HANDBOOK REVISION – PART 4

The Forums are generally advisory not decision making, but can be influential by looking at factors such as the following:

The disparity on spending per pupil between LEAs

The extent to which the LEA delegates its funding to schools

Education's share of the Authority's capital funding

How education spending compares with the Indicator Based Assessment (what the Welsh Assembly Government thinks the Authority should be spending)

Experience suggests that School Budget Forums are making a difference in at least two ways:

i For governors and headteachers, a lifting of some of the fog that tends to envelop school funding

ii For Council members and officials (especially the Director of Finance), a better understanding of the spending needs of schools.

7. THE CURRICULUM

A revised curriculum for 3 to 19 year olds in Wales was implemented in September 2008. The new curriculum meets the needs of individual learners whilst taking account of the broader needs of Wales. The curriculum aims to:

- focus on the learner;
- ensure that appropriate skills development is woven throughout the curriculum;
- focus on continuity and progression 3-19 by building on the Foundation Phase and linking effectively with the 14-19 Learning Pathways programme;
- be flexible;
- support Government policy, including: bilingualism, Curriculum Cymreig/Wales, Europe and the World, equal opportunities, food and fitness, sustainable development and global citizenship, and the world of work and entrepreneurship;
- continue to deliver a distinctive curriculum that is appropriate for Wales.

Foundation Phase

The Foundation Phase has been developed to suit the needs of young children whilst complementing and promoting learning at Key Stage 2. The seven areas of learning are:

- Personal and Social Development, Well-Being and Cultural Diversity
- Language, Literacy and Communication Skills
- Mathematical Development
- Bilingualism
- Knowledge and Understanding of the World
- Physical Development
- Creative Development

HANDBOOK REVISION – PART 4

The Foundation Phase will be implemented over four years as follows:

- September 2008 for all 3 to 4-year-olds in the Foundation Phase
- September 2009 for all 4 to 5-year-olds in the Foundation Phase
- September 2010 for all 5 to 6-year-olds in the Foundation Phase
- September 2011 for all 6 to 7-year-olds in the Foundation Phase

From these dates, the existing national curriculum for Key Stage 1 is superseded.

Additional information can be found on:
http://wales.gov.uk/topics/educationandskills/curriculumassessment/arevisedcurriculumforwales/foundationphase

The School Curriculum

By law the curriculum must be balanced and broadly based and must promote the spiritual, moral, cultural, mental and physical development of pupils and society and prepare pupils for the opportunities, responsibilities and experiences of adult life. Every maintained school must provide the national curriculum, religious education, collective worship, sex education and personal and social education. Careers and the world of work are also part of the basic curriculum for 11 to 19-year-olds

National Curriculum

The National Curriculum is arranged in four phases, known as key stages.

Key Stage	***School Years***	***Pupil Ages***
Foundation Phase *	1 and 2	*3 - 7*
2	3, 4, 5 and 6	*7 - 11*
3	7, 8 and 9	*11 – 14*
4	10 and 11	*14 - 16*

** Please see information before on Foundation Phase*

HANDBOOK REVISION – PART 4

The school curriculum - Key Stages 2 to 4 and post-16

7 - 14		14 - 19	
Key Stage 2	**Key Stage 3**	**Key Stage 4**	**Post-16**
Statutory national curriculum requirements			
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 communication technology	Information and communication technology		
History	History		
Geography	Geography		
Art and Design	Art and Design		
Music	Music		
Physical Education	Physical Education	Physical Education	
Other statutory requirements			
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
# There is a Key Stage 2 non-statutory framework for modern foreign languages
° Primary schools in Wales 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

The revised national curriculum subjects will be implemented as follows:

September 2008 Years 3, 4, 5 and Years 7 and 8

September 2009 Year 6, 9 and Year 10: Welsh second language and physical education

September 2010 Year 10: English, Welsh and Mathematics

Year 11: Welsh second language and physical education

September 2011 Year 11: English, Welsh and Mathematics

Additional information can be found on:
http://wales.gov.uk/topics/educationandskills/curriculumassessment/arevisedcurriculumforwales/nationalcurriculum

Skills Development

Skills development underpins the Foundation Phase framework, all the subjects of the national curriculum, plus the frameworks for personal and social education, careers and the world of work and religious education, and aims to ensure a coherent approach to learning.

These skills will enable learners of any age to become successful, whether in school, the workplace, at home or elsewhere. This part of the curriculum underpins the requirements of employers and others, and will help to address current concerns about skills shortages in Wales and other parts of the United Kingdom, Europe and the wider world.

Additional information can be found on:
http://wales.gov.uk/topics/educationandskills/curriculumassessment/arevisedcurriculumforwales/skillsdevelopment

Other curriculum requirements

Personal and Social Education

Personal and social education (PSE) forms part of the basic curriculum for all registered pupils aged 7 to 16 at maintained schools. It is the responsibility of schools to plan and deliver a broad, balanced programme of PSE to meet the specific needs of learners. PSE prepares learners to be personally and socially effective by providing learning experiences in which they can develop and apply skills, explore personal attitudes and values, and acquire appropriate knowledge and understanding. Specifically the aims of PSE are to:

- develop learners' self-esteem and a sense of personal responsibility
- promote self-respect, respect for others and celebrate diversity
- equip learners to live safe, healthy lives
- prepare learners for the choices and opportunities of lifelong learning
- empower learners to participate in their schools and communities as active, responsible citizens locally, nationally and globally
- foster positive attitudes and behaviour towards the principles of sustainable development and global citizenship
- prepare learners for the challenges, choices and responsibilities of work and adult life.

Additional information can be found on:
http://wales.gov.uk/topics/educationandskills/curriculumassessment/arevisedcurriculumforwales/pse

HANDBOOK REVISION – PART 4

Careers and the World of Work

Careers and the world of work (CWW) forms part of the basic curriculum for all registered pupils aged 11 to 16 at maintained schools. It is also part of the requirements of the Learning Core of Learning Pathways 14–19.

It brings together and revises the previous frameworks for work-related education, and careers education and guidance. CWW focuses more towards ensuring that young people are ready to take their place in a rapidly changing world of work within the global economy.

CWW should help learners to:

- explore the attitudes and values required for employability and lifelong learning
- plan and manage their pathway through the range of opportunities in learning and work
- make effective career choices
- become entrepreneurial
- flourish in a variety of work settings
- become motivated, set long term goals and overcome barriers
- see the relevance of their studies to their life and work
- develop Key Skills and other skills required by employers
- prepare for the challenges, choices and responsibilities of work and adult life.

Additional information can be found on:
http://wales.gov.uk/topics/educationandskills/curriculumassessment/arevisedcurriculumforwales/careerseworldofwork

Sex education

All maintained schools must, by law, have an up-to-date written sex education policy, which is available for inspection, particularly by parents. In all maintained secondary schools, sex education is compulsory. In primary schools, it is for the individual schools, in consultation with parents and governors to determine how best to approach sex education, in accordance with pupils' needs and the character and ethos of the school.

HANDBOOK REVISION – PART 4

Religious Education

RE is a statutory subject for all school pupils, apart from those who have been withdrawn by their parents. This requirement does not apply to Further Education colleges. RE must reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religions represented in the country.

The Religious Education framework requires:

- the promotion of the spiritual, moral, cultural, mental and physical development of pupils, including those in nursery settings;
- appropriate provision for all registered pupils in every maintained school in Wales, including those in reception settings and those up to the age of 19;
- that Christianity should be studied at each key stage and that the other principal religions should be those represented in Great Britain;
- that religious education be non-denominational, but teaching about a particular catechism or formulary is not prohibited (i.e. similarities and differences in beliefs, teachings and practices of the religious traditions can be studied).

Additional information can be found on:
http://wales.gov.uk/topics/educationandskills/curriculumassessment/arevisedcurriculumforwales/religiouseducation

Collective worship

All schools (but not further education colleges) must provide a daily act of collective worship which is broadly Christian for all their registered pupils. Parents may withdraw their children from collective worship and pupils over 16 can withdraw themselves.

Flying Start

The Flying Start programme connects with the Foundation Phase, funding being made available in the most deprived areas to assist schools and other organisations to help children from these areas have a flying start into school.

Further information on this scheme can be found at:
http://wales.gov.uk/topics/educationandskills/policy_strategy_and_planning/104009-wag/flyingstart

HANDBOOK REVISION – PART 4

14-19 year olds – Learning Pathways Programme

New opportunities provided for 14-19 year olds, offering greater flexibility and choice in subjects and the way that they learn.

The framework consists of six key elements and which fall into two categories:

- learner provision
- learner support

The three elements of learner provision are:

- Individual Learning Pathway
- Wider Choice and Flexibility
- Learning Core

The three elements of learner support are:

- Learning Coach
- Personal Support
- Careers Advice and Guidance

Welsh Baccalaureate Qualification for Post-16

A qualification based on both traditional qualifications (options) such as NVQs, A Levels or GCSEs and the 'core' which consists of Key Skills, a language model, an individual investigation, community participation (PSE) and work-related education. It provides a framework and catalyst for a wider more flexible provision which is in line with Learning Pathways 14-19.

Further information about the Welsh Baccalaureate Qualification can be found on:
www.wbq.org.uk

HANDBOOK REVISION – PART 4

Governors' Responsibilities

Governors and the headteacher of maintained schools have a duty to secure the implementation of the statutory curriculum in their school and the associated assessment arrangements.

Many of the issues that relate to the scope, quality, organisation and management of the teaching of the curriculum in schools are part of the day-to-day management of the school and fall within the responsibilities of the headteacher. It is for the governing body to be accountable for the implementation of national policies for schools and for the drawing up of local policies and strategies for monitoring their effectiveness. It is for the headteacher to manage the day to day practical implementation of these policies.

Your curriculum sub-committee should help your governing body to keep pupil learning at the heart of its agenda by:

- assisting the whole governing body to carry out these responsibilities including for example:
  - making sure that the curriculum teacher assessment procedures are carried out;
  - determining policy on sex education;
  - considering the approach to religious education;
  - approving the arrangements for collective worship;
  - hearing appeals and complaints concerning the curriculum;

- taking decisions or helping the full governing body to take decisions about other aspects of the curriculum, including the school's policy on Special Educational Needs (SEN);

- monitoring or helping the full governing body to monitor those decisions;

- ensuring that the full governing body has the information which will enable it to monitor standards of pupil achievement.

8. SCHOOL INSPECTION

The governing body has a very important role in making sure that the school provides a good quality education for its pupils. It shares this responsibility with the headteacher, staff and the LEA. The SDP/SIP and the school's self evaluation report can help the governing body make judgements about the progress which the school is making. The Government is also concerned about the standards and quality of education, not only about the quality of individual schools, but also about the standard of the whole education service. Because of this, it is important that when judgements are made about the quality of different schools, the same benchmarks are used. To meet these requirements, a systematic programme is in operation so that schools are inspected at regular intervals.

All schools are inspected at least once every six years under Section 28 of the School Inspections Act 1996, as amended by the Education Act 2005 and related regulations. The agency responsible for the inspection system in Wales is called Her Majesty's Inspectorate for Education and Training in Wales, known as Estyn. Estyn discharges its responsibility for school inspection mainly through independent inspectors whom they engage under contract to conduct inspections in accordance with the "Common Inspection Framework for Education and Training in Wales".

The inspection is carried out by Contractors on behalf of Estyn. Contractors appoint a

Registered Inspector (RgI) for each inspection who has been registered and trained by Estyn. The Registered Inspector and is assisted by, a number of team inspectors. Registered Inspectors and their team members must have satisfactorily completed a training and evaluation course organised and approved by Estyn. Each inspection team must include at least one 'lay' inspector who has not been involved in providing or managing school education, other than in a voluntary capacity. Registered inspectors and team members must not have any connection with the school because this may cast reasonable doubt on their ability to inspect and report impartially. In addition to the above, a 'peer assessor' (this is someone who works as a full-time teacher in a school) will form part of the inspection team. The school that is being inspected can also opt to have a 'nominee' (a member of the school's senior staff) who will provide an important link between the school and the inspection team.

The school inspection will cover all aspects of a school's provision, apart from denominational education and the conduct of collective worship in voluntary schools. These schools are inspected under section 50 of the Act.

PURPOSE OF INSPECTION:

The current inspection arrangements were introduced in order to:

- provide a means of identifying strengths and weaknesses to help improve standards and quality;
- provide an independent evaluation;
- identify and promote good practice and strive for excellence;
- to keep the Welsh Assembly Government and public informed.

The inspection will focus on:

- the quality of education provided by schools;
- how far education meets the needs of the range of pupils at schools;