group (dates have been identified for when the CCR group could reconvene in the spring of 2017).
- three separate development groups working on literacy, numeracy and digital competence.
- subgroups within the Language, Literacy and Communication, Mathematics and Numeracy and Science and Technology AoLE development groups
- a combination for the above or an alternative approach.

Discussions will also need to be held with the group leading the project with the University of Wales Trinity St David and the University of Glasgow which will be aiming to develop progression steps and achievement outcomes for each of the six Areas of Learning and Experience.

Whichever approach is taken it would seem appropriate that detailed statements on each of the CCRs, possibly under the following headings, should be developed:

- Scope and Rationale
- Contribution to the 4 purposes
- Pedagogy
- Organisation of content
- Progression and Assessment
- Relationship to the AoLEs
- Illustrative examples.

## Overview of the way in which the work on the cross-curriculum responsibilities developed

### 1. Introduction

The terms of reference agreed with the Cross Curriculum Responsibilities (CCR) Strand 1 working group in May 2016, established that the working group's remit would include:

- Identifying ways in which key elements in the three Cross-curriculum Responsibilities of literacy, numeracy and digital competence can be promoted and taken forward within the new curriculum and, in particular, within the AoLEs.
- Identifying and prioritising aspects upon which key decisions are required.
- Undertaking relevant reading and research.
- Liaising with and providing guidance to other strategic working groups on areas of common interest e.g. the manner in which the expectations for the Cross-curriculum Responsibilities are embedded in the AoLEs and reflected in the achievement outcomes.
- Testing emerging thinking with other working groups, teachers, partners, clusters and schools as appropriate.
- Providing a summary of the group's thinking and any recommendations to the other working groups and strategic design steering group and consider any feedback.
- Identifying two representatives who will report to the strategic design steering group and any other groups as appropriate.
- Agreeing on arrangements for future meetings and ongoing collaboration
- Linking with the Strand 2 AoLE working groups (when formed) to ensure they fully understand and apply agreed principles in line with original thinking.
- Reconvening as needed to consider any requests to re-consider previous conclusions if Strand 2 working groups identify conflicts with detailed development.

**By December 2016** progress against each of the above could be described as either *completed* or *on-track*. However, for a group of enthusiastic pioneers, eager to get on with the work of developing a new curriculum, it took time for the group to recognise what it could and could not achieve.

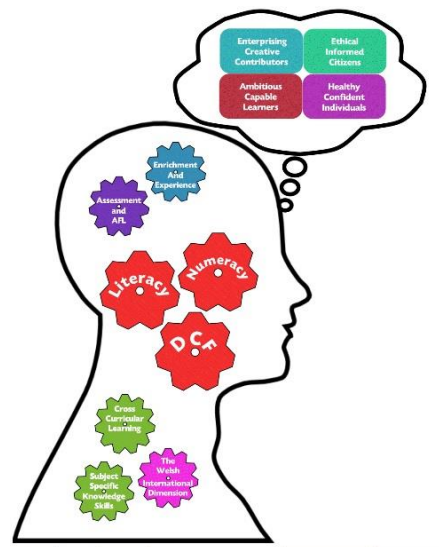
### 2. Early Discussions and Challenges

Much of the early discussions were dominated by two main questions:

- How can we decide how the CCRs will be integrated within the Areas of Learning and Experience (AoLEs) when we don't know what the AoLEs themselves will look like?

- To what extent should the existing Literacy and Numeracy Framework and the emerging Digital Competency Framework be considered to be 'set in stone' in terms of identifying what progression and expectations in relation to the CCRs should look like within the new curriculum?

The first question led one of the initial subgroups to consider various potential models for how an AoLE might look and how the CCRs could be integrated within those models. This led to some innovative development work based around the notion that the CCRs should be the starting point for a curriculum based on the four purposes. See Fig 1 below.



**Fig 1. Pioneer representation of how the CCRs should be the starting point for a curriculum based on the four purposes.**

Given that the group would not know for quite a while what an AoLE would like, it was agreed, towards the end of the summer term, that detailed work on possible AoLE models should be 'parked' and the work broadened to a consideration of how teaching and learning as set out in *Successful Futures* might be developed so as to ensure coherence and progression in the learning of the CCRs.

In relation to the second question, it is probably true to suggest that there was some early scepticism by some pioneers as to how much 'wriggle room' there might be in relation to the LNF and DCF. Research was undertaken to gather practitioners' views on the LNF and whilst the group came to a view that there may be elements of the LNF which could be reviewed, detailed consideration and refinement of existing documents would probably be best left until there is a clearer picture of what the AoLEs might look like and in particular, the level of detail which might be set out within them.

### 3. Main activities undertaken by the CCR pioneers

- Consideration of evidence provided by Estyn on strengths and weaknesses within the current system in relation to the teaching and learning literacy, numeracy and ICT. Some of this evidence was based on the interrogation of Estyn's inspection database. [Estyn leads on literacy, numeracy and ICT have all led discussions on these aspects].
- Input and challenge has been provided by other experts. [Graham Tiffany, Deidre Robson, Louise Hayward joined for a group discussion in July].
- A significant amount of desktop research on both local, national and international curriculum models and how CCR are integrated within those models.
- The development of possible curriculum models which are built around the CCRs. [See previous section].
- Sharing what the group consider to be examples of good practice in integrating the CCRs into the current curriculum including digitally rich project work with a significant Welsh dimension.[The following is a link to the development of a presentation by one of the pioneer's pupils using Minecraft, inspired by the Rhondda Heritage Park <https://youtu.be/hK3r4wMthW4>.
- Sharing examples and experiences of trialling learning and teaching models based on Successful Futures. Some of this work was formulated around the principle of putting pupils at the heart of the planning process. [On 11 October, 5 pioneers presented and discussed examples of experimental work being undertaken in their schools].
- Consideration of the challenges associated with interdisciplinary teaching in KS3 and KS4.
- Networking with each other, cluster schools, digital pioneers and pioneers from other Strand 1 working groups as well as local consortia leads on the DCF to share and test ideas. CCR pioneers arranged cluster meetings with the Assessment and Progression Group pioneers and DCF pioneers have attended CCR working groups.

### 4. Pioneer Activities at school and regional level

At a two day workshop on the 11<sup>th</sup> and 12<sup>th</sup> October, it was agreed that that the pioneers would share information about the kind of activities they were planning to do within their schools and regions up to the end of November.

The list below includes examples of the activities which the pioneers were planning to undertake and are grouped under three headings.

#### Whole school, staff and timetable re-structuring

- Restructuring teaching staff based on the AoLEs.
- Amending timetables to accommodate new teaching approaches.
- Appointing Literacy, Numeracy and Digital coordinators.
- Create a Steering group to further embed the DCF and LNF across the curriculum.



- Cross-curricular project between Music, Performing Arts, History and RE in Year 8.
- Developing whole school questioning that focuses on developing the four purposes.
- Evaluating a Humanities Challenge Week and making changes in preparation for the next one in January.

### Planning and Teaching

- Amend planning using the LNF and DCF against the four purposes.
- Trialling of interdisciplinary teaching approaches.
- Amending schemes of work to reflect the four purposes and CCRs.
- Provided time for each AoLE group within the school to design a challenge linked to one or more of the 4 core purposes and an aspect of the LNF or DCF.
- Populating the DCF with own examples.
- Introducing common template for lesson plans in KS3 and KS4 to include the 4 purposes, LNF and DCF.
- Developing home school partnerships to develop the CCRs.

### Collaboration

- Collaborating at consortia level and attending consortia workshops.
- Use existing networks to communicate pioneer progress.
- Developing cross-phase working.
- Arrange meetings with SIG group and cluster schools to discuss work so far and suggest best practice links.
- Work more collaboratively with our cluster schools and some others.
- Visits to other schools /phases the share CCR development experiences.
- Meeting arranged with Literacy and Maths teachers from the Netherlands focussing on the extent and nature of the CCR in and across the curriculum in Netherlands.
- Cluster project working around RICH task and LNF and DCF priorities.

## **5. End of term**

At the final CCR workshop of 2016 (on 30 November / 1 December) the group focussed on developing the key messages and recommendations which can be found at the beginning of this report. This work was informed by:

- the work and activities which had recently been undertaken by the pioneers.
- examples of good practice which had been collated.
- feedback from the Curriculum and Assessment Panel at a meeting on 29 November.

Work on the final messages and recommendations continued until December 16 using shared Office 365 documents. This report was finalised during the last week of 2016.