

## **Briefing paper for WASACRE**

Our role is to consider the quality and standards of education and training in Wales. We also offer advice and guidance to the Welsh Government on quality and standards of education and training, mainly through [thematic reports](#) and our [annual report](#).

Within our current inspection framework, there are several areas which refer to aspects of RVE. For example, inspectors should consider:

### **Inspection Area 2:**

How well all pupils develop as ethical, informed citizens, for example through their awareness of fairness, equality, sustainability and children's rights

### **Inspection Area 3**

When evaluating the provider's curriculum and the quality of learning experiences, inspectors should consider how well:

- the broad and balanced curriculum builds systematically and coherently on pupils' existing knowledge, understanding, skills and experiences to secure progression as they move through the school
- the curriculum provides pupils with a suitable breadth and depth of learning experiences across all disciplines and areas of learning and experience, to develop their interests and wider skills and support critical thinking and innovation

### **Inspection Area 4**

Inspectors should consider whether the school's culture promotes pupils' spiritual, moral, social and cultural development appropriately. In all schools that do not provide denominational education, inspectors should consider whether there are appropriate acts of collective worship. There are other arrangements in place to inspect this aspect in denominational schools.

Inspectors should consider how well the school or PRU:

- helps pupils to understand issues relating to equality, diversity and inclusion and develops shared values such as respect, empathy, courage and compassion
- helps pupils to understand the needs and rights of others, both locally and as members of a diverse world, and promotes human rights
- challenges stereotypes in pupils' attitudes, choices and expectations
- promotes principles that help pupils to distinguish between right and wrong
- provides effective opportunities for pupils to develop secure values and to explore their spiritual and ethical beliefs

- develops pupils' ability to reflect on fundamental questions and on their own beliefs or values

## **Inspection Area 5**

- Inspectors should evaluate the extent to which leaders and managers have established and communicated a clear vision. They should consider whether there are appropriate aims, strategic objectives, plans and policies that focus on improving the quality of teaching and learning to meet all pupils' needs.
- Inspectors should consider how well leaders address national and local priorities, such as keeping pupils safe, reducing the impact of poverty on educational attainment, preparing for the implementation of the Curriculum for Wales
- Inspectors should evaluate the extent to which leaders have created a positive culture and ethos to promote and support the professional learning of all staff. They should consider whether professional learning to improve teaching and develop the Curriculum for Wales has had a positive impact in developing classroom provision that meets learners' needs.

## **The curriculum**

During our inspections this year, inspectors will adopt a pragmatic approach to the inspection of the curriculum.

We recognise:

- that schools will continue to develop and evolve their curriculum over time as they improve their approaches.
- That schools are at different points within their journey towards rollout.
- In primary, we will think about how schools have taken steps to develop and start to evaluate their curriculum and how they have engaged with stakeholders to share and further develop their approaches.
- we will need to take into account the optional date of 2023 to implement the Curriculum for Wales when inspecting secondary schools.
- some schools are taking steps towards developing their vision for curriculum and teaching to support their design and delivery of Curriculum for Wales.

We will consider:

- Whether teaching is effective in securing high quality curriculum and learning experiences for pupils
- How well they curriculum provides a range of engaging learning experiences across all disciplines and areas
- Whether pupils being provided with sufficient opportunities to develop their knowledge, skills and understanding across the range of disciplines / subject areas
- How well the school's curriculum meets the needs of their learners

- If teachers are taking the opportunities to explore approaches to curriculum and teaching

We do not favour any preferred approaches to curriculum design or delivery. We will consider the effectiveness of a school's curriculum in securing high quality learning experiences and progress for their pupils. We recognise that there may be some misconceptions or myths about our expectations around the curriculum.

- A common misconception or myth is that we require schools to adopt a multi-disciplinary or thematic approach to their rollout of Curriculum for Wales. Whilst some schools may adopt this approach, it is not a requirement of the curriculum or our inspection framework. Where schools do take this approach, it will be important that inspectors consider how well teachers are securing pupils knowledge, skills and experiences of the specific disciplines as well as making the links between learning that takes place.
- We have heard from a number of schools, that they think we will require them to develop a vision for individual AoLEs and the wider skills. I think it is important to note that that is not our expectation. Whilst we have no preferred approach, we have seen things work well where a school as a single, whole school vision for curriculum and teaching that is well understood at all levels. This enables different subject areas to develop their teaching and learning in line with the school vision and to suit the learning in their area.