

Report to: Performance Scrutiny Committee

Date of Meeting: 16th April 2015

Lead Member / Officer: Lead Member for Education/Head of Education

Report Author: Head of Education

Title: **Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales (the Prof Donaldson Report)**

1. What is the report about?

The Independent Review of curriculum and assessment Arrangements in Wales by Professor Graham Donaldson.

2. What is the reason for making this report?

To consider the report's implications for education and education related services in Denbighshire.

3. What are the Recommendations?

That the Committee:

3.1. considers the information provided regarding the recommendations of the report by Professor Donaldson

3.2. determines whether further monitoring of the progress of the Donaldson review and implementation of recommendations is required

and

3.3. considers whether representations to the Welsh Government in response to the report is required to influence the future education agenda for Wales

4. Report details.

4.1 In March 2014, The Minister for Education commissioned Professor Graham Donaldson to conduct a review of Curriculum and Assessment arrangements in Wales from foundation Phase to Key Stage 4. (Please refer to Appendix 1 – Successful Futures, Independent Review of Curriculum and Assessment Arrangements in Wales).

4.2 Professor Donaldson's report identifies the shortcomings of current curriculum arrangements and makes a series of recommendations to address these and improve how children are taught and assessed. The proposals are 'radical and wide-ranging'. They are also 'interrelated and should be seen as an integrated set and not separately'. The main areas of focus are:

- Curriculum.
- Assessment/Reporting.
- Welsh Language.
- Leadership and Professional Learning.
- Accountability.
- Legislation.

The recommendations are listed in Appendix 2.

4.3 If the recommendations of the report are fully implemented the curriculum offer to children and young people, methods of assessment, reporting and recording would be significantly different. The most significant difference is that the curriculum offer would be organised into six "areas of learning and experience": expressive arts; health and wellbeing; humanities; languages, literacy and communication; maths and numeracy; and science and technology. In addition, the introduction of three "cross-curriculum responsibilities" – literacy, numeracy and digital competence – would be expected of all teachers. This would be inclusive of all settings.

4.4 The implementation of outcomes of this review would take place over a longer period of time. There would be implications for teacher training and for maintaining the learning offer during a period of transition.

5. How does the decision contribute to the Corporate Priorities?

This report contributes to the Corporate Priority of improving performance in education and the quality of our school buildings.

6. What will it cost and how will it affect other services?

N/A

7. What are the main conclusions of the Equality Impact Assessment (EqIA) undertaken on the decision? The completed EqIA template should be attached as an appendix to the report.

The requirement to undertake an Equality Impact Assessment would be reassessed at the point when the recommendations from this review were at the stage of implementation.

8. What consultations have been carried out with Scrutiny and others?

N/A

9. Chief Finance Officer Statement

N/A

10. What risks are there and is there anything we can do to reduce them?

N/A

11. Power to make the Decision

Articles 6.3.2(b) and (c) of the Council's Constitution

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