



Llywodraeth Cymru
Welsh Government

Draft Curriculum for Wales 2022

guidance: feedback

Introduction

We welcome your feedback on the draft Curriculum for Wales 2022 guidance.

The feedback period is open from 30 April and closes on 19 July 2019. We will review the feedback we have received and respond to the themes of the feedback following this time.

We will use this information to help us further refine draft Curriculum for Wales 2022 guidance ahead of making it available in January 2020.

There are both general and more detailed questions which you can feedback upon.

If you work in or support the delivery of education, you may wish to respond to more detailed questions around the new curriculum and assessment arrangements, and professional learning. These questions start broad and become more specific the further you progress.

We recommend you read the following before you respond:

- [A guide to Curriculum for Wales 2022](#)
- [The area\(s\) of learning and experience you want to feedback upon](#)
- [Assessment proposals to inform the development of statutory guidance](#)

If you complete this survey online you can save your feedback and return to complete it at any time. You will need to provide a name and email address for this purpose only. All published feedback will be kept anonymous. Keeping your personal information safe is important to us. Our website [privacy policy](#) explains how we use your information.

If you need assistance with this survey please e-mail
CurriculumForWales2022@gov.wales

Audience

The following questions help us to understand your relationship to the draft Curriculum for Wales 2022 guidance.

Do you work in or support the delivery of education?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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If yes, what is your organisation? (if no continue below)

Welsh-medium school (Primary)	<input type="checkbox"/>	Higher education institution	<input type="checkbox"/>
Welsh-medium school (Secondary)	<input type="checkbox"/>	Diocesan authorities	<input type="checkbox"/>
Welsh-medium school (Special)	<input type="checkbox"/>	Regional consortia	<input type="checkbox"/>
English-medium school (Primary)	<input type="checkbox"/>	Local authority	<input type="checkbox"/>
English-medium school (Secondary)	<input type="checkbox"/>	Private training provider	<input type="checkbox"/>
English-medium school (Special)	<input type="checkbox"/>	Third sector	<input type="checkbox"/>
Bilingual school (Primary)	<input type="checkbox"/>	Government	<input type="checkbox"/>
Bilingual school (Secondary)	<input type="checkbox"/>	Adult community learning	<input type="checkbox"/>
Welsh-medium middle school	<input type="checkbox"/>	Awarding organisation	<input type="checkbox"/>
English-medium middle school	<input type="checkbox"/>	Teaching union	<input type="checkbox"/>
Pupil referral unit (PRU)	<input type="checkbox"/>	Regulatory body (includes Inspectorate)	<input type="checkbox"/>
Special school	<input type="checkbox"/>	Governing body	<input type="checkbox"/>
Funded non-maintained setting	<input type="checkbox"/>	Other (please specify):	<input type="checkbox"/>
Further education college	<input type="checkbox"/>		<input type="checkbox"/>

What is your primary role?

Headteacher	<input type="checkbox"/>	Chancellor/Vice-chancellor	<input type="checkbox"/>
Teacher	<input type="checkbox"/>	Lecturer	<input type="checkbox"/>
Practitioner	<input type="checkbox"/>	Pioneer	<input type="checkbox"/>
Newly qualified teacher	<input type="checkbox"/>	Governor	<input type="checkbox"/>
Teaching assistant	<input type="checkbox"/>	Challenge Advisor	<input type="checkbox"/>
Senior leader	<input type="checkbox"/>	School improvement officer	<input type="checkbox"/>
Supply teacher	<input type="checkbox"/>	Inspector	<input type="checkbox"/>
Principal/Vice-principal	<input type="checkbox"/>	Other (please specify):	<input type="checkbox"/>

If you do not work in or support the delivery of education, in what capacity would you like to provide feedback?

Parent or carer	<input type="checkbox"/>	Employer	<input type="checkbox"/>
Adult 18+ (not a parent or carer)	<input type="checkbox"/>	Apprentice	<input type="checkbox"/>
Child or young person (under 18)	<input type="checkbox"/>	Other (please specify):	<input checked="" type="checkbox"/>
Student/academic	<input type="checkbox"/>	Education Officer, Presbyterian Church of Wales/Free Church Council of Wales	<input type="checkbox"/>

Are you providing feedback on behalf of an organisation or group?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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If 'yes' please specify

Education Officer, Presbyterian Church of Wales/Free Church Council of Wales

Section A – General questions

A1. To what extent do you agree that the [draft Curriculum for Wales 2022 guidance](#) will help children and young people to become:

- ambitious, capable learners
- healthy, confident individuals
- ethical, informed citizens
- enterprising, creative contributors?

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
	x			
<p>Comments:</p> <p>This is dependent on the provision and support that will be available to teachers and that this is monitored in a thorough manner at local authority/consortia and Estyn level.</p> <p>The Welsh phrase ‘dinasyddion egwyddorol’ (‘principled citizens’) is weak compared to the English version which uses the term ‘ethical’. We are of the opinion that the term ‘ethical citizens’ should be used. Also, in view of the current challenges facing the world and that the perspective ‘...of Wales and the world’ forms part of this bullet point, we believe it would be appropriate to include the word ‘spiritual’ at the beginning of this phrase. We suggest ‘Dinasyddion ysbrydol, moesol, gwybodus Cymru a’r byd’ / ‘Spiritual, ethical, informed citizens of Wales and the world’.</p>				

A2. Looking at the *what matters statements*, to what extent do you agree that these sum up the priorities for children and young people’s learning?

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
	x			
<p>Comments:</p> <p>No further comment.</p>				

A3. Do you think the [draft Curriculum for Wales 2022 guidance](#) could be improved?

Yes	x	No	
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If yes, how do you think it could be improved?

We are disappointed that the ‘spiritual, ethical development of pupils’ is ignored in these draft

guidelines. It could easily have been included under the title 'Planning for learning' for each 'What Matters Statements'.

A4. To what extent do the [assessment proposals](#) support settings and schools to identify a learner's strengths, achievements and areas for improvement so they can support a learner's progression by identifying next steps?

Extremely supportive	Very supportive	Moderately supportive	Slightly supportive	Not at all supportive
	x			
Comments: The assessment proposals provide a clear signpost and very useful guidance on this issue.				

A5. In relation to reporting to parents and carers, please tell us your views on:

- **the role of the learner in contributing to the reporting process**
- **the role of the parent/carer in the reporting process**
- **the information you would want to include.**

The first two bullet points – very supportive.
We have no comments regarding the third bullet point.

Section B – Detailed questions

B1. How helpful would you find the [draft Curriculum for Wales 2022 guidance](#) in developing a curriculum for your learners?

Extremely helpful	Very helpful	Moderately helpful	Slightly helpful	Not helpful at all
	x			
<p>We welcome the intention to have a ‘supporting framework’ for Religious Education in order to help teachers to develop that curriculum for learners.</p> <p>The intention to have ‘...a framework to support Religious Education...’ is important and worthwhile but who will ensure that it will be delivered and monitored to the highest possible standard in schools? Given that only 2 of the 22 local authorities in Wales currently have a specialist Religious Education adviser to lead on these issues, this we believe is a cause of particular concern. We are of the opinion that the Welsh Government should provide sufficient funding to ensure that this new exciting curriculum is delivered to the highest standard, that teachers are given the necessary training and that the scheme is monitored and supported in a robust manner by the appointment of full-time specialist Religious Education advisers in the local authorities.</p> <p>Also how are providers and teachers of other subject areas being helped to develop their own curriculum?</p>				

B2. How well do you think the [draft Curriculum for Wales 2022 guidance](#) allows for all children and young people to gain a broad range of learning experiences?

You may want to consider learning across the different disciplines and subjects which form part of an area of learning and experience.

Extremely well	Very well	Moderately well	Slightly well	Not well at all
			x	
<p>Comments: See our comment in A3 Part A.</p>				

B3. How well do you think [draft Curriculum for Wales 2022 guidance](#) allows for all children and young people to specialise from age 14 in a particular discipline or subject?

Extremely well	Very well	Moderately well	Slightly well	Not well at all
		x		
<p>Comments:</p> <p>This depends to what extent the specific subjects are delivered in a robust manner and to the highest standard in the pre-14 stage particularly if the teaching is thematic. The guidelines in the 'Humanities' document offers a useful basis on which to build upon in, for example, the Religious Education Framework or the Agreed Syllabus.</p>				

B4. The [draft Curriculum for Wales 2022 guidance](#) is intended to support practitioners and teachers to design a curriculum specific to children and young people. To what extent will practitioners and teachers have the flexibility and support to do this?

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
		x		
<p>Comments:</p> <p>This question is of paramount importance in assessing the success or failure of the New Curriculum for Wales. The scheme in principle appears to be quite flexible but what support will be given to practitioners and teachers? Training schemes will be needed for subject specific teachers and advisers to lead and monitor the quality of the new provision i.e. substantial financial support will be required to ensure its success.</p>				

B5. How well do you think the [draft Curriculum for Wales 2022 guidance](#) supports learners to develop skills in the cross-curricular responsibilities (literacy, numeracy and digital competence) and other cross-cutting themes (e.g. Welsh dimension and international perspective, wider skills, careers and work-related experiences, relationships and sexuality education)?

Extremely well	Very well	Moderately well	Slightly well	Not well at all
			x	
<p>Comments:</p> <p>Further future guidelines will be required to ensure its success.</p> <p>No mention is given to promoting the spiritual and ethical development of pupils. Is it the intention of the Welsh Government to forget about/delete this dimension completely from the curriculum?</p>				

B6. How could the *cross-curricular frameworks* ([National Literacy and Numeracy Framework](#) and the [Digital Competence Framework](#)) be refined to support the development of literacy, numeracy and digital competence across the new curriculum?

No comment.

B7. How well do you think the guidance for each [area of learning and experience](#) will support children during the Foundation Phase years?

Extremely well	Very well	Moderately well	Slightly well	Not well at all
<p>Comments:</p> <p>No comment.</p>				

B8. How well do you think the [draft Curriculum for Wales 2022 guidance](#) supports and enables learners to progress at an appropriate pace for their development within the area of learning and experience from ages 3 to 16?

Extremely well	Very well	Moderately well	Slightly well	Not well at all
Comments: No comment.				

B9. How well do you think the [draft Curriculum for Wales 2022 guidance](#) will provide a basis to help young people progress beyond the age of 16?

Extremely well	Very well	Moderately well	Slightly well	Not well at all
			x	
Comments: The guidelines in the 'Humanities' document offers a useful basis on which to build upon in, for example, the Religious Education Framework and the Agreed Syllabus of a local authority.				

B10. Formative assessment should be given primacy in the new curriculum. How well do the [assessment proposals](#) promote this principle?

Extremely well	Very well	Moderately well	Slightly well	Not well at all
	x			
Comments: Priority should be given to formative assessments in the new curriculum. The assessment proposals aim to do this.				

B11. [The assessment proposals](#) propose a broader approach to moderation – *supporting professional dialogue regarding the nature of progression, the selection of appropriate learning and assessment activities, as well as ensuring a shared understanding of what achievement looks like in the context of the achievement outcomes.*

How would you envisage your setting /school putting this approach into practice? What further support do you think would be needed?

No comments.

B12. What practical issues for settings and schools do we need to be mindful of if the [assessment proposals](#) are to be made a reality?

No comment.

B13. What implications do you see from the [draft Curriculum for Wales 2022 guidance](#) for you and your colleagues' [professional development](#) needs in respect of the:

- impact on pedagogical practice
- implications of planning for a purpose-driven curriculum
- professional learning requirements linked to pedagogy
- developing in-school and cross-school collaboration
- specific areas of professional learning aligned to the areas of learning and experience
- opportunities for professional enquiry approaches support delivery of the new curriculum?

No comments.

B14. What are the professional learning challenges and opportunities to enact the principles in the [assessment proposals](#)?

We are of the opinion that implementing these assessment proposals will entail less content teaching. Some thought will then need to be given by teachers to what exactly will be taught.

Section C – Specific: Areas of learning and experience

C1. If you would like to provide specific feedback relating to one or more specific areas of learning and experience, please make a selection and add your comments below.

Expressive Arts		Language, Literacy and Communication	
Health and Well-being		Mathematics and Numeracy	
Humanities	x	Science and Technology	

Comments (if you choose more than one area of learning and experience please label each comment):

Religious Education

Comment on the Welsh term 'anghrefyddol/irreligious' in the 'Humanities' Welsh language document e.g. p17, 25 and in the progression steps statements. Given that the context is educational we are of the opinion that 'nad ydynt yn grefyddol/non-religious' should be adopted for 'non-religious'. The term 'anghrefyddol/irreligious' can be seen as hostile and negative which is inappropriate in an educational context.

We are also of the opinion that Religious Education should remain a compulsory subject for post-16 age students.

The 'Humanities' document

P 16 - We support the idea that Religious Education is retained as a statutory requirement for 3-year-old children onwards, and that it forms part of the Areas of Learning and Experience.

p 17 – We welcome the fact that Religious Education continues to be a compulsory subject and that there will be no change in the requirement for schools to deliver the joint syllabus.

P 17 - What is meant by '... takes account of non-religious world views...' in terms of planning the Religious Education curriculum? Also, who decides what this will entail in the teaching of Religious Education e.g. how much curriculum time is to be given to these perspectives and at what age are pupils to be introduced to non-religious world views?

p 66 – with reference to the final sentence on p 58, the final bullet point on page p 66 - 'that not everyone shares the same beliefs and that this can cause conflict and disagreement' is far too negative. Note also that there are no similarly negative statements in any of the other bullet points under the title 'Learners should know...' (p66). We suggest 'that not everyone shares the same beliefs and that this can be positive and negative'.

C2. How well do the progression steps within the Mathematics and Numeracy Area of Learning and Experience articulate the proficiencies illustrated in the principles of progression?

Extremely well	Very well	Moderately well	Slightly well	Not well at all
Comments: No comment.				

C3. How well do the learning sections within the Languages, Literacy and Communication Area of Learning and Experience provide for learners to develop translinguaging skills?

Extremely well	Very well	Moderately well	Slightly well	Not well at all
Comments: No comment.				

C4. How well does the guidance within the Languages Literacy and Communication Area of Learning and Experience provide for the development of language acquisition and learning?

Extremely well	Very well	Moderately well	Slightly well	Not well at all
Comments: No comment.				

C5. How well does the Health and Well-being Area of Learning and Experience guidance support a whole-school approach to supporting health and well-being?

Extremely well	Very well	Moderately well	Slightly well	Not well at all
Comments: No comment.				

Is there anything else you would like to add or feedback on?

We fully support the guidelines that relate to the Welsh Dimension.

We are disappointed that cross-curricular elements relating to the 'spiritual and moral development of pupils' are not to be seen in these documents.

Return by 19 July 2019

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