



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

General Data Protection Regulation (GDPR)

The Welsh Government will be data controller for any personal data you provide as part of your response to the consultation. Welsh Ministers have statutory powers they will rely on to process this personal data which will enable them to make informed decisions about how they exercise their public functions. Any response you send us will be seen in full by Welsh Government staff dealing with the issues which this consultation is about or planning future consultations. Where the Welsh Government undertakes further analysis of consultation responses then this work may be commissioned to be carried out by an accredited third party (e.g. a research organisation or a consultancy company). Any such work will only be undertaken under contract. Welsh Government's standard terms and conditions for such contracts set out strict requirements for the processing and safekeeping of personal data.

In order to show that the consultation was carried out properly, the Welsh Government intends to publish a summary of the responses to this document. We may also publish responses in full. Normally, the name and address (or part of the address) of the person or organisation who sent the response are published with the response. If you do not want your name or address published, please tell us this in writing when you send your response. We will then redact them before publishing.

You should also be aware of our responsibilities under Freedom of Information legislation.

If your details are published as part of the consultation response then these published reports will be retained indefinitely. Any of your data held otherwise by Welsh Government will be kept for no more than three years.

Your rights

Under the data protection legislation, you have the right:

- to be informed of the personal data held about you and to access it
- to require us to rectify inaccuracies in that data
- to (in certain circumstances) object to or restrict processing
- for (in certain circumstances) your data to be 'erased'
- to (in certain circumstances) data portability
- to lodge a complaint with the Information Commissioner's Office (ICO) who is our independent regulator for data protection.

For further details about the information the Welsh Government holds and its use, or if you want to exercise your rights under the GDPR, please see contact details below:

Data Protection Officer: Welsh Government Cathays Park Cardiff CF10 3NQ e-mail: Data.ProtectionOfficer@gov.wales	The contact details for the Information Commissioner's Office are: Wycliffe House Water Lane Wilmslow Cheshire SK9 5AF Tel: 01625 545 745 or 0303 123 1113 Website: https://ico.org.uk/
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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	X	No	
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If yes, what is your organisation? (if no continue below)

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

What is your primary role?

Headteacher	Chancellor/Vice-chancellor	
Teacher	Lecturer	
Practitioner	Pioneer	
Newly qualified teacher	Governor	
Teaching assistant	Challenge Advisor	
Senior leader	School improvement officer	
Supply teacher	Inspector	
Principal/Vice-principal	Other (please specify): National Academy	X

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

Parent or carer	Employer	
Adult 18+ (not a parent or carer)	Apprentice	
Child or young person (under 18)	Other (please specify):	
Student/academic		

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

Yes	X	No	
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If 'yes' please specify

Welsh Dimension and International Perspective working group of the Learned Society 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
Comments: No Comment				

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
Comments: No Comment				

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

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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If yes, how do you think it could be improved?

No Comment

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
Comments: No Comment				

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.

No Comment

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
Comments: No Comment				

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
Comments: No Comment				

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
Comments: No Comment				

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
Comments: No Comment				

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			

The WDIP working group of the Learned Society of Wales strongly welcomes attempts made across much of the draft documentation to ensure that the Welsh Dimension and International Perspective (WDIP) is integral to the design of Curriculum 2022 at the deepest level. In this context, moments of excellent practice are particularly worth highlighting:

- ‘A guide to Curriculum for Wales 2022’ establishes very clearly that ‘locality, Wales, and the wider world’ (p. 15) are all key perspectives within Curriculum 2022 as a whole. The emphasis on ‘the diverse histories, cultures, values and heritage of modern Wales’ (p. 15) is especially welcome – the note of diversity here being of particular value. In parallel to this, the emphasis on learners as ‘global citizens living in a culturally and linguistically diverse society’ articulates appropriately the wider-world requirements of Curriculum 2022, especially with the opportunity that this offers to ‘explore positive relationships based on mutual respect, tolerance and dignity in a diverse society’ (p. 15). The commitments to both Wales and the wider world in this overview document are clear and robust.
- The Mathematics and Numeracy AoLE (pp. 12-13) contains an impressively strong commitment to a Welsh framing of how the AoLE should be realised as a whole at school-level.
- In its use of the phrase ‘Wales and the wider world’ over sixty times, the Humanities AoLE establishes very strongly the idea that a twin socio-geographical focus – both specifically Welsh but also global – is fundamental to how this AoLE must be understood.
- In its statement that ‘School curriculum design should ensure that learners’ locality and Welsh contexts and experiences are seen as significant and central to planning’ (p. 18), the Humanities AoLE articulates with considerable force and clarity the centrality of Wales-facing work to delivery of this AoLE.
- The Languages, Literacy and Communication AoLE contains a robust statement (p. 12) which ensures that Welsh literatures in English and Welsh are both an integral part of this AoLE. This parallels a similar commitment (also p. 12) to literatures in translation, which is a crucial element of an effective international perspective. This set of commitments is articulated very effectively later in the AoLE documentation in the assertion that learners will engage with literatures ‘in Welsh, English (including authors and poets from Wales writing in English) and international literature, including literature in international languages and works in translation’ (p. 78).
- The Expressive Arts AoLE (p. 12) recognises the importance of centring Wales-focused learning as a fundamental part of delivery, with an explicit commitment to placing ‘Value ... on historical and contemporary Welsh creative practitioners from across disciplines’. The third What Matters Statement in this AoLE also crucially recognises the creative development of learners specifically ‘as artists in Wales’ (p. 52).
- The Science and Technology AoLE (p. 12) articulates especially well the valuable ‘contexts provided by Welsh industry’ that ‘should be used to bring learning to life’ in delivering the AoLE. It also provides an unambiguous commitment to learners understanding environmental impact in a way that draws together Wales and the wider world in a particularly robust articulation of WDIP as a whole (p. 12).

Notably missing from this list is the Health and Wellbeing AoLE which is, by far, the least successful of the AoLE documents in terms of addressing WDIP.

By comparison with all other AoLEs, the framing WDIP statement (p. 13) is overly generic, extremely short, and needs considerable revision to bring it into line with the rest of the draft documentation. The Health and Wellbeing AoLE as a whole contains a distinctly low count of terms such as ‘Wales’, ‘Welsh’, ‘global’, ‘wider world’, and ‘international’ – which is indicative of the lack of embeddedness of WDIP that has been achieved here.

There are certain small issues that need addressing at a drafting level (e.g. the ambiguous use of the word ‘national’, which could refer to either Wales or the UK). Moreover, as revisions are made in the light of feedback, the Learned Society’s working group is concerned to ensure that the WDIP best practice exemplified briefly above is both retained and built on.

As such, the Learned Society again offers to make expertise available to the relevant Civil Servants and drafting teams to assist with the scrutiny of development Curriculum documentation – precisely as it has through its two previous commissioned reports to date.

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
Comments: No Comment				

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
Comments: No Comment				

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
Comments: No Comment				

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 Comment

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 Comment

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

No Comment

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	X	Mathematics and Numeracy	
Humanities		Science and Technology	

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

By comparison with all other AoLEs, the framing WDIP statement (p. 13) of the Health and Well-being document is overly generic, extremely short, and needs considerable revision to bring it into line with the rest of the draft documentation.

The Health and Wellbeing AoLE as a whole contains a distinctly low count of terms such as ‘Wales’, ‘Welsh’, ‘global’, ‘wider world’, and ‘international’ – which is indicative of the lack of embeddedness of WDIP that has been achieved here. There is a lot of good practice to draw on in for this aspect of the curriculum in the other AoLEs, and it is important that WDIP is consistent throughout the curriculum.

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?

The Learned Society again offers to make expertise available to the relevant Civil Servants and drafting teams to assist with the scrutiny of development Curriculum documentation – precisely as it has through its two previous commissioned reports to date.

Return by 19 July 2019

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