



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	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	

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

The Education Committee of the Learned Society of Wales / Pwyllgor Addysg y Gymdeithas Ddysgedig Cymru

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>There is insufficient detail to make an informed assessment of this. The Society does have some concerns, however, over the extent to which it will help children and young people to become 'ambitious learners', in the sense of stretching <i>all</i> to their full potential. In addition, the privileging of the process of learning over the acquisition of knowledge content raises important questions about the development of 'informed citizens'.</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>It is hard to disagree with them, but that is partly because there is so little detail. And again, the priorities are largely about process rather than content. Clearly, much will depend on the actual patterns of implementing the new curriculum. Research – both within Wales and more widely – indicates that this will vary in line with school and college leadership, as well as teacher commitment. Given a shift away from a highly prescriptive curriculum, new mechanisms need to be developed to ensure that priorities are actually being delivered.</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?

The Society thinks that the curriculum needs to have a much clearer understanding of the importance of knowledge: not only in terms of pupils' acquisition of knowledge content, but also of how knowledge is structured. This is not to argue to a simplistic return to a traditional, content-heavy curriculum, but rather to encourage teachers to encourage children and young people to engage systematically with the ways in which knowledge (curriculum content) is structured and the foundations on which it is built. This is crucial to successful progression to post-16 forms of education and training and, in particular, progression to higher education.

More specifically, the curriculum requires a clearer specification of how the priority areas of numeracy and literacy will be delivered, in order to provide the necessary basis for progressing to other areas of study. There is substantial research evidence that demonstrates the foundational nature of these areas for all aspects of the curriculum. Accordingly, their role needs to be spelled out with some care. Although the evidence is less secure, many educational researchers argue that similar arguments can be made in respect of digital competence.

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		

The emphasis upon formative assessment – in various forms - is broadly to be welcomed; and reflects a broad consensus amongst educational researchers. This is a clear advance on current practices. However, again the effectiveness of the assessment strategy will depend substantially – and to a much greater extent than presently - on the specific patterns of implementation adopted within schools and colleges.

At a practical level, the range of information that is to be collected will make significant new demands on teaching staff. These will require very careful management, if the potential benefits of the new assessment system are not to be vitiated.

More fundamentally, the difficulties of moderating assessments across schools and colleges within Wales are not sufficiently addressed. Clear mechanisms need to be articulated that will ensure that comparable modes and levels of assessment are being applied in the schools and colleges of Wales. This is necessary to provide not only 'fair' assessments of the performance and progress over time of individual pupils/students, but also valid evaluations of system-wide performance and progress. The latter are likely to be of some significance in view of the controversy that may well arise following the introduction of the new curriculum.

More specifically, the current guidelines are not clear as to how 'stage not age' assessments will be reflected in actual decisions about an individual pupil's/student's progression. For example, is it intended that pupils/students should be 'kept back' (possibly on multiple occasions), interrupting

their 'normal' progression, until they achieve appropriate assessments? Again, it is important that there is a significant degree of standardisation of approach across the schools and colleges of Wales. Some central direction may well be necessary to achieve this.

The envisaged relationships, following the implementation of the new curriculum, between assessment and qualifications – and, more specifically, the role of Qualifications Wales and the WJEC – are not spelled out sufficiently in the current guidelines. How is it intended, for example, to accommodate the much greater professional autonomy accorded to schools and colleges under the new curriculum with standardised systems of assessment (as, for instance, in GCSEs)? Is it intended that the qualifications system (as operated by Qualifications Wales, WJEC, etc.) will play a significant role in defining the actual curriculum content to be followed by schools and colleges (as was widespread in the pre-1988 curriculum system, where many schools taught to the curriculum that was implied by the assessments specified by examination boards)?

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/carers in the reporting process**
- **the information you would want to include.**

In general terms, enhancing the role of both learners and parents in the reporting process is a laudable aim; there is some evidence to suggest that greater engagement of this kind could have positive effects not only on the impact of assessment itself, but also more generally in relation to pupils' performance.

However, in implementation, it is important that particular groups of children and young people (including those with English as an Additional Language, looked after children, those from socially disadvantaged backgrounds and so on) are not systematically disadvantaged by this approach.

There is substantial evidence that indicates that parents want to know how their child stands *relative to* other children, and not simply about individual progress against previous attainments. Again, this emphasises the importance of robust mechanisms for comparability in assessment across the schools and colleges in Wales.

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

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
		x		

Substantial educational research – both within Wales and more widely - indicates that permissive curriculum approaches – where significant autonomy over the curriculum is permitted to schools and colleges and their teachers – can risk accentuating the educational disadvantages experienced by children and young people from socially disadvantaged backgrounds.

There are three main ways in which the new curriculum can disadvantage children from socio-economically disadvantaged backgrounds. First, the development of the new curriculum has significant resource implications, particularly in terms of curriculum development within schools, the professional development of teachers, and the resources required to access the new forms of educational experiences. Schools that serve disadvantaged pupils and communities are at a particular disadvantage when it comes to the allocation of these resources. Second, there is a risk that giving schools greater autonomy and flexibility in the content of the curriculum could lead, in those schools serving disadvantaged children and communities, to a narrowing of the curriculum and educational experiences for their pupils, including a relatively greater focus on skills rather than knowledge. Whilst there may be some benefits to this, there is a considerable risk that it will inadvertently constrain the opportunities those pupils have when they leave compulsory schooling. The third main reason relates to shifts in pedagogy from direct, teacher-led instruction to experiential, pupil-led, independent learning. The WISERD evaluation of the Foundation Phase found that this similar shift in pedagogy for 3-7 year olds appeared to be relatively less beneficial to disadvantaged pupils than their advantaged peers, benefiting socio-economically advantaged girls the most. The conclusion of that research was that disadvantaged pupils did not have the educational resources to draw upon to benefit from these new forms of learning. For example, their limited ability to draw upon prior knowledge and experience in to the classroom was a constraint and schools with such pupils were the least likely to be observed having strong and rich relationships between pupils and teachers, a necessary condition for the successful implementation of experiential, pupil-led and independent learning. In short, inequalities in educational and wider cultural resources within the home (and wider community) can simply be *reflected* within the school or college, rather than *ameliorated* through standardised curriculum content and assessment.

It is clearly important that this adverse effect is guarded against in the implementation of the new curriculum. Schools and colleges should be aware of the issues posed here and be able to demonstrate (to parents, through Estyn inspections, etc.) the mechanisms which they have in place to address them. Again, these considerations underline the importance of introducing assessment systems that can ensure robust moderation across the schools and colleges in Wales.

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>The LSW has major concerns in relation to specialisation. As things stand, there is little indication of the <i>forms</i> of specialisation that will be possible for pupils aged 14 to 16. This, in turn, clearly has significant implications for the forms of assessment that will be applied at 16, the current GCSE (and equivalent) level. No indication is provided as to how the latter is to be constituted.</p> <p>There is also a substantial <i>lacuna</i> in the current specifications in relation to specialisation post-16. Currently, of course, the post-16 curriculum – especially when based on A-levels – is characterised by a marked degree of subject specialisation, especially in comparison with other developed countries. Moreover, this high level of specialisation is further reflected in the form of most degree programmes in UK universities. At the moment, the implications of the new curriculum for these post-16 arrangements have not been spelled out. The LSW is of the view that this is a significant omission, which should be addressed as a matter of urgency.</p> <p>It is, however, also important to note that views on specialisation vary across the Fellowship of the LSW, reflecting not only individual viewpoints, but also the specific circumstances of different disciplines (as currently conceived in post-16 and higher education). For example, some commentators express <i>in principle</i> concerns over the extent to which the new curriculum provides a basis for subsequent specialisation.</p> <p><i>‘It is unclear how learners aged 14–16 and post-16 will be able to specialize in History, despite brief acknowledgements that such specialization will take place. The specific statements on History in stage 5 of some of the ‘What matters’ sections focus on interpretations, but other general statements concerning stages 4 and 5 assume a considerable body of knowledge about the past in expecting, say, the ability to construct increasingly detailed chronological maps, to compare different periods, and to assess significant changes and turning points. The freedom of practitioners to design the Humanities AoLE raises great uncertainty about the amount and kinds of History covered, and suggests that some learners are likely to be better equipped to progress in the discipline than others.’</i> (History specialist in higher education)</p> <p>For others, this is not a major issue.</p> <p><i>‘We understand the concerns raised by those from the traditional science subjects who may look at the new curriculum and not see their subjects mentioned enough times explicitly by name. However, looking closely, to our minds the curriculum includes – and allows for – the necessary depth of subject knowledge, experience and skills required for anyone wishing to specialise in any one or more of these individual science subjects post-16.’</i> (Computer science specialists in higher education)</p> <p>In some disciplines, the implications of the new curriculum for <i>take-up</i> are a key concern.</p> <p><i>‘Currently, there is concern in modern languages that there will be no compulsion for schools to offer international languages post-14. This will be recommended to schools as ‘statutory guidance’ rather than as a ‘statutory duty’ as is (and will be) the case for Welsh and English in the LLC AoLE, creating imbalance and likely disinvestment in modern/international languages in some</i></p>				

schools to support English and Welsh. We have grave concerns therefore that international/modern languages, already in severe decline, will become an ‘elite’ subject and not offered in some schools post-14. The picture post-16 may therefore be hypothetical in some schools.’ (Modern Languages specialist in higher education)

‘A further question is what proportion of students will specialise here: English Literature has fallen significantly (about two thirds of the number doing English Language in 2017/18). This is highly regrettable and suggests progression steps 5 will not be achieved by many. It would be helpful if the Curriculum progression steps could be mapped on to average years in which the steps should be attained.’ (English Literature specialist in higher education)

In yet other areas, it is practical concerns that are primary.

‘The final two progression steps expected of students aged 14-16 as part of the computation-based "What Matters" statement form a rather comprehensive foundation for progression onto studying Computer Science as a discipline – in fact, it’s rather ambitious in places, e.g. machine learning. Because of this, however, we can identify two issues which to our mind require attention.

- 1. Some of the key groupings and structuring of progression in this statement could be reorganised to better reflect the nature of computation and how this links to related concepts across science and technology (and indeed, the rest of the curriculum); for example, cyber security could be seen to have too much prominence in the current draft.*
- 2. As the subject content is extremely broad, and as the amount of it that is currently being taught well in schools (if at all) is very small, we believe it unlikely that it will be delivered effectively in schools in the short- to medium-term. It needs to be emphasised that substantial thought – and long-term commitment of resources – must be put towards the professional development of teachers in order to effectively implement the new curriculum and ensure its success in the future. This last point pertains to all subjects across all AoLEs, not just Computer Science.’ (Computer Science specialists in higher education)*

Accordingly, whilst it is important to acknowledge this diversity of views, what emerges very clearly is that the capacity of the new curriculum to provide an adequate basis for specialisation, both 14-16 and post-16, is an area that requires further debate and clarification. In particular, the viability of clear pathways beyond the new curriculum through to higher education and beyond is a matter of considerable concern to the LSW.

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	

This question is only very partially addressed in the Guidance. It is clear that the effective implementation of the new curriculum will require very substantial changes in the demands made of

teachers and the activities required of them. It is essential that teachers themselves respond positively to these new demands. Accordingly, a substantial ‘culture change’ is required of the teaching profession in Wales.

One aspect of delivering such change can be addressed through the restructuring of initial teacher training that is currently underway. However, in the medium term, it is changing the ways in which teachers already in post behave that is crucial. It may well be that CPD will have some impacts here. However, it is crucial that such provision is adequately resourced, both in terms of financial support and the time made available to serving teachers to participate in it. It should be recognised that the scale of what is required here is very substantial. The scale of support announced so far by Welsh Government, while to be welcomed, is unlikely to be sufficient.

Successful implementation of curriculum change will also be highly dependent on the quality of school/college leadership. It is essential, again, that appropriate levels of support are provided here, especially to ensure comparability across schools/colleges within Wales.

Given the intense pressure on resources within the education system in Wales, it is important that the need for new resources in this context is fully recognised. A failure to do so runs the clear risk of creating an ‘implementation gap’ between the curriculum as it is conceived and what is actually implemented.

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 emphasis in the Guidance on the importance of the cross-curricular areas of literacy, numeracy and digital competence is to be warmly welcomed. There is the potential for important developments here.

However, as noted earlier (see A.3, above), there is a lack of specificity in the Guidance with respect to the foundational areas of literacy and numeracy; and digital competence may be added here. In particular, there are contentious issues with respect to how these cross-curricular responsibilities are to be integrated across the curriculum as a whole. Moreover, important questions can be posed in relation to the fit between this objective of cross-curricular integration and the competences of existing teaching staff to deliver this sort of curriculum.

Moreover, there are important questions over the capacity of the school and college system of Wales to deliver such an ambitious programme. In part, these relate to intense pressure on resources within the system; per pupil spending in Welsh schools has declined by some 9 per cent over the past decade or so. Equally, however, the success of new initiatives in this area may well be limited by the knowledge and competences of teaching staff in these areas. It is notable, in this context, that Estyn

has identified shortcomings in the *current* teaching of literacy, numeracy and ICT in a significant minority of schools in Wales. This suggests that the task of enabling high-quality delivery of the cross-curricular responsibilities within the new curriculum in *all* Welsh schools is a substantial one.

The LSW strongly welcomes attempts to ensure that the Welsh Dimension and International Perspective (WDIP) is integral to the design of Curriculum 2022 at the deepest level. The Guidance 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 individual AoLEs largely reflect the priority attached to WDIP; however within the Health and Wellbeing AoLE, the engagement is somewhat underdeveloped, and further work is needed to better embed this aspect in line with the rest of the curriculum.

B6. How could the *cross-curricular frameworks* ([National Literacy and Numeracy Framework](#) and the [Digital Competence Framework](#)) be refined to support the

No comment

development of literacy, numeracy and digital competence across the new curriculum?

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
	X			

The WISERD evaluation of the Foundation Phase identified the curricular transition at the end of the Foundation Phase to be problematic in light of the relative disjuncture between the approach adopted within the Foundation Phase and that adopted in subsequent phases. These problems are likely to be ameliorated with the introduction of the new curriculum, given the greater consistency in the approaches adopted.

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
		X		

It depends on the interpretation of what is the ‘appropriate pace’.
The notion of appropriate pace is a little worrying as it implies a developmental unfolding led by

the child (which would disadvantage the disadvantaged); while good teaching is always a little ahead of the child i.e. it challenges the child, while helping him or her propel themselves forward as an agentic learner

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

As things stand, the articulation between the proposed new curriculum and post-16 progression is not sufficiently specified. Previous research conducted by WISERD has shown that the transition between phases is one of the most problematic areas in introducing a new curriculum (in that case, the transition between the Foundation Phase and later primary schooling). Exactly equivalent issues arise in respect of the new curriculum considered here.

Hence, it is not clear how it is envisaged that the pre-16 curriculum will relate to post-16 provision. Clearly, the nature of this relationship will have crucial implications for the nature of progression to post-16 studies. For example:

*‘With regard to post-16, the current plans are difficult to assess. Progression appears logical and is paced appropriately alongside Welsh and English. Systematic introduction of international languages at Primary offers real opportunities for multilingual development and practice but this is not borne out or developed later in expectations or specialisation post-16 of triple literacy (English, Welsh, international languages). An innovative multilingual approach could work in concert to create a pool of talented linguists. I see potential breadth of linguistic awareness and skill here age 16 but cannot see depth at present and how this feeds into language specialism.’
(Modern languages specialist in higher education)*

Important questions are also posed with respect to the implications of the new curriculum for the assessment system. For example:

‘We understand that there will be a consultation on the future assessment and qualifications regime to support the new curriculum, especially for the current GCSE-type qualifications. The challenge for the Science and Technology AoLE will be in developing a suite of qualifications that support broad and high-quality learning and experiences across Science and Technology for all learners, at the same time as providing the foundation for onward study. One concern – as we have hinted at above – has been on how schools are currently able to resource and offer the wide range of qualifications currently available across Science and Technology, especially with the push to support “triple science”, and the resulting impact on Computer Science and Design & Technology. It will be vital to ensure that the future qualifications developed for this AoLE (and indeed others) support the wider purposes and principles of the new curriculum, as well as providing broad knowledge, skills and experiences for all learners, irrespective of their chosen post-compulsory educational path.’ (Computer science specialists in higher education)

Clearly, one way of dealing with post-16 progression would be some form of revision of A-level provision in line with the principles of the new curriculum, to facilitate smooth transition. If this is what is intended, however, it will have significant implications for progression to the university-level curriculum. This is further complicated by the very substantial flow of Welsh undergraduate

entrants to universities in other parts of the UK, which will be unaffected by the curriculum changes within Wales. Moreover, in the longer term, these issues will have important consequences for employment and economic development more generally. They will also impact on the capacity within Wales to conduct high-level research and development, which is of especial concern to the LSW.

It should also be noted that the implications of the new curriculum for technical and vocational education and progression to apprenticeships and other forms of post-16 vocational provision are not clearly articulated. This is an area which, historically, has been under-developed within the Welsh educational system; and, as things stand, it is not clear whether any major developments are planned in this area (comparable, say, to the introduction of T-levels in England). Whilst the curricular disjuncture may be less marked for young people pursuing vocational kinds of progression than for those on the A-level route, it is nevertheless of key importance that the mechanisms underpinning these vocational trajectories are clearly spelled out. The capacity of the Welsh educational system to address these issues effectively will be crucial to raising levels of labour productivity in the future. More generally, it will be a matter of key significance to ensure that the progressive aims which underpin the new curriculum - ‘ambitious, capable learners; healthy, confident individuals; ethical, informed citizens; enterprising, creative contributors’ – are carried over into post-16 vocational provision.

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	
<p>Formative assessment is important and its emphasis in the Guidance is to be welcomed. However, assessment has a range of functions, including providing externally-recognised credentials and opening up pathways to further and higher education. Although the need for consistency is recognised, there seems to be little thought given about the uses of assessment outside the school or college. For these, summative assessment – properly validated and moderated – is needed.</p> <p>It is also important to note that teachers and schools in general are likely to need a lot of help with making the shift from assessment of learning to assessment for learning.</p>				

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?

One danger, so clearly evident when the English and Welsh national curriculum was introduced in the early 1990s, is the potentially onerous nature of recording formative assessments. Every effort needs to be made to ensure that teacher accountability does not result in unnecessary recording of small steps in student progress. Teacher discretion needs to be both encouraged and supported in the area of formative assessment, with funding for appropriate high-quality CPD and school leadership that focuses on student learning.

The welcome emphasis on moderation within and between schools will make time demands on teachers and therefore have financial implications for staffing levels if teacher burnout is to be avoided.

Attention will need to be paid to equity of experience across schools within the same phase, across the whole of Wales, and not simply locally. The document on assessment talks of moderation processes within and between schools and in relation to transitions between phases, but it underplays the magnitude of the task.

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?**

See B 14 (below) for some of the pedagogical implications arising from strengthening formative assessment. In summary, the new curriculum has the potential to create the agentic, enquiring learners who are needed for the 21st century and this intention is to be welcomed.

In A3, we outlined our view on the importance of knowledge in curricula and understandings of how knowledge is structured in different curriculum areas. The proposed curriculum calls for teachers' in-depth familiarity with the organisation of knowledge across traditional subject areas, if the connections proposed by the curriculum and to be planned for by teachers are to be made by students in meaningful ways. The challenges here are particularly acute in subjects where there are shortages of teachers and where lessons are not always led by subject experts.

In brief, the curriculum calls for pedagogies which make considerable demands on teachers, both in terms of allowing student agency to unfold and in terms of students' acquisition and testing of reliable knowledge. While these pedagogies and depths of knowledge are to be found among teachers in Welsh schools, there are differences between schools in the quality of provision. There are therefore potential problems of inequity, which are exacerbated by the considerable importance the new curriculum places on teachers' informed pedagogical discretion.

Teacher collaboration through joint engagement in and with research is a proven way of developing both curricula and pedagogic practices and thereby teachers as professional decision-makers. Where collaborative research engagement works, teachers are given time to meet and discuss findings and support from HE is available when needed. Both strategies have cost implications. In addition, the sharing, across schools, of insights derived from research and teacher enquiry can be very useful and could be integrated into the networks of schools necessary for moderation exercises.

The success of teachers' work on curricular and pedagogical developments will depend on the capacity of school leadership to embrace and encourage necessary changes. CPD will therefore need to pay attention to school leadership and its capacity to *lead the learning*, as well as to enabling teachers to engage productively with the new curriculum and its pedagogical demands. Investment is also needed to ensure equity of provision across schools and to enable students' transitions between phases and into HE.

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

The purposes of assessment are many. In addition to informing teachers' decisions, assessments allow a publicly visible monitoring of students' progression; can be presented to parents; and are a way of ensuring schools' accountability to their communities. In this response we focus only on the formative purpose of supporting teaching and learning.

Formative assessment (assessment for learning) is all too frequently over-simplified and too easily becomes summative (assessment of learning). Formative assessment needs to be an integral part of pedagogy allowing teachers to work responsively with students, supporting and challenging as appropriate. It therefore involves teachers in observing and listening, as well as telling; and requires them to be mobile, monitoring student engagement with classroom tasks. There are therefore CPD

implications here for good practice on how teachers understand student learning and motivation; how classrooms are organised; and how teachers' time is used.

Because much of the formative assessment of students will occur through teachers' monitoring of students' engagement with tasks, attention will need to be paid to the design of tasks that capture the intentions of the proposed curriculum and reveal what students can do and understand. These tasks will need to be integral to the curriculum and its broader linkages. Teachers will need CPD support in both task design and the development of understandings that ensure that links within each broad curriculum purpose do not compromise the deep structures of contributing subject areas. As we have already emphasised, as well as being intrinsically important, sustaining understandings of the deep structures of subjects will be of benefit when students transition to HE.

While strategies for student self-assessment have developed considerably over the last decade and have been shown to produce good outcomes, there will be the need to share good practice across schools to ensure equity.

Moderation exercises within and across schools should be of considerable help in developing professional understandings of assessment tasks and ensuring equity. It will therefore need to be accorded sufficient time for in-depth discussions among teachers.

However, moderation across schools in the same phase will be insufficient when aiming at a coherent and cohesive system. In addition, attention will need to be given to students' progression across transitions between phases and into post-school study. In doing so, it will be necessary for assessments to recognise that each phase will play a different role in the progression of students as learners in order to, for example, ensure that early years providers and primary schools work in age-appropriate ways with their students.

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		Science and Technology	

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

No comment here

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
No comment here				

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
No comment here				

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
No comment here				

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
No comment here				

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

No comment here

Return by 19 July 2019

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