

AoLE Design Model

A statement detailing how the AoLE supports the four purposes

This provides a justification of how the AoLE contributes to the four purposes of the curriculum and why it is important. The statement also provides a 'way in' to the AoLE and the related What Matters statements

What Matters statements and their accompanying rationales

Together, these statements outline the essential aspects of learning in the AoLE i.e. 'what matters', drawing on key disciplinary and instrumental knowledge and skills and making links with the four purposes

Cross – Curriculum Elements
The Cross-Curriculum Responsibilities; wider skills; Welsh dimension and international perspective; enrichment and experiences and elements of Careers and the World of Work are to be referenced where appropriate.

Knowledge, Skills & Experiences identified as key to achieving each What Matters

To support the development of school level curriculum in relation to the relevant What Matters statement, there will be two sections to this element:

- An indication of 'content' that is essential to be covered at some point on the continuum to reach the What Matters statement
- An outline of progression that articulates the general nature of change across the continuum of learning to achieve the What Matters statement

In articulating these elements, for each What Matters we draw on the following:

- Key knowledge, skills & experiences that reflect relevant disciplines and domains within the scope of the AoLE (this includes disciplinary and instrumental knowledge)
- Sequencing where appropriate
- Cross-Curriculum Responsibilities & Wider Skills
- Welsh dimension and international perspective where appropriate

Links to other What Matters within the AoLE as well as other AoLEs will also be made where appropriate

Progression Steps/Achievement Outcomes

- Progression Steps will be described at five points in the learning continuum, relating broadly to expectations at ages 5, 8, 11, 14 and 16.
- Progression Steps will take the form of a range of Achievement Outcomes.
- By signalling an emphasis on achievement in a broad sense, these outcomes broaden the scope of what we value in children and young people's learning.
- Achievement Outcomes will be described from the learner's point of view, using terms like 'I have...' for experiences and 'I can...' for outcomes.
- Achievement Outcomes will include:
 - Knowledge, Skills & Experiences
 - CCR and wider skills
 - Welsh dimension & international perspective where appropriate
- The Achievement Outcomes will contribute to achieving the What Matters and four purposes.

To be used as reference points for individuals, not universal expectations of all children at fixed points.

Progression Framework

The detailed work currently being undertaken for each What Matters. This will be the basis for developing the Achievement Outcomes over the coming months. It will also form the basis for the outline progression described in the key knowledge, skills and experiences element above.

Guiding Principles to help turn **What Matters** into practice.
These will inform curriculum planning at school level and support practitioners in the delivery of the AoLE. In the context of the AoLE, the principles may relate to:
signature pedagogies;
assessment;
exemplification.
Further guidance on how Cross-Curriculum Elements could be addressed and references to where learners' Welsh language skills might be developed could also be included here.