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Consultation – summary of responses

Curriculum for Wales

Consultation on proposals for revised
curriculum and assessment arrangements
for Wales

Phase 1: Literacy, numeracy and wider skills

Date of issue: March 2014

Curriculum for Wales

Consultation on proposals for revised curriculum and assessment arrangements for Wales

Phase 1: Literacy, numeracy and wider skills

Audience	Regional consortia, local authorities, schools, children and young people, parents/carers, teaching unions, members of the public and other interested parties.
Overview	This document provides a summary of responses to <i>Curriculum for Wales – Consultation on proposals for revised curriculum and assessment arrangements for Wales – Phase 1: Literacy, numeracy and wider skills</i> .
Action required	None – for information only.
Further information	Enquiries about this document should be directed to: Claire Habberfield Legislation Team Corporate Services Division Department for Education and Skills Welsh Government Freepost NAT 8910 Cathays Park Cardiff CF10 3BR e-mail: CurriculumforWales@wales.gsi.gov.uk
Additional copies	This document can be accessed from the Welsh Government's website at www.wales.gov.uk/consultations
Related documents	<i>Curriculum for Wales – Consultation on proposals for revised curriculum and assessment arrangements for Wales – Phase 1: Literacy, numeracy and wider skills</i> (2013)

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Introduction

On 22 October 2013 the Welsh Government issued a consultation to gather views as part of the Review of Assessment and the National Curriculum. The consultation included proposals for changes to curriculum and assessment arrangements that were aimed at supporting and strengthening the learning and teaching of literacy and numeracy in schools. Also included were proposals for making wider skills statutory elements of curriculum arrangements in Wales.

The consultation closed 17 January 2014. A total of 10 questions were set out in a pro-forma style document, provided by an online form for ease of mail return. In addition, a youth-friendly version of the consultation, containing 7 questions, was developed and accompanied by an online survey. Finally, a series of live events were delivered and stakeholders were invited to discuss the proposals in detail and feedback to Welsh Government directly.

The Welsh Government received 324 responses to the main consultation and an additional 202 responses were received to the youth friendly version. Approximately 200 stakeholders attended the consultation events and contributed to discussions around the proposals. These discussions were captured by Welsh Government officials in attendance and are reflected in the following summary of responses.

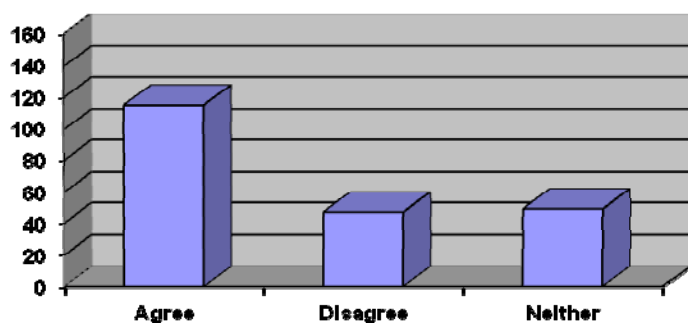
Where graphs are included these represent the quantitative data collected from respondents who submitted responses using the Welsh Government proforma.

A full list of respondents can be found at Annex A.

Summary of responses

Question 1: Do you agree that the new Areas of Learning/ programmes of study for Language, Literacy and Communication Skills and Mathematical Development in the Foundation Phase, and English, Welsh and mathematics in Key Stages 2-4 should be based on year-on-year expectations to complement the LNF?

The majority of responses supported this proposal.



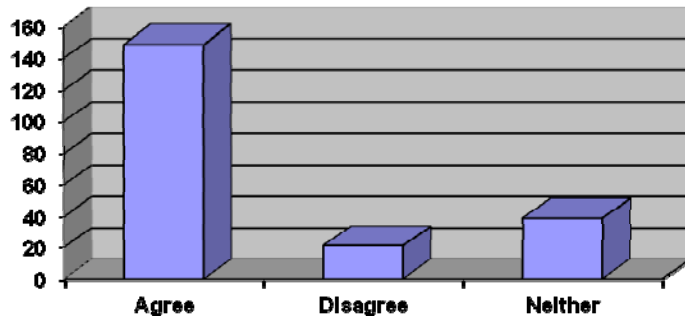
There was little evidence of strong opposition to this proposal in the supporting comments provided by respondents. Many considered it to be a logical step that would provide greater synergy and seamlessness within the system. At the same time it was viewed as a means of creating a continuum of learning. Responses envisaged a situation where there would be a seamless flow of work that built on previous learning in order to achieve a high standard of literacy and numeracy throughout a learners' school experience.

The most common concern expressed related to the question of whether expectations should be set on a year-by-year basis, as currently set out in the LNF. These responses emphasised that children did not develop at the same pace, particularly during the early years of their development, and argued for an approach based on progression from stage to stage rather than on yearly expectations.

Other comments revealed unease at the potential impact these proposals might have on learners with Additional Learning Needs (ALN). Whilst they were not necessarily opposed to the principle of year-on-year expectations, they felt it important that the system be able to respond and recognise the achievements of Learners with ALN.

Question 2: Do you agree that the LNF should be extended to include emergent literacy and numeracy in the Foundation Phase for 3 to 4-year-olds?

The majority of responses supported this proposal.



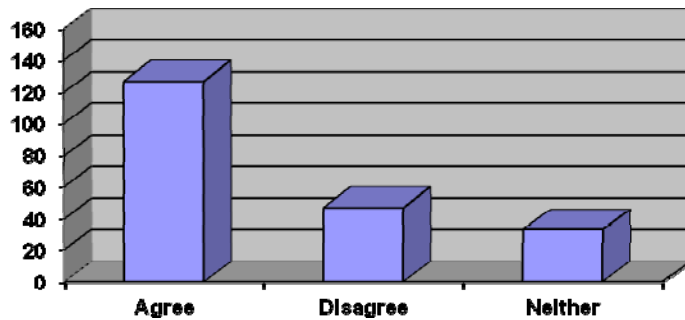
The majority of responses indicated that the LNF was viewed as something that could influence the work at the Foundation Phase in a positive way and, as such, there was significant support for this proposal. These views were echoed by those who wanted greater synergy between the work at the Foundation Phase and KS2, who viewed the LNF as a means of creating a potential continuum of skills based on expectations which were clearly defined.

However, a body of opinion expressed concerns that the LNF could potentially impact on the distinctive approach and philosophy that underpins the Foundation Phase. Some of those who expressed doubts cited a number of arguments. These included fears that over-prescription and assessment might reduce the flexibility to respond to how children learn. Others expressed concerns that this proposal represented a return to the way literacy and numeracy had been taught before the introduction of the Foundation Phase. Another group of respondents argued that children at this age should be learning from experience, rather than a prescribed set of requirements, and that the Foundation Phase should be about learning social skills, how to behave, and respect.

With regards to consultation proposals for extending the LNF upwards to align with new GCSEs and the Welsh Baccalaureate, there was support for this – particularly as it would help ensure a continuity of progression across all phases/stages of education. Respondents felt that consideration would have to be given as to how the LNF would be taught in a cross curricular manner at Key Stage 4 – where children are able to opt for a mix of subjects – but that a learning continuum could improve GCSE performance.

Question 3: Do you agree in principle that wider skills should become statutory elements of the national curriculum?

The majority of responses supported this proposal.



The comments provided revealed that there was overwhelming support for making wider skills a statutory element of the curriculum and some commended the Welsh Government for emphasising these aspects in contrast to some other UK administrations. There was, however, a variation in responses to this question that related primarily to the way they were defined, the extent to which they should be prescribed, and how they should feature as part of the curriculum.

A group of respondents felt that there was a need to be realistic about the aims and content coverage of the curriculum and felt there was a danger that it would try to respond to too many demands. Despite the consultation document not proposing assessment against these skills, comments were made about assessment requirements with some respondents feeling that, if wider skills were assessed, there was a danger that the focus on literacy and numeracy could be lost, although this was a minority view.

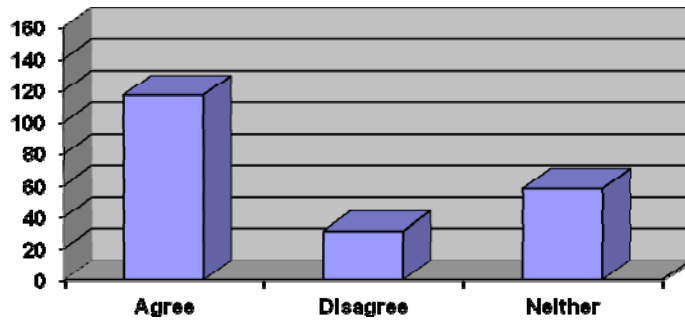
Several respondents felt that there was a need for more detail to explain what was meant by the term wider skills, over and above the information that was included in the consultation document. They believed that the characteristics of each one needed to be much better understood if they were to feature as statutory elements of the curriculum.

Other responses believed that these skills should be integral to the curriculum and not be seen as a 'bolt-on'. In addition, a number of responses emphasised that the wider skills needed to be integrated into existing programmes of study and not become yet another individual element.

The notion of aligning these skills to the Welsh Baccalaureate was welcomed in order to support a continuum of learning but there was a general feeling that further details would be welcomed before making a final informed decision.

Question 4: Do you agree that these skills should be critical thinking and problem solving, planning and organisation creativity and innovation, personal effectiveness and digital literacy?

The majority of responses supported this proposal.



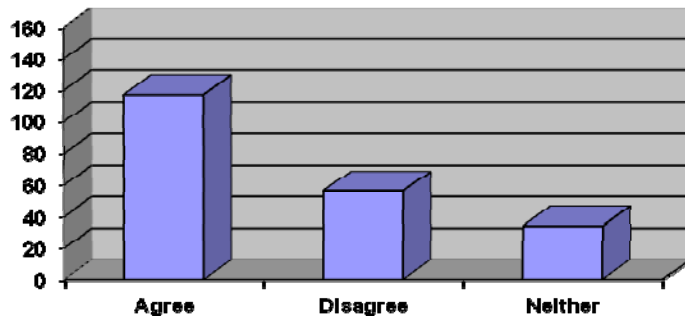
The most common theme in the supporting comments was that there was a need for more detail about what the content would entail and how including them as statutory elements would impact on the work in the classroom. This may explain the relatively high number of responses who indicated that they neither agreed nor disagreed with the proposition. Respondents believed that there was a need for clear guidance and consistency about what the terminology meant, and for support to be provided to practitioners.

There were calls for standard terminology around assessment and the definitions of skills to ensure consistency across all stages of education, as well as the need for content and expectations to be appropriate according to the age of learners.

Respondents also suggested a number of additional skills which might be included if wider skills were introduced.

Question 5: Do you agree that at the end of each phase/stage of education schools should report progress in Language, Literacy and Communication Skills/Mathematical Development or English, Welsh and mathematics – including literacy and numeracy as defined by the LNF, to learners, parents/carers and the Welsh Government?

The majority of responses supported this proposal.



In general, respondents agreed in principle with this proposal. A significant number, however, felt that assessment could only be considered in detail in the context of the wider curriculum change proposed in relation to phase two of the review. Nevertheless, it was seen as something which would provide greater coherence in what was assessed and reported. At the same time, respondents emphasised that it was important not to devalue the foundation subjects and that their importance should not be lost because of the emphasis on literacy and numeracy. A key message was that the reporting requirements should be manageable and sustainable.

A large number of respondents believed that it was important to engage parents and that the reports they received should be presented in ways which they understood and which avoided complex use of data and jargon. Respondents also emphasised the need for consistent terminology across the different phases/stages in education.

As noted in responses to Question 1, many respondents were concerned that the use of expectations to describe the way pupils progress could give the wrong impression to learners and parents/carers and that this would have negative consequences. They believed that there was a need to record learners' achievements as well as attainment. They emphasised the need to ensure that it was understood that not all learners progressed at the same pace and that year-on-year expectations needed to be interpreted appropriately and reported sensitively. This view was summarised by a respondent who was concerned that parents might think their children had failed because they had not made the expected progress.

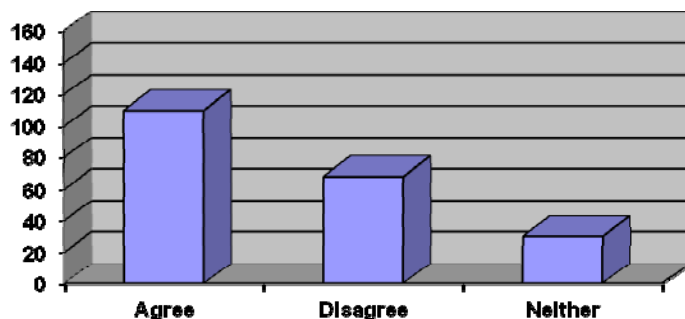
At the same time, respondents insisted that it was important to differentiate between assessment that was undertaken to support learning (to identify pupil needs, to set differentiated work or to deploy additional staff time etc) and that which was used to report to parents or the Welsh Government.

Some respondents specifically included a comment that they feared that the Welsh Government could use reporting data as part of the school banding process to which they objected.

Overall, there was a feeling that practitioners needed to see what that this detailed summative assessment model would look like in phase two of the review.

Question 6: Do you agree that schools should continue to undertake and report an end of phase assessment of Personal and Social Development, Well-Being and Cultural Diversity?

The majority of responses supported this proposal.



There was support for the proposal that Personal and Social Development, Well-Being and Cultural Diversity should continue to be reported in the Foundation Phase which some respondents regarded as one of its vital components. Others thought that it should be reported on in each successive stage of education. However, the contrary view was held by those who felt that it distracted from a focus on literacy and numeracy.

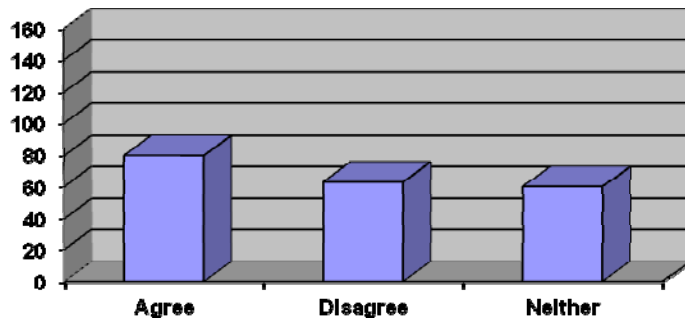
Within this broad range of comments, respondents commented on the challenges which practitioners had experienced when reporting on this aspect. They believed that the way it was undertaken was too subjective and that there was a need for greater consistency and some form of moderation process to be developed.

At the same time respondents emphasised the need for the information to be used to greater effect if it was to remain a requirement. They felt that more use could be made of the data by practitioners in KS2 and more especially in KS3 and KS4.

A number emphasised that the type of characteristics that were the focus of this, and the kind of assessment techniques that were used, meant that they were too subjective and based on perceptions, to be used as part of the Foundation Phase indicator or any other measures against which schools would be judged.

Question 7: Do you agree that rich learning tasks should be included as part of an overall end of Key Stage 2 assessment model?

There was a small majority supporting this proposal



Although the consultation document provides some information about the content and design of the Rich Learning Tasks (RLT)s, many respondents believed that more detail was required about their content, how they would be structured, and how they should be assessed, before they could comment on whether they should be introduced. This may explain the relatively high number of respondents who said that they neither agreed nor disagreed with the proposition. Some respondents referred to the Optional Statutory Assessment Materials (OSAMs) developed some seven years ago, including those who believed that they had not been used to maximum effect.

Some concerns were expressed. These related to overarching themes such as the danger of over-assessing learners and a feeling that the assessments could become a tick-box exercises where great effort was made to highlight skills in order to meet a pre-set criteria.

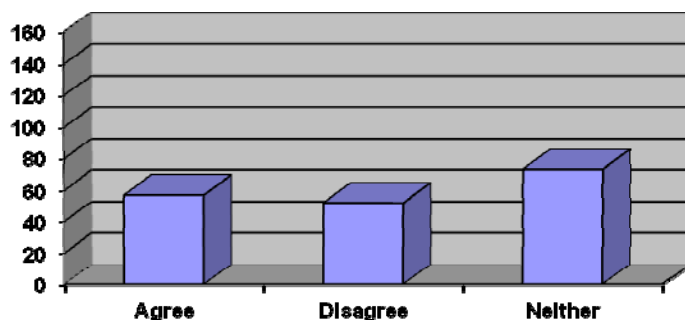
At the same time, some respondents referred to a broader concern about the extent to which the outcomes of RLTs would be used to plan provision in KS3. They believed that there had been little evidence of such continuity in the past and that this was a factor which needed to be considered when they were designed. The suggested timing in the summer term was also considered inappropriate by some respondents mainly because of other pressures on school time during that term.

Respondents also highlighted issues relating to the specifics of how the RLTs would be implemented. Some believed they should be marked externally largely because of a concern about teacher workload although others believed that an element of Teacher Assessment was essential. There was, however, a feeling among those who commented about the assessment arrangements that some form of moderation was required.

An element of this proposal introduced the concept of removing science from end of key stage reporting arrangements. However, a number of responses highlighted significant concerns that this would devalue science and send the wrong message to schools about Welsh Government priorities for education.

Question 8: Do you agree with the proposals that at Key Stage 3 we retain the requirement to report to the Welsh Government an end of Key Stage 3 summative assessment of progress in the new English, Welsh and mathematics programmes of study, science and Welsh second language and remove the requirement to report to Welsh Government an end of Key Stage 3 assessment of progress in other statutory foundation subjects?

There were mixed responses to this proposal.



There was no clear view in the responses to this question possibly because a large number of responses came from settings or practitioners working in the Foundation Phase or KS2. Some of the comments made referred to general issues around reporting requirements, rather than the specific focus of whether the requirement to report to Welsh Government an end of Key Stage 3 assessment of progress in other statutory foundation subjects should be removed.

However, a number of respondents suggested that reducing the number of subjects which were reported to the Welsh Government could devalue those subjects unintentionally. Respondents also believed that learners' achievements should be recognised irrespective of the subject context and that it was important to recognise that literacy and numeracy were promoted across the curriculum and not in a limited number of subjects

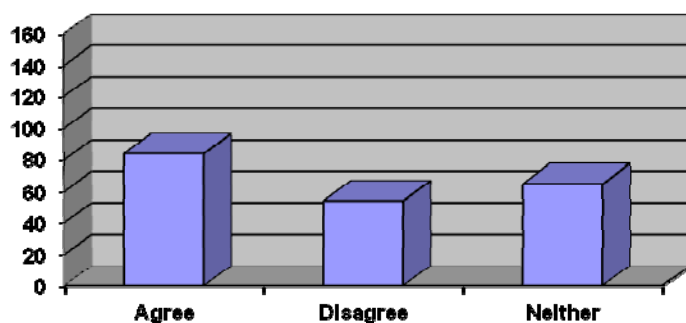
A number of the supporting comments referred to issues highlighted in response to previous questions including the need to limit the burden of assessment and reporting, the importance of moderation, the need for what was reported to be in a format that was understood by its recipients, and for assessment data to be used to inform future teaching and learning and support.

At the live events in particular there were concerns that this proposal would:

- impact on resources and timetable allowance for other subjects;
- send the message that non-core subjects do not have so much value; and
- take away from the vision of a broad and balanced curriculum.

Question 9: Subject to the outcome of this consultation, do you agree with the proposed timetable for introduction for changes to curriculum and assessment arrangements in Wales?

There was a small majority supporting this proposal



Whilst there was a small majority in the number of quantitative responses received that supported this timetable, many respondents said that schools needed a period of consolidation not the level of change being proposed. There was a feeling that changes to support the embedding of the LNF should be considered in the first instance with other proposals coming together in phase two of the review.

If change was to occur, several wanted more time to train practitioners and believed there was a need to allow time for them to think through the new approaches. One suggestion was that the implementation should be postponed with a rolling programme to prepare schools and to enable them to acquire practical working knowledge.

At the same time, respondents believed that there was a need to consult and determine the issues to be included on Phase 2 of the programme before most decisions were implemented for Phase 1. There was a strong view in some responses that there was a need to review the whole curriculum and that a piecemeal approach should be avoided.

This was reiterated by some participants at live events where there was a general feeling that stakeholders wish to see the end product before making changes. Some felt that a phased approach could create the perception that what is implemented first is the most important, that a two phases approach will create upheaval not less as was intended and that there was a need to take some pressure out of the system if these changes are going to go ahead.

Finally, many felt that the Welsh Government must be careful to avoid a series of 'add-ons' to the curriculum and emphasised that wider changes, including those proposed for assessment, should be pushed back until the literacy and numeracy framework is more familiar and arrangements in support of them have been put in place.

Question 10: We have asked a number of specific questions. If you have any related issues which we have not specifically addressed, please use this space to report them.

A final question was included asking if stakeholders had any other comments they wished to include. Most of the responses to this question summarised or repeated points already made in relation to the questions included in the questionnaires. These included:

- a strong focus in some responses on the importance of science in promoting achievement in STEM subjects, as well as advocacy of the value of physical education and religious education;
- reference to the need for more guidance on teacher assessment and moderation;
- a call for more money to be delegated to schools;
- a belief that the statutory duty to report in levels should be abandoned;
- a call for a reduction in the curriculum content;
- a demand for a broad and balanced curriculum;
- a call for consistent terminology to be used in the LNF, programmes of study/Areas of Learning, and when assessing and reporting;
- the need for more detailed and scientific methods when interpreting levels;
- the danger of teaching to the test;
- a concern that the principles of the UNCRC needed to be more explicit in the way that curriculum and assessment arrangements were designed; and
- that there was a need to recognise the needs of young people with protected characteristics in the school curriculum

At the same time respondents highlighted the need for effective Continuing Professional Development (CPD) and for schools to be supported effectively in order for them to achieve the aims set by the Welsh Government and for any new curriculum and assessment arrangements to be implemented effectively.

Next steps

The Welsh Government welcomes the responses received to the consultation and has taken them into consideration. The comments provided have been used to inform the development of detailed proposals for further stakeholder consideration. These proposals will be published on 26 March 2014 at the following address:

<http://wales.gov.uk/consultations/education/?lang=en>

Annex: Full list of respondents

No	Name	Organisation
1	Ryan Morgan	Trelewis Primary School
2	Jayne Edwards	Shirenewton Primary School
3	Angharad Jones	Peniel Community School (Primary)
4	Adam Barnes	Minera VA Primary School
5	Mrs K D Sherlock	Copperworks Infant School
6	Andrew Strong	Llanbister C P School (Primary)
7	Respondent wished to remain anonymous	
8	Amanda Thomas	University of South Wales
9	C Dale	Brynmenyn Primary School
10	Ceri Gibbon	Baden Powell Primary
11	Louise Muteham	Llandaff City CiW Primary School
12	Lisa Williams	Individual Response
13	Daniel Jones	Individual Response
14	Respondent wished to remain anonymous	
15	Jason Clark	Baden Powell Primary
16	Respondent wished to remain anonymous	
17	Respondent wished to remain anonymous	
18	Respondent wished to remain anonymous	
19	Respondent wished to remain anonymous	
20	David Griffiths	Ton yr Ywen Primary School
21	C Bradshaw	Fitzalan High School
22	Sian Mainwaring	Pontllanfraith Comprehensive
23	Respondent wished to remain anonymous	
24	Claire Armitstead	Rhyl High School
25	Sarah Burbage	Shirenewton Primary School
26	Alex Worthing	Individual Response
27	John Jones	Ysgol Gynradd Tregaron
28	Owen Hathaway	NUT Cymru
29	Dr Rosetta M Plummer	National Botanic Garden of Wales
30	Amy Jones	All Wales PSE Advisory Group
31	Jennifer Hill	Directorate of Learning and Skills Vale of Glamorgan Council
32	Jo Bryan	Bute Cottage Nursery School
33	Nia Cule	Colcot Primary School, Barry
34	Mark Middlemiss	Palmerston Primary School Barry
35	Susan Evans	Llandough Primary School, Vale of Glamorgan
36	Respondent wished to remain anonymous	
37	Tina Taylor	Victoria Primary School Penarth
38	Mr Rob Williams	St Nicholas Primary School
39	Respondent wished to remain anonymous	
40	Fiona Thomas	Dwr Y Felin School, Neath

41	Clare Barnes	Willowdene School
42	Steve Lord	St Richard Gwyn Catholic High School
43	Linda Davies	Central South Consortium Joint Education Service
44	Carl Wynn	Wrexham Education authority
45	Jonathan Blofeld Rees	Individual Response
46	Hywel Price	Individual Response
47	Louise Lynn	Rhws Primary School
48	Respondent wished to remain anonymous	
49	Meic Griffiths	Y Bont Faen Primary
50	Respondent wished to remain anonymous	
51	Alison Ellis	Maesyrrhandir CP School
52	Kevin Jeffrey	The Professional Literacy Company Ltd
53	Janet Hayward	Cadoxton Primary School
54	Ron Marchant	Individual Response
55	Cathrin Manning	British Red Cross
56	Steven Rees	Evenlode Primary School
57	Sam MacNamara	Governors Wales
58	Colin Skinner	Roath Park Primary School
59	Steve Bowden	Individual Response
60	Respondent wished to remain anonymous	
61	Mr Pascoe	Dylan Thomas school (Secondary)
62	Simeon Molloy	Denbigh High School
63	Adam Raymond & Geraint Couldrick	Gwauncelyn Primary School & Gwaunmiskin Primary School
64	Karen Mills	Collective Learning Ltd
65	Peter Jenkins	Libanus Primary School,
66	Catherine Place	Glan Usk Primary School
67	Michelle Marshall	CSC: FP team
68	Respondent wished to remain anonymous	
69	Jeremy Phillip	Bridgend Federation of Primary Head Teachers
70	Simon Ward	Real World Learning Cymru Partnership
71	N/A	Cwmfelin Primary School, Maesteg
72	Respondent wished to remain anonymous	
73	Amanda Malkin	Foundation Phase Dept, Central South Consortium
74	Respondent wished to remain anonymous	
75	Respondent wished to remain anonymous	
76	Barbara Murphy	St Robert's Catholic Primary School
77	Amanda Stanford	Mynydd Cynffig Infants
78	Respondent wished to remain anonymous	
79	Gaynor Brimble	Education Achievement Service for South East Wales
80	Arwel George	CYDAG
81	Nicola Williams	Deri Primary School

82	Respondent wished to remain anonymous	
83	Johnathan Lloyd	Ystrad Mynach Primary School
84	Kate Olsen	Tynewydd Primary School
85	Respondent wished to remain anonymous	
86	Respondent wished to remain anonymous	
87	Respondent wished to remain anonymous	
88	Kay Hartevelde	Caerphilly County Borough Council
89	Davina Parfitt	Caerphilly County Borough Council
90	Respondent wished to remain anonymous	
91	Respondent wished to remain anonymous	
92	Helen Rideout	Ysgol Bryn Castell, Bridgend
93	Ceri James	CILT Cymru
94	Respondent wished to remain anonymous	
95	Respondent wished to remain anonymous	
96	David Rees	Newport Primary heads' group
97	Jayne price	Cwmaber Infants' School
98	Beryl Taylor	Maes yr Haul Primary School in Bridgend.
99	Rachel Misra	Individual Response
100	Michaela Benjamin	Estyn
101	Sharon Titley	Upper Rhymney Primary School
102	Daniel Esteve	Individual response
103	Respondent wished to remain anonymous	
104	Respondent wished to remain anonymous	
105	Respondent wished to remain anonymous	
106	Sam Hall	Pentrepoeth Primary School
107	Respondent wished to remain anonymous	
108	Gary Biggins	ATL Teaching Union
109	Martin Griffiths	Tynyrheol Primary School
110	Respondent wished to remain anonymous	
111	Respondent wished to remain anonymous	
112	Respondent wished to remain anonymous	
113	Respondent wished to remain anonymous	
114	Respondent wished to remain anonymous	
115	Respondent wished to remain anonymous	
116	Respondent wished to remain anonymous	
117	Respondent wished to remain anonymous	
118	Owain ap Dafydd	Ysgol Gyfun Cwm Rhymni
119	Nicki Prichard	St Mary the Virgin Church in Wales Primary School
120	Mark Anderson	Individual Response
121	Peter Dale	Individual Response
122	Moira Ashton	Individual Response
123	Andrew Meates	Individual Response
124	Rachel Owen	Individual Response
125	Jayne Davies	Individual Response

126	Matthew Owens	teachers at Archdeacon John Lewis Primary School.
127	Nia Williams	Individual Response
128	Richard Lashley	Ysgol Maesydderwen
129	Cerys Thomas	Individual Response
130	Trish Buck	Individual Response
131	Geraint Jenkins	Individual Response
132	Claire Lewis	Individual Response
133	Suzanne Sheppard	Individual Response
134	Lyn Stallard	Individual Response
135	Dave Smith	Individual Response
136	Clare Protheroe	Pacey Cymru
137	Carys Pritchard	South Central Consortium
138	Morien Morgan	Coed y brain primary school
139	Helen Watkins	Individual Response
140	Sharman Morgan	Wales Pre-school Providers Association (Wales PPA)
141	Janice Llewellyn	Tenby Junior School
142	Neil Pryce	Pil Primary School
143	Susan Ware	Blaencwm Primary School
144	Angela Sanders	Individual Response
145	Wendy Sadler	Science Made Simple
146	Lalit Bhalla	Individual Response
147	Martyn Richards	Individual Response
148	Angharad Prys Evans	Individual Response
149	Morien Morgan	Caerphilly HT Forum
150	Eryl Samuel	Curriculum and assessment steering group for the Central South Consortium (CASG).
151	Karen Olds	Rumney Primary School
152	Claire Lawson	RSPCA
153	Michael Lock	The Twyn School, Early Years Unit,
154	Julie Morgan	Ogmore Vale Primary School
155	Jonathan Moody	South East Wales Consortium
156	Sue wilson	Milton Infant School
157	Respondent wished to remain anonymous	
158	Val Simpson	Gwenfo C/W Primary School
159	Respondent wished to remain anonymous	
160	Elin Wyn	National Deaf Children's Society Cymru
161	Robin Hughes	ASCL Cymru
162	Lisa Williams	Public Health Dietitians in Wales
163	Bethan Jenkins	Assembly Member
164	Penny Skyrme	Individual Response
165	PAUL SMITH	Individual Response
166	Alan Roberts	Individual Response
167	Gwyneth Lake	Individual Response
168	Carole Anne Davies	Individual Response

169	Delyth Townsend	Individual Response
170	Eryl Mason	Individual Response
171	Denise Breen	Individual Response
172	Helen Cooper	Individual Response
173	Carolyn Jay	Individual Response
174	Michelle Ball	Individual Response
175	Amanda Manley	St Fagans C/W Primary School teacher
176	Justin Taylor	Campaign response (first aid)
177	Joanna Burdett	Archdeacon John Lewis VA Church in Wales Primary School
178	Heather Morgan	Coety Primary School
179	Zein Pereira	AFAISIC Cymru
180	Chloe Parr Jones	Pil Primary School
181	Mrs Jean Williams	Pil Primary School
182	Elaine Perry	Physical Education and School Sport (PESS) Team South West and Mid Wales Region
183	Kate Toozer	Individual Response
184	Kate Andrews	Individual Response
185	Respondent wished to remain anonymous	
186	Claire Bradford	Individual Response
187	David Stacey	Individual Response
188	Kathryn John	Brackla Primary School
189	Sue Williams	Natural Resources Wales
190	Dr Jane Walters	South West Wales Centre of Teacher Education
191	Alyson Lewis	Individual Response
192	Allison Beynon	Individual Response
193	Andrew Davies	Ysgol Bryn Garth Primary School
194	Liz Barry	South East Wales Centre for Teacher Education and Training's
195	Karen Evans	General Teaching Council for Wales
196	Jim Toal	Welshpool High School
197	C. Archard	Plasnewydd Primary School
198	Marianne Mannello	Play Wales
199	Delyth Lloyd	British Heart Foundation
200	David Cunnah	Institute of Physics
201	Katie Chappelle	St John Cymru Wales
202	Mike Gough	Deighton Primary School
203	Andrew Wood	Porthcawl Primary School
204	Andrea Wood	Bryncethin Primary School
205	Nia Williams	National Museum of Wales
206	Mr Ian Bird	West Park Primary School
207	Sue Pilcher	Tondu Primary School
208	Julie Jones	CFBT
209	Alyson JONES	Nantymoel Primary School
210	Diane Hebb	Arts Council for Wales

211	Eirlys Lougher	Individual Response
212	Lisa Donoghue- Boshier	Individual Response
213	Caroline Laxton	Individual Response
214	Mandie Welch	Individual Response
215	Claire Bowen	Individual Response
216	Rhian Smith	Individual Response
217	Alison Evans	Individual Response
218	Val Davies	Individual Response
219	Alison Turner	Individual Response
220	Lynne Jones	Individual Response
221	Phillip Thomas	Individual Response
222	Andrea Gasson	Individual Response
223	Ian Williams	Individual Response
224	George Bugelli	Individual Response
225	Lynne Hull	Individual Response
226	Maggie Edwards	Individual Response
227	Eleanor Snipe	Individual Response
228	David Sandbrook	Individual Response
229	Armon Daniels	Individual Response
230	Gerry Adams	Individual Response
231	Liz Errington-Evans	Individual Response
232	Neil Davies	Individual Response
233	Susan Nolan	Individual Response
234	Gethin Ellis	Individual Response
235	Margaret Egan	Individual Response
236	Catherine Owen	Individual Response
237	Peter O Callaghan	Individual Response
238	Helen oleary	Individual Response
239	Sian Jones	Individual Response
240	Alison jones	Individual Response
241	Julia thomas	Individual Response
242	George Chamberlin	Individual Response
243	Rebecca Jones	Individual Response
244	Sarah Davies	Individual Response
245	William Penny	Individual Response
246	Adrian Ionescu	Individual Response
247	Rhiannon rees	Individual Response
248	Helen Burton Hughes	Individual Response
249	Helen lawton	Individual Response
250	Anirban Choudhury	Individual Response
251	Steve Rock	Individual Response
252	Nerys James	Individual Response
253	Robert Hopkins	CSCJES
254	Simon Jones	Sport Wales
255	Enid Rees	Pil Primary School
256	Sophie Furber	Individual Response

257	Respondent wished to remain anonymous	
258	Respondent wished to remain anonymous	
259	Respondent wished to remain anonymous	
260	Respondent wished to remain anonymous	
261	Respondent wished to remain anonymous	
262	Dr Tania ap Sion	The Wales Association of SACREs (WASACRE)
263	Professor Lesley Francis	The St Mary's and St Giles Centre, Wales
264	Dr Tania ap Sion	Individual Response
265	Julie Williams	Chief Scientific Adviser
266	Respondent wished to remain anonymous	
267	David George	Bridgend Association of Secondary Heads)
268	Libby Jones	Individual Response
269	Respondent wished to remain anonymous	
270	Respondent wished to remain anonymous	
271	Dr. Chris Howard	NAHT
272	Kevin Granfield	Flintshire County Council
273	Samantha King	Upper Rhymney Primary School
274	Matthew Pullen	Individual Response
275	Lesley Dancey	PE & School Sport Managers & Facilitators from the four regional consortia
276	Respondent wished to remain anonymous	
277	Beverley Symmonds	PESS / Central South JES Central South Consortium
278	Julie Machin	Preststyn High School
279	Kristian James	Skill Cymru / Skill Wales
280	Rhodri Roberts	Welsh Language Commissioner
281	Joshua Miles	Federation of Small Businesses
282	Jan English	Central South and South East Consortia
283	Rebecca Brake	GL Assessment
284	Jane Anthony	Pess Central South
285	Estelle Robinson	Field Studies Council
286	Lesley Dancey	o/b PE & School Sport Facilitators
287	S.J. O'Halloran	Nottage Primary School
288	Neil Davies	Mynydd Cynffig Junior School
289	Amanda Malkin	Individual Response
290	Respondent wished to remain anonymous	
291	Respondent wished to remain anonymous	
292	Chris Padden	Incerts CIC
293	Mary Parry	Carmarthenshire SACRE
294	Respondent wished to remain anonymous	
295	Andi Morgan	Consortium Hub (Pembrokeshire & Carmarthenshire).
296	R Hughes	Alway Primary School Newport
297	Respondent wished to remain anonymous	
298	Respondent wished to remain anonymous	

299	Respondent wished to remain anonymous	
300	Respondent wished to remain anonymous	
301	Respondent wished to remain anonymous	
302	Respondent wished to remain anonymous	
303	Respondent wished to remain anonymous	
304	Respondent wished to remain anonymous	
305	Richard Godwin	Individual Response
306	Respondent wished to remain anonymous	
307	Respondent wished to remain anonymous	
308	Respondent wished to remain anonymous	
309	Rachel Moore	Individual Response
310	J Nicholls	Individual Response
311	Respondent wished to remain anonymous	
312	Owain ap Dafydd	Ysgol Gyfun Cwm Rhymini
313	S. Jén Dafis	Individual Response
314	Arwel George	Cydag Secondary
315	Bethan James	CYSAG Gwynedd
316	Bethan James	CYSAG Ynys Môn
317	Bethan James	National Advisory Panel for Religious Education
318	Bethan James	Individual Response
319	Respondent wished to remain anonymous	
320	Rebecca Williams	Cardiff University College Union
321	Respondent wished to remain anonymous	
322	Respondent wished to remain anonymous	
323	Respondent wished to remain anonymous	
324	Respondent wished to remain anonymous	