



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

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ASSESSMENT COMPONENT:

A1 Curriculum Development Project

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Word Count - 4057

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(Lecturer to indicate Yes or No against each element)

RESEARCH	For this assessment, you can use Generative AI to support you in research, including searching for bibliography, using tools to summarise, compare and interrogate materials.	Yes ☒ No ☐
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AI Acknowledgement

I confirm that I have not used any AI tools in the research and creation of this assignment.

I confirm that I have not presented any AI generated materials as my own work.

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An Introduction to Curriculum and Assessment in Welsh Education

Overview and Context of the Curriculum

This curriculum has been designed as an introductory module for Level 4 pre-service trainee teachers joining an initial teacher education (ITE) programme within a university setting in Wales. Learners at this stage are typically at the beginning of their teacher education journey and may come from a variety of educational backgrounds, this could include progression directly from further education as well as widening participation routes. The expectation at this stage in their training would be that the learners will have a limited knowledge of curriculum frameworks in Wales and the associated assessment practices. However, this assumption may overlook variability in prior educational experience, especially when considering widening participation cohorts, which may require greater differentiation within the curriculum design. Therefore, this module is intended to be the first unit of learning within the programme, commencing in the early weeks of the academic year, and will play a key role on establishing foundational knowledge that will underpin future effective practice.

The module that has been designed focuses on developing an awareness of the Curriculum for Wales (CfW) and assessment arrangements within Welsh education, recognising the importance of these elements in shaping both teaching practice and learner outcomes. The curriculum will be developed over a four-week period, comprising three weeks of teaching and learning followed by an assessment week, at the end of which students will submit their assignments. Delivery is structured through a blended approach, with weekly taught sessions providing core information and workshop-based sessions supporting the application of knowledge through discussion and guided activities. Independent study is embedded throughout the week to encourage engagement with reading, reflection and preparation of the assessment. While this approach promotes learner autonomy and self-management, its effectiveness is largely dependent on learner engagement which may vary significantly.

Assessment for this module consists of two components, firstly a 2,000 word written assignment worth 80% of the assessment weighting requiring learners to explore and explain the Curriculum for Wales and assessment approaches within Welsh education, and the second part consisting of a 30-minute microteach activity, worth the remaining 20% requiring learners

to design and deliver a short session demonstrating the use of formative assessment techniques. Together these elements are intended to support both the development of foundational knowledge and application of learning within a practical teaching environment.

Rationale for the Curriculum

Donaldson (2015) identifies the introduction of the Curriculum for Wales as a significant shift in educational policy and practice, moving away from a traditional subject-based model towards a purpose-led framework centred on the development of holistic learners. Donaldson (2015) further highlights that this reform was driven, in part, by concerns raised regarding Wales's performance in international assessments such as PISA, which highlighted the need for systematic change and improvement in educational standards. The Welsh Government (2024) outlines that the reformed curriculum places greater emphasis on progression, cross-curricular learning and the integration of assessment within the teaching and learning process, this shift in approach to assessment positions it as an integral component of teaching rather than a separate method of measuring attainment. Donaldson (2015) therefore suggests that the role of the teacher is fundamentally redefined, with practitioners under the new framework expected to act as active curriculum designers who shape learning experiences in response to both national expectations and local contexts. However, the broad and purpose-led nature of the Welsh curriculum framework may introduce ambiguity into practice, as flexibility can result in inconsistent interpretation across different schools.

This shift is closely linked to the increased emphasis placed on pedagogy within the Curriculum for Wales, where teachers are required to make informed decisions about how learning is structured and delivered within the classroom. Guidance from the Welsh Government (2023b) highlights that effective pedagogy not only involves the selection of teaching strategies but also builds upon an understanding of how learners progress and the ability to reflect on the impact of teaching on learner outcomes. This positions teachers as active decision-makers who must continuously adapt their practice. However, this expectation assumes that trainee teachers have developed a secure understanding of pedagogical principles and how they relate to curriculum and assessment, which may not always be the case, particularly at the early stages of initial teacher education.

Taylor and Power (2020) describe the educational reforms in Wales as a radical departure from previous curriculum approaches, requiring a significant amount of investment in professional learning and support. They argue that translating broad curricular principles into effective classroom practice requires much more than merely procedural changes; instead a deep and secure understanding of curriculum, pedagogy, and assessment is required. Evans (2025) highlights that while the new curriculum does shift towards increased teacher autonomy, it should also be understood as a double-edged sword, offering opportunities for innovation whilst at the same time contributing to potential uncertainty and inconsistency in practice. However, it could also be noted that this interpretation may also overemphasise the risk of autonomy without fully considering how structured implementation within initial teacher education may mitigate some of these challenges. Hughes et al. (2025) further identify variation in interpretations and implementation across educational settings, suggesting that disparities in resources and understanding may lead to uneven learner experiences. This suggests a disconnect between policy design and classroom enactment, indicating that curriculum development must address implementation as well as theoretical intentions.

Titley et al. (2020) state that classroom practice has historically been shaped by an assessment-driven system in which examination outcomes are prioritised, often encouraging teaching to the test and narrowing the curriculum. Although this research pre-dates the formal implementation of the Curriculum for Wales, it does provide an important insight into the assessment culture in which many existing teachers have been trained and continue to operate. This suggests that, despite the shift towards more formative and progression-focused approaches, existing practices and beliefs have the potential to persist, creating a tension between more established assessment norms and the expectation of the curricular reforms. As a result, teachers may experience uncertainty regarding how these competing demands can be effectively aligned in practice, which may have an impact on new teachers entering the profession. This creates a tension between entrenched assessment practices and reform-driven approaches, potentially limiting the impact of curriculum change longer term.

The Organisation for Economic Co-operation and Development (2020) highlighted a lack of deep understanding among practitioners in relation to curriculum realisation, coupled with challenges in designing coherent school-level curricula. Evans (2025) reinforces this view by suggesting that the demands of curriculum reform in Wales may exceed current levels of

teacher confidence and expertise. Hughes et al. (2025) similarly highlight a gap between policy intentions and classroom implementation, indicating that teachers may not yet be fully equipped to meet the intentions of the Curriculum for Wales.

Priestley and Biesta (2013) conceptualise curriculum as a dynamic and enacted process which is shaped through teacher professional judgement and expertise. They argue that teacher agency is not an individual attribute but instead is achieved via the interaction of personal, structural and cultural factors. This suggests that the ability to effectively design and implement curriculum is dependent on both knowledge and context further raising concerns about how well-prepared trainee teachers may be, they may lack the experience and confidence required to exercise teacher agency effectively.

Currently in undergraduate initial teacher education, a spiral curriculum is widely used based on the theory of Jerome Bruner. Bates (2023) explains that the spiral approach proposed by Bruner involves concepts being revisited with increasing complexity over time. Whilst this is an approach widely used in ITE, it may have the potential to result in trainee teachers engaging in practice before developing a secure conceptual understanding of the principles that underpin curriculum and assessment practices. This is particularly significant for those with limited prior exposure to pedagogical theory, reinforcing the need for trainee teachers to understand curriculum and assessment as interconnected processes rather than as separate aspects of their teaching practice. However, this approach may risk superficial understanding if foundational concepts are not securely embedded early.

Additionally, Black and Wiliam (2018) argue that formative assessment cannot be understood in isolation but instead must be embedded within a wider theory of pedagogy, further highlighting the importance of integrating curriculum, instruction and assessment. They suggest that separating formative and summative assessment creates artificial distinctions that can hinder effective classroom practice; instead advocating for a more integrated understanding of classroom assessment. Wiliam (2011) further identifies assessment as the central process in effective instruction, arguing that it is only through assessment that teachers can determine whether learning has occurred as intended and adapt their teaching accordingly if this is not the case. Wiliam (2011) emphasises that learning cannot be predicted with certainty, meaning that teachers must continuously use assessment to inform teaching decisions. Together these perspectives highlight the need for a coherent relationship between

curriculum, pedagogy and assessment, positioning assessment as fundamental to effective teaching rather than as a separate activity. However, this integrated approach to teaching and assessment may be difficult to perform operationally in practice, particularly for trainee teachers.

Collectively, the research highlights a clear gap within current initial teacher education. Trainee teachers are expected to engage in complex processes of curriculum design, pedagogical decision-making and assessment integration, yet may not possess the conceptual understanding or practical experience required to do so effectively. Without targeted support, there is a risk that they rely on superficial interpretations of educational policy or revert to familiar practices from their own experiences of assessment-driven schooling that may not align with the intentions of the Curriculum for Wales. This suggests that the issues are not solely linked to a lack of conceptual understanding, but potentially a structural misalignment within initial teacher education.

Black and Wiliam (2018) emphasise that effective classroom practice requires teachers to develop an integrated understanding of assessment and pedagogy, while Wiliam (2011) highlights that the impact of assessment depends on how it is used to inform teaching and support learning. This module has therefore been designed to provide an early and structured introduction to the principles underpinning curriculum design and assessment within the context of the Curriculum for Wales and positions the module as a targeted intervention to address a clearly identified gap rather than merely a general introduction.

Black and Wiliam (1998) demonstrate that formative assessment supports learner progression through feedback, reflection and responsiveness to learner needs, while Wiliam (2011) further emphasises that such approaches must be embedded within everyday teaching to be effective. This is therefore reflected in the assessment strategy for this module which includes both a written assignment and a microteaching component. The written assignment will enable the learners to explore and articulate their understanding of curriculum and assessment within the Welsh context, while the microteaching activity provides an opportunity to apply this knowledge in practice. Through this integrated approach, trainee teachers will be supported in developing both conceptual understanding and practical competence.

Curriculum Aims

The aim of this module is to provide a foundational knowledge for new trainee teachers of the Curriculum for Wales and assessment arrangements within Welsh education. The module seeks to develop learners' awareness of how curriculum and assessment operates in practice within the classroom setting, with an emphasis on assessment for learning (AfL) in supporting learner progression. The module also aims to support students in applying this knowledge within an authentic teaching context, preparing them for further study and professional practice within initial teacher education (ITE).

Learning Outcomes

By the end of this module, learners will be able to

- Describe the key features and purpose of the Curriculum for Wales.
- Explain assessment arrangements within Welsh education, including the role of formative assessment in the classroom.
- Identify how curriculum and assessment are linked within teaching and learning.
- Apply curriculum and assessment principles when planning a learning activity.
- Demonstrate the use of formative assessment strategies within a microteaching session.

Professional Standards and Benchmarking

The design of this curriculum has been informed by the professional expectations that are placed upon teachers in Wales, particularly in relation to the increasing emphasis on teacher agency and curriculum design under the Curriculum for Wales. As discussed, and identified by Donaldson (2015), teachers in Wales are no longer positioned as deliverers of content but are now seen under the new framework as active participants in the design and development of curriculum. This shift is reflected within the QTS professional standards, which outline the expectations for teachers through from initial teacher education, through to career entry and NQT induction and beyond as they progress in their career.

The Welsh Government (2023a) states that the professional standards are intended to support teachers in developing as reflective practitioners, providing them with a framework which they can evaluate and improve their practice over time. The Welsh Government (2023a) also

outlines that the QTS standards are structured around key elements of effective teaching, which include pedagogy, professional learning, collaboration and innovation all of which will align with the aims of the module and are essential to the role of the classroom teacher. For trainee teachers, this requires not only an awareness of these elements, but the ability to also apply them within practical teaching contexts, especially in relation to curriculum planning and assessment.

However, the Welsh Government (2023a) also acknowledges that engagement with the professional standards is currently variable at different stages of a teacher's development, they found that while trainee teachers and newly qualified teachers often demonstrate a stronger working knowledge of the QTS standards, this engagement has a pattern of decline as teachers progress into practice. This suggests that exposure alone is not sufficient to ensure meaningful engagement with the professional standards.

Additionally, the implementation of wider education reforms, such as the new curriculum, has meant that teachers are required to work within multiple overlapping expectations. This could result in professional standards receiving less explicit attention within practice, despite their intended role in supporting teacher development. For trainee teachers, this does create the potential risk that the standards are only viewed as a requirement of training rather than as a tool to inform their ongoing professional learning and classroom practice.

Therefore, the inclusion of the module at an early stage within initial teacher education is intended to address these issues by introducing trainee teachers to the professional standards and embedding them in a structured and meaningful way. The microteaching element of the assessment, for example, provides an opportunity for learners to begin to apply key elements of the standards, particularly in relation to pedagogical decisions, and formative assessment within a supportive environment. This will support the development of practical teaching skills while also encouraging learners to reflect on their practice in line with professional expectations. This alignment is reflected in the module through the lesson planning workshop, formative assessment workshop and the microteach assessment, all of which require learners to begin applying professional expectations to curriculum and assessment decisions. By embedding these expectations within both the theoretical and practical elements of the module, learners will be encouraged to engage with the standards as part of their developing

professional identity, which will provide a solid foundation for continued learning throughout their training and into the profession.

Curriculum Timetable

The module timetable has been sequenced to ensure that learners can transition from initial awareness of the Curriculum for Wales towards practical application of the concepts studied around curriculum and assessment. Week one will establish core curriculum knowledge, week two will develop assessment literacy and understanding of the principles of progression. Week three will bring these elements together. The final week of the module is given to the learners as independent study time to prepare their assessments for delivery on the Friday of the final week

Week One

Monday	No teaching and learning
Tuesday (9.30 – 3.30)	AM: Module and Assignment Introduction PM: An introduction to the Curriculum for Wales (CfW)
Wednesday	Independent Study Time
Thursday	Independent Study Time
Friday (9.30-12.30)	AM: Lesson Planning Workshop

Week Two

Monday	Independent Study Time
Tuesday (9.30 – 3.30)	AM: Assessment arrangements in Wales

	PM: Principles of Progression
Wednesday	Independent Study Time
Thursday	Independent Study Time
Friday (9.30-12.30)	AM: Formative Assessment Workshop

Week Three

Monday	Independent Study Time
Tuesday (9.30 – 3.30)	AM: Linking curriculum and assessment PM: Microteaching Design Workshop
Wednesday	Independent Study Time
Thursday	Independent Study Time
Friday (9.30-12.30)	AM: Mock microteach rehearsal

Week Four - Assessment Week

Monday	Independent Study Time
Tuesday (9.30 – 3.30)	Student Tutorials (Online)
Wednesday	Independent Study Time
Thursday	Independent Study Time

Friday (9.30 – 3.30)	AM - Student Assessment Delivery – Microteach Group 1 PM - Student Assessment Delivery – Microteach Group 2
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Assessment Strategies

The assessment strategy for this module has been designed to support learners in developing both subject knowledge and the ability to apply their learning within an authentic teaching context. Assessment will be used formatively throughout the module to support learning and address misconceptions as they arise, before learners complete a summative assessment at the end of the unit. Race (2020) highlights that assessment is one of the most significant influences on student learning, shaping both how and what learners engage with. This suggests that assessment should not be viewed solely as a method of measuring attainment, but as a central part of the learning process itself.

Formative assessment will be embedded throughout the delivery of the module through group discussion, targeted questioning, short planning tasks and peer feedback. These activities will allow both the lecturer and learners to monitor progress and identify areas for development through immediate feedback. Formative assessment will also be made explicit to learners so that they can observe how assessment can be integrated into teaching practice in line with the curriculum aims outlined by the Welsh Government (n.d.). This is important for trainee teachers, as Knight and Sullivan (2022) highlight that initial teacher education should provide structured and coherent learning experiences that support the development of confidence and professional understanding.

The summative assessment for this module consists of two elements, a 2,000-word written assignment and a 30-minute microteaching activity. The written assignment will require learners to explore and explain the Curriculum for Wales and assessment approaches within the Welsh education system. This will allow learners to demonstrate their knowledge and understanding of key concepts, while also showing that they can explain how curriculum and assessment operate in practice.

The microteach element will provide learners with an opportunity to apply their knowledge of curriculum and assessment in a practical context. Learners will plan and deliver a short teaching session using an Area of Learning and Experience (AoLE) of their choice, incorporating formative assessment strategies such as questioning, feedback and checks for understanding. This reflects the expectation within the Curriculum for Wales that teachers make informed pedagogical decisions and adapt their teaching in response to learner needs. The inclusion of the microteach is appropriate for Level 4 learners, as it provides a structured and supportive environment in which they can begin to develop practical teaching skills.

The microteach also provides an element of authentic assessment, as learners are required to apply their theoretical knowledge within a practice-based task. However, authentic learning should extend beyond simply replicating real-world tasks. McArthur (2023) suggests that authentic assessment should also consider the wider purpose and value of learning rather than just focusing on performance. This highlights the importance of ensuring that assessment within the proposed module supports not only practical teaching skills but also learners' reflection on their roles as teachers. This view is supported by Day, Webster and Killen (2022), who suggest that the development of reflection skills is an essential element of initial teacher education.

Peer and tutor feedback will also form an important part of the teaching and learning process during this module, particularly during the mock microteach rehearsal. This will give learners the opportunity to test ideas, receive feedback and make improvements before their final assessment. Lamb and Aldous (2016) suggest that structured peer review within initial teacher education can support trainee teachers in developing reflective practice, agency and confidence.

Both summative assessment components are intended to complement each other. The written assignment focuses on learners' knowledge and understanding, while the microteach supports the application of this knowledge in practice. This proposed approach to assessment throughout the module reflects the views of Black and Wiliam (2018), who suggest that assessment should be understood as part of a wider pedagogical process rather than as a separate or bolt-on activity. By combining the written and practical assessment approaches, along with the formative assessment techniques to be used during content delivery, the

module encourages learners to recognise the relationship between curriculum, pedagogy and assessment in an integrated way.

Recommended reading for learners

The essential reading list has been selected to provide learners with context of Welsh Government policies, a background to curriculum reform in Wales and assessment theory. The further reading resources will extend understanding of implementation, formative assessment and classroom practice.

Essential Reading

Welsh Government (2024) Introduction to Curriculum for Wales guidance.

Available at: <https://hwb.gov.wales/curriculum-for-wales/introduction-to-curriculum-for-wales-guidance/>

Donaldson, G. (2015) Successful Futures Independent Review of Curriculum and Assessment Arrangements in Wales.

Available at: <https://www.gov.wales/sites/default/files/publications/2018-03/successful-futures.pdf>

Welsh Government (2024) Curriculum for Wales: Assessment Guidance.

Available at: <https://hwb.gov.wales/curriculum-for-wales/assessment-arrangements/supporting-learner-progression-assessment-guidance>.

Black, P. and Wiliam, D. (1998) Inside the black box: raising standards through classroom assessment. London: GL Assessment.

Further Reading

Organisation for Economic Co-operation and Development (2020) *Achieving the New Curriculum for Wales*. Available at: https://www.oecd.org/en/publications/achieving-the-new-curriculum-for-wales_4b483953-en.html.

Estyn (2025) Teaching the Curriculum for Wales. Available at: https://estyn.gov.wales/improvement-resources/teaching-the-curriculum-for-wales/
Clarke, S. (2008) Active learning through formative assessment. London: Hodder Murray.
Boyle, B. and Charles, M. (2014) Formative assessment for teaching & learning. London: SAGE.

Wider transferable skills

Alongside developing learners' knowledge of the Curriculum for Wales and assessment practice, this module will also aim to support a range of wider transferable skills that will prove to be vital for both current academic study and future teaching practice. These transferable skills are embedded throughout the module and will be developed through both the delivery of the teaching sessions and the assessment tasks.

These skills are developed through the structure of the module, particularly through the written assignment, formative workshop activities, independent study, peer discussion and the microteach assessment.

A key transferable skill that will be developed within the module is communication. Learners are required to express their understanding of curriculum and assessment through the written assignment, which supports the development of clear and structured academic writing. In addition to this, the microteach session provides an opportunity for learners to develop their verbal communication skills with a teaching focus. This will include explaining ideas clearly, giving instructions and responding to learners, all of which are essential skills for effective classroom practice as they enter the profession.

The development of reflective practice will also be supported throughout the module; this is a key aspect of becoming an effective teacher. Grigg et al. (2024) highlight that reflective practice is central to teacher development within Wales, particularly in supporting student teachers to think about and adapt their teaching in response to classroom experiences. This is important as within the Curriculum for Wales, teachers are expected to engage in ongoing professional enquiry and reflection as part of their practice. Throughout the module, learners

will be encouraged to reflect on their teaching and assessment decisions through formative feedback opportunities, particularly during the planned workshops. These opportunities will allow learners to identify strengths and areas for further development, which will begin to embed reflective habits early in their training. At this stage, reflections may be more focused on immediate classroom impact but will provide an important foundation for more critical and sustained reflection in the later stages of initial teacher education.

Planning and organisational skills are also developed through the design and delivery of the microteach. Learners are required to structure a short teaching activity, consider appropriate learning objectives, make links to progression steps and appropriate What Matters Statements for the skills being taught, as well as considering suitable formative assessment strategies to enhance learning within a limited timeframe. These skills are directly transferable to lesson planning and classroom management in professional practice.

Additionally, the module will support the development of confidence and professional presence. This will be important for learners who may have limited prior experience of the school environment. The opportunity to deliver a microteaching session within a supportive environment allows learners to begin to build confidence in delivering lessons in front of others, which is an important step in preparing for classroom teaching.

The module also begins to develop understanding of assessment literacy, helping learners recognise how assessment can be used to support learning rather than simply measure it. Through both theoretical input and practical application, learners develop an awareness of how formative assessment strategies, such as questioning and feedback, can be used to inform teaching and support learner progression as well as developing wider skills that are essential not only for effective teaching but also wider employability.

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Black, P. and Wiliam, D. (1998) Inside the black box: raising standards through classroom assessment. London: GL Assessment.

Black, P. and Wiliam, D. (2018) "*Classroom assessment and pedagogy*," Assessment in education: principles, policy & practice, 25(6), pp. 551–575. Available at: <https://doi.org/10.1080/0969594X.2018.1441807>.

Day, S.P., Webster, C. and Killen, A. (2022) "Exploring initial teacher education student teachers' beliefs about reflective practice using a modified reflective practice questionnaire," Reflective practice, 23(4), pp. 437–451. Available at: <https://doi.org/10.1080/14623943.2022.2048260>.

Donaldson, G. (2015) Successful Futures Independent Review of Curriculum and Assessment Arrangements in Wales. Available at: <https://www.gov.wales/sites/default/files/publications/2018-03/successful-futures.pdf> (Accessed: 20th April 2026)

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Race, P. (2020) *The lecturer's toolkit: a practical guide to assessment, learning and teaching*. Fifth edition. Abingdon, Oxon; Routledge.

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Appendices

Lesson Plan Template



Lesson Plan

Topic: An introduction to the Curriculum for Wales (CfW)		Class: Level 4	
Date: week 1 Tuesday PM	Length of lesson: 3 hours		Number of students: 20
Resources required: Powerpoint Presentation			
Aim of Lesson: To introduce learners to the key features, structure and purpose of the Curriculum for Wales, and develop an initial working knowledge of how the framework shapes teaching and learning in Welsh education			
Learning Outcomes By the end of the session learners should be able to: • Describe the key drivers and rationale behind the introduction of the Curriculum for Wales • Identify the four purposes and explain their significance within the curriculum framework • Name and describe the six Areas of Learning and Experience (AoLE) and begin to consider how these operate in classroom practice.			
Previous student knowledge required for the session: This is the first taught session in the module, therefore there is no expectation that learners will have a working knowledge of the Curriculum for Wales, however it must be acknowledged that the cohort could be diverse and potentially have learners who have worked within school settings prior to joining the programme and may have a more developed knowledge of the curriculum			

Anticipated difficulties (if applicable):

Varying levels of prior knowledge: Learners arriving from practice or widening participation routes may have more advanced levels of working knowledge of the Curriculum for Wales, this session is designed as a basic introduction with tasks designed to allow learners to get to know the framework. To combat this, baseline questioning will take place and more experienced learners will be placed in groups with learners less familiar with the curriculum to provide additional scaffolding.

IT Issues: As the PowerPoint presentation will be delivered on the digital whiteboard, lecturer to ensure they are in the room in advance of the lecture to set up the IT equipment allowing time to get support from the IT department ahead of student arrival if there are any technical difficulties.

Professional Standards (where are these being met within the session)

Plan and deliver effective learning, teaching and assessment: I will demonstrate this with the design and development of this lesson.

Critically reflect on own values, knowledge and skills to improve learning: Will complete an informal reflection of my own practice, which will enable me to identify areas for development which I will feed forward into future lessons

Demonstrate commitment to learners, their learning, safety and well-being: I will demonstrate this standard by measuring pre-entry behaviors.

Understand the importance of the Welsh culture and language as a bilingual nation: I will use incidental Welsh during my lesson.

Lesson Detail:

Stage	Focus	Strategy	Time
Introduction	Welcome and overview of the session	<i>Bore Da / Croeso</i> – greet learners in Welsh. Introduce lesson aims and learning outcomes. PP. Slide 2	5 minutes
	Assess pre-entry behaviors	Group discussion PP. Slide 3 What do you already know about the Curriculum for Wales? Have you encountered it in prior employment or own research?	10 minutes
Development	Why Curriculum for Wales	Lecture – PP. Slides 4-7 Brief presentation of the Curriculum for Wales, drawing on Donaldson successful futures report. Key points covered • Performance of Wales in international assessments (PISA) and how this <u>become</u> a driver for educational reform • The shift from a prescribed subject-based model to a purpose led framework • The role of the teacher in the new Curriculum Framework (Teachers as designers in the curriculum)	30 minutes
	New Curriculum for Wales vs Previous arrangements	Debate Activity PP.Slide 8 Lecturer to split group into 2 groups, one group will be asked to research the Curriculum for Wales, with the other group asked to look at previous curriculum arrangements in Wales. Lecturer to gives groups 30 minutes to complete their research as a group	45 minutes

		before then asking the groups to “sell” their curriculum approach to lecturer who will take on role of a Welsh Government Education minister COFFEE BREAK	30 minutes
	Structure of the Curriculum for Wales: The Four Purposes and six AoLE'S	Lecture – PP, Slides 9-11 Introduction to the structure of the Curriculum for Wales What are the four purposes? The six Areas of Learning and Experience (AoLE) and how they have replaced traditional subjects What matters statements and progression steps Research Activity PP, Slide 12 Learners to be provided link to Curriculum for Wales Hwb website and given 10 minutes to have a read around what matters statements and progression step descriptors of learning Group Discussion PP, Slide 13 What are your first impressions of the Curriculum for Wales and how the	25 minutes
			20 minutes
			10 minutes
Plenary/conclusion	Post it notes	Learners to be given post it notes, on which they can anonymously answer the following What have I learnt today? What do I feel I need to revisit?	5 minutes

Assessment Strategies: when and how are they included within the lesson?

Formative assessment will be embedded within the lecture throughout its delivery, the opening group discussion during the lesson introduction will serve as a baseline assessment, this will allow the lecturer to gauge prior knowledge in the room and adjust teaching if required to add increasing complexity if required.

Throughout the session there will be targeted questioning and the lecturer will circulate during group activities to engage with learners and discuss progress with them as they are working, this will allow the lecturer to address any misconceptions during the development stage, if a misconception is common across the cohort it may be beneficial to revisit these points before moving on.

The post it notes used during the plenary provides a final formative assessment opportunity, enabling the lecturer to identify any remaining misconception which will be used to inform planning in future lessons ensuring that the opportunity to revisit these areas is given

Informal reflection (to be completed after the session)

An Introduction to the Curriculum for Wales

Level 4 ITE

Week 1 · Tuesday PM

Aims & Learning Outcomes

Aim: To introduce learners to the key features, structure and purpose of the Curriculum for Wales, and develop an initial working knowledge of how the framework shapes teaching and learning in Welsh education.

By the end of this lecture you will be able to:

1. Describe the key drivers and rationale behind the introduction of the Curriculum for Wales
2. Identify the Four Purposes and explain their significance within the curriculum framework
3. Name and describe the six Areas of Learning and Experience (AoLEs) and begin to consider how these operate in classroom practice

An Introduction to the Curriculum for Wales

Group Discussion

- What do you already know about the Curriculum for Wales?
- Have you encountered it in prior employment or your own research?
- Have you seen it in action in a school or educational setting?

There are no right or wrong answers



Why a New Curriculum for Wales?

Professor Graham Donaldson was commissioned to conduct an independent review of the curriculum — the result was Successful Futures.

- **Wales's performance in PISA**
- **An overcrowded, prescriptive curriculum**
- **A rapidly changing world**
- **The need for a new kind of teacher**

Donaldson (2015)



Wales and PISA — The Case for Change

- 2009** Wales scores lowest of all four UK nations in reading, maths and science for the first time.
- 2012** Results remain low. Donaldson review commissioned. Pressure grows for fundamental reform.
- 2015** Successful Futures published. Donaldson argues the current model is 'not fit for purpose'.
- 2022** Curriculum for Wales becomes mandatory in all primary schools initially and will be gradually rolled out across secondary education — the most significant change to Welsh education in decades.



From a Subject-led to a Purpose-led Framework

BEFORE — National Curriculum

- Organised around discrete subjects
- Prescriptive programmes of study
- Assessment driven by external tests
- Teacher as deliverer of content

NOW — Curriculum for Wales

- Organised around six cross-curricular AoLEs
- Flexible — teachers design the curriculum
- Assessment integrated into teaching & learning
- Teacher as curriculum designer

Donaldson (2015) ·



The Teacher as Curriculum Designer

“The intention is to release the creativity and energy of teachers to provide rich learning for children and young people”

Donaldson (2015)

- **You own the curriculum**
- **Framework, not prescription**
- **Collaboration is key**
- **Agency with accountability**
- No single national scheme of work to follow
- What Matters statements — you design from them
- Schools work together to design their curriculum
- High autonomy — professional judgement is central



Debate Activity

You are going to make the case for your curriculum to the Welsh Government Education Minister.

TEAM A — Curriculum for Wales

Research the Curriculum for Wales. Explore the Four Purposes, AoLEs and the role of the teacher. Build the strongest possible case for why this approach is right for Welsh education.

TEAM B — Previous Curriculum Arrangements

Research the previous National Curriculum for Wales. Consider its strengths — structure, clarity, subject expertise. Build the case for why it worked, or should not have been replaced.

 **30 minutes to research as a group, then present your case to the Minister**



The Four Purposes of the Curriculum for Wales

Everything in the Curriculum for Wales is designed to support all learners to become...

- **Ambitious, capable learners** — ready to learn throughout their lives
- **Enterprising, creative contributors** — ready to play a full part in life and work
- **Ethical, informed citizens** — of Wales and the world
- **Healthy, confident individuals** — leading fulfilling lives as valued members of society

Welsh Government (2024)



The Six Areas of Learning and Experience (AoLEs)

AoLEs replace traditional subjects — they are cross-curricular and purpose-led

- | | |
|----------------------------------|--|
| • Expressive Arts | • Languages, Literacy & Communication |
| • Health & Well-being | • Mathematics & Numeracy |
| • Humanities | • Science & Technology |

Each AoLE contains What Matters statements and Progression Steps

Welsh Government (2024)



What Matters Statements & Progression Steps

- **Areas of Learning & Experience** The six AoLEs: the overarching curriculum framework
- **What Matters Statements** Core concepts within each AoLE that must be understood by all learners
- **Progression Steps** Broad descriptors of expected progress at ages 5, 8, 11, 14 and 16
- **Learner Outcomes** Specific skills, knowledge and experiences to be developed

Key point: As a teacher in Wales, you will not follow a set scheme of work — you use this framework to design learning experiences for your learners.

Welsh Government (2024)



Research Activity

Exploring the Curriculum for Wales on Hwb (hwb.gov.wales)

1. Using the link provided, navigate to the Curriculum for Wales pages on Hwb.
2. Select one AoLE that interests you. Find the What Matters statements for that AoLE and read through them.
3. Look at the Progression Step descriptors — what is expected of learners at each stage?
4. Note down: one thing that surprises you, and one question you have about what you have found.

 **10 minutes** • Be ready to share your findings with the group



Plenary — Group Discussion & Reflection

*What are your first impressions of the Curriculum for Wales?
How does it compare to what you expected?*

On your post-it note, anonymously answer the following:

- What have I learnt today?
- What do I feel I need to revisit or find out more about?



References

Donaldson, G (2015) Successful Futures Independent Review of Curriculum and Assessment Arrangements in Wales. Available at: <https://www.gov.wales/sites/default/files/publications/2018-03/successful-futures.pdf> (Accessed: 20th April 2026)

Welsh Government (2024) Introduction to Curriculum for Wales guidance. Available at: <https://hwb.gov.wales/curriculum-for-wales/introduction-to-curriculum-for-wales-guidance/>. (Accessed: 3rd May 2026)



Lesson Plan Template



PRIFYSGOL CYMRU
Y Drindod Dewi Sant
UNIVERSITY OF WALES
Trinity Saint David

Lesson Plan

Topic: Assessment Arrangements in the Curriculum for Wales		Class: Level 4
Date: Week 2 Tuesday AM	Length of lesson: 3 hours	Number of students: 20
Resources required: <u>Powerpoint</u> Presentation		
Aim of Lesson: To develop <u>learners</u> knowledge of assessment arrangements within Welsh education, with a particular focus on the role of formative assessment in supporting learner progression within the Curriculum for Wales framework.		
Learning Outcomes By the end of the session learners should be able to: • Explain the key principles underpinning assessment arrangements within the Curriculum for Wales • Define formative and summative assessment and describe the role of each within the classroom • Identify a range of formative assessment strategies and explain how they can be used to support learner progression		
Previous student knowledge required for the session: Learners will have completed week one of the module and have a more established knowledge of the Curriculum for Wales framework, including the four purposes and Areas of Learning and Experience (<u> AoLE'S</u>) Following the previous session, learners were asked to complete some pre-reading in preparation for the session, this reading was the Welsh Government assessment guidance. This session will build upon this foundation directly, moving from a basic awareness toward a deeper knowledge on assessment principles and practice.		

Anticipated difficulties (if applicable):

Engagement with pre-reading – Although pre-reading has been set as a task for the timetabled independent study time for learners, this is something that may not have been completed. Therefore, at the beginning of the session, a recap will be completed to ensure the basic information is delivered.

Preconceptions around assessment – It is possible that learners may have developed strong feelings towards assessment based on their own educational experiences, which are likely to be based around summative test-based schooling. During the session, these views will be explored through discussion.

IT Issues: As the PowerPoint presentation will be delivered on the digital whiteboard, lecturer to ensure they are in the room in advance of the lecture to set up the IT equipment allowing time to get support from the IT department ahead of student arrival if there are any technical difficulties.

Professional Standards (where are these being met within the session)

Plan and deliver effective learning, teaching and assessment: I will demonstrate this with the design and development of this lesson.

Critically reflect on own values, knowledge and skills to improve learning: Will complete an informal reflection of my own practice, which will enable me to identify areas for development which I will feed forward into future lessons.

Demonstrate commitment to learners, their learning, safety and well-being: I will demonstrate this standard by measuring pre-entry behaviors.

Understand the importance of the Welsh culture and language as a bilingual nation: I will use incidental Welsh during my lesson.

Lesson Detail:



Stage	Focus	Strategy	Time
Introduction	Welcome and overview of the session	<i>Bore Da / Croeso</i> – greet learners in Welsh. Introduce lesson aims and learning outcomes. PP. Slide 2	5 minutes
	Assess pre-entry behaviors and activate prior knowledge	Group discussion PP. Slide 3 Brief recap of week one - What have learners taken away from the introduction to the Curriculum for Wales? - What stood out to you from the Welsh Government Assessment guidance, or what questions did it raise for you? Lecturer to take opportunity to fill any gaps in basic information before moving on	15 minutes
Development	Assessment principles within the Curriculum for Wales	Lecture – PP. Slides 4-7 Overview of the key principles underpinning assessment in the Curriculum for Wales covering key points - Assessment is an integral part of the teaching and learning process, not a bolt-on activity - The purpose of assessment is to support learner progression, rather than to measure attainment alone - The shift away from summative assessment towards teacher-led on-going formative assessment.	30 minutes

	Formative and summative assessment: Definitions and principles	Group Discussion Activity PP.Slide 8 How does this style of assessment differ from your experiences of school? Were there any similarities? Discuss in pairs for 5 minutes before feeding back your thoughts to the group.	15 Minutes
		COFFEE BREAK	30 minutes
		Lecture – PP. Slides 9-11 Introduction to formative and summative assessment using Black and Wiliam (1998). Key points covered include - Formative assessment is on-going, in the moment assessment that is used to shape teaching and support learning - Summative assessment is used to measure attained at a set point in the learning process - Black and Wiliam argue that formative assessment when used effectively has a significant impact on learner outcomes.	25 minutes
		Debate Activity PP.Slide 12 Lecturer to split group into 2 groups, one group will be asked to research the Curriculum for Wales, with the other group asked to look at previous curriculum arrangements in Wales. Lecturer to gives groups 15 minutes to complete their research as a group before conducting debate over which is the most appropriate form of assessment.	30 minutes

Plenary/conclusion	Post it notes	Research Activity PP.Slide 13 Lecturer to ask learners to work in pairs or small groups to research different formative assessment strategies. There will be no need to feedback findings during the session and research can be completed during independent study time too, this will provide a platform for the formative assessment workshop next session	15 minutes
		What have I learnt today? What do I feel I need to revisit?	5 minutes

Assessment Strategies: when and how are they included within the lesson?

Formative assessment will be embedded within the lecture throughout its delivery and will be made explicit to learners so that they can start to make links between theory and practice.

The opening recap and review of the pre-reading will serve as a way of assessing baseline knowledge, which will allow the lecturer to measure retention of content from the previous as well as ensuring that learners have completed the pre-reading task and bridging any gaps in basic information if required

There will be a range of targeted questions throughout the session to check engagement and assess how well the content is being delivered, in addition to this lecturer to have discussions with learners during activities to draw out any misconceptions as they arise.

The post it notes used during the plenary provides a final formative assessment opportunity, enabling the lecturer to identify any remaining misconception which will be used to inform planning in future lessons ensuring that the opportunity to revisit these areas is given

Informal reflection (to be completed after the session)

Assessment Arrangements in the Curriculum for Wales

Level 4 ITE

Week 2 · Tuesday AM



Aims & Learning Outcomes

Aim: To develop learners' knowledge of assessment arrangements within Welsh education, with a particular focus on the role of formative assessment in supporting learner progression within the Curriculum for Wales framework.

By the end of this lecture you will be able to:

1. Explain the key principles underpinning assessment arrangements within the Curriculum for Wales
2. Define formative and summative assessment and describe the role of each within the classroom
3. Identify a range of formative assessment strategies and explain how they can be used to support learner progression

Group Discussion — Recap

- What have you taken away from the introduction to the Curriculum for Wales?
- What stood out to you from the Welsh Government Assessment guidance, or what questions did it raise for you?

Assessment is Integral — Not a Bolt-on Activity

Under the Curriculum for Wales, assessment is not something that happens at the end of a unit or term.

It is woven into every lesson, every interaction, every task.

- **Assessment happens continuously**
- **It informs teaching in the moment**
- **It is the responsibility of the teacher**
- Not reserved for formal tests
- Not just recorded — acted upon
- Not externally prescribed or imposed

The Purpose of Assessment

Supporting Progression — not just measuring attainment

Traditional View

- Assessment measures what a learner knows
- Used to rank and grade learners
- Happens at the end of a period of learning
- Primarily serves the institution

Welsh Government (2024)

CfW Approach

- Assessment reveals where learners are and what they need next
- Used to identify, support and challenge learners
- Happens throughout the learning journey
- Primarily serves the learner

A Shift in Assessment Culture

The Curriculum for Wales signals a deliberate move away from a culture of testing toward a culture of ongoing, purposeful assessment.

- Teachers use professional judgement to make assessment decisions
- Learner progress is described through Progression Steps — not grades
- Assessment evidence is gathered over time, not at a single point
- Learners are encouraged to understand and reflect on their own progress

Welsh Government (2024) · Donaldson (2015)

Group Discussion Activity

How does this style of assessment differ from your own experiences of school?

Were there any similarities?

Discuss in pairs for 5 minutes before feeding back your thoughts to the group.

Think about:

- How were you assessed during your own schooling?
- How did assessment make you feel as a learner?
- What do you think worked well — and what didn't?

Formative and Summative Assessment

Both have a role in the classroom — but they serve very different purposes

Formative Assessment

- Ongoing — built into every lesson
- Used to adapt teaching in the moment
- Feedback is immediate and specific
- No grade — the goal is improvement

Summative Assessment

- At a defined point in time
- Used to record and report attainment
- Typically results in a grade or judgement
- Informs future planning

Black & Wiliam (1998) · Welsh Government (2024)

Black and Wiliam (1998) — Inside the Black Box

Black and Wiliam's landmark research demonstrated that improving formative assessment produces significant and consistent gains in learner achievement — particularly for lower-attaining learners.

- Formative assessment is one of the most powerful tools available to teachers
- For feedback to be effective, learners must be able to act upon it
- Effective questioning reveals thinking — not just recall
- The goal is to close the gap between where a learner is and where they need to be

Black & Wiliam (1998) Wiliam (2011)

Debate Activity

Which is the most appropriate form of assessment for Welsh schools?

GROUP A

Research the Curriculum for Wales approach to assessment.
Build the case for why ongoing, formative, teacher-led assessment is the right model for Welsh schools.

GROUP B

Research previous curriculum arrangements in Wales.
Build the case for why more structured, summative assessment models have value — and what they did well.



15 minutes to research as a group, then debate



Research Activity

Formative Assessment Strategies

Working in pairs or small groups, research a range of formative assessment strategies that could be used in the classroom.

1. What strategies can you find? Make a note of each one.
2. How might each strategy be used in a classroom setting?
3. Which strategies do you think would work well in a Welsh school context — and why?



Plenary — Reflection

On your post-it note, anonymously answer the following:

- **What have I learnt today?**
- **What do I feel I need to revisit or find out more about?**

Independent Study: Continue your formative assessment strategy research · Preparation for the Formative Assessment Workshop



References

Black, P., Wiliam, D. (1998). Inside the black box : raising standards through classroom assessment. GL Assessment.

Donaldson, G (2015) Successful Futures Independent Review of Curriculum and Assessment Arrangements in Wales. Available at: <https://www.gov.wales/sites/default/files/publications/2018-03/successful-futures.pdf> (Accessed: 20th April 2026)

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Wiliam, D. (2011) "What is assessment for learning?" *Studies in educational evaluation*, 37(1), pp. 3–14. Available at: <https://doi.org/10.1016/j.stueduc.2011.03.001>.