

MILLER



Research Evaluation Consulting

# Curriculum for Wales Framework Guidance – Journey to Rollout Consultation

Final Report

Welsh Government

Version 2 / January 2024

## Curriculum for Wales Framework Guidance – Journey to Rollout Consultation

Geof Andrews, Joseff Howells, Maya Richardson, Hannah Rigley,  
Cameron Shields / Miller Research (UK) Ltd.



For further information please contact:

Maya Richardson

[maya@miller-research.co.uk](mailto:maya@miller-research.co.uk)

Pen-y-Wyrlod, Llanvetherine, Abergavenny, Monmouthshire, NP7 8RG, UK

[www.miller-research.co.uk](http://www.miller-research.co.uk) | 01873 851880 | Twitter: @miller\_research

## Table of contents

1.	Introduction .....	1
	Overview .....	1
	Policy background .....	1
	Background to the consultation .....	2
	Content of the rest of the report .....	2
2.	Methodology .....	3
	Approach to analysis of consultation responses .....	3
	Overview of responses .....	3
3.	Findings .....	5
	Views on the suitability and utility of the proposed guidance .....	5
	Effects on the Welsh language .....	19
	Additional comments .....	22
4.	Conclusion .....	26
5.	Annex A – Consultation Questions .....	28

## List of Tables

Table 3.1 – Responses to Question 1.....	5
Table 3.2 – Responses to Question 2.....	9
Table 3.3 – Responses to Question 3.....	13
Table 3.4 – Responses to Question 4.....	17

## List of Figures

Figure 3.1 – Responses to Question 1.....	5
Figure 3.2 – Responses to Question 2.....	9
Figure 3.3 – Responses to Question 3.....	14
Figure 3.4 – Responses to Question 4.....	17

## Glossary

<b>Acronym</b>	<b>Definition</b>
ALN	Additional Learning Needs
CfW	Curriculum for Wales
J2R	Journey to Rollout

## 1. Introduction

### Overview

- 1.1 In October 2023, Welsh Government commissioned Miller Research to analyse the responses to the “Continuing the journey” consultation<sup>1</sup> which provides guidance to replace the “Journey to Curriculum Rollout”<sup>2</sup> section of the Curriculum for Wales (CfW) framework guidance. This report provides a brief background to the policy area and consultation before summarising the consultation methodology and findings.

### Policy background

- 1.2 Since September 2023, all schools in Wales are using the CfW for learners up to and including Year 8, and will gradually continue the rollout until 2026, when all learners at schools in Wales will be taught under the CfW. The CfW framework guidance is updated annually each January to reflect learning and developing best practice from the continuing CfW rollout across all schools and year groups.<sup>3</sup>
- 1.3 The “Journey to Curriculum Rollout” section of the CfW guidance is designed to “support schools with a common set of expectations, priorities and supporting information for curriculum design.” Issued under the Section 71 of the Curriculum and Assessment (Wales) Act 2021 (the Act), this guidance is statutory. It provides recommendations for how schools should implement the CfW and must be considered by schools, but it is not mandatory to follow all steps of the guidance. Schools are advised that they may form their own policies that take their own school’s context into account, and in doing so may stray from the statutory guidance with good reason.

---

<sup>1</sup> <https://www.gov.wales/curriculum-wales-continuing-journey>

<sup>2</sup> <https://hwb.gov.wales/curriculum-for-wales/curriculum-for-wales-the-journey-to-curriculum-roll-out/>

<sup>3</sup> <https://hwb.gov.wales/curriculum-for-wales>

## **Background to the consultation**

- 1.4 This report synthesizes the analysis of responses to the consultation on the proposed guidance to replace the “Journey to Curriculum Rollout” section of the CfW framework guidance. The consultation was open for eight weeks from 18<sup>th</sup> September to 13<sup>th</sup> November 2023. The consultation document provided an overview of the purpose of the guidance section, as well as “guidance around priorities for curriculum development and learning” and “practical expectations for iterative curriculum design.” The results of this consultation will inform the update to the guidance which is set to take place in January 2024.

## **Content of the rest of the report**

- 1.5 The next section of the report provides an overview of responses to the consultation and outlines the approach used for consultation analysis. Section 3 presents the findings from this analysis, synthesising the messages provided by consultation respondents. Section 4 briefly concludes with a summary of key themes.

## 2. Methodology

### Approach to analysis of consultation responses

- 2.1 Consultation responses were manually coded and analysed by at least two researchers on a question-by-question basis using thematic analysis. Common themes and patterns were drawn out and highlighted, with researchers collaborating to produce a comprehensive summary of responses. All responses were analysed in the language medium of submission, meaning that Welsh responses were analysed in the medium of Welsh to allow for full and nuanced understanding of the meaning of the responses. Where respondents cross-referenced earlier elements of their responses or repeated content verbatim from question to question, the first instance of this response was prioritised in analysis.
- 2.2 Categorical questions were analysed using Microsoft Excel Pivot Tables. All per centages are based on the total number of responses to that specific question to account for varying levels of non-response.

### Overview of responses

- 2.3 The consultation received 32 responses in total, consisting of 23 online responses and 9 additional mailbox and email responses.
- 2.4 Two responses were received in the medium of Welsh, with the remaining 30 responses submitted in English.

### *Respondent demographics*

- 2.5 The final questions in the consultation ask optional demographic questions to garner an understanding of the respondent sample. These questions asked about the capacity from which given respondents were providing feedback on the guidance to understand their professional backgrounds.
- 2.6 11 of 32 respondents indicated that they work in education delivery. Three responded that they did not work in education delivery. The remaining respondents did not answer this question.



2.7 Among those who work in education, respondents included those who work in local authorities, regional consortia/partnerships, regulatory bodies, teaching unions and in the third sector. Their roles included school improvement officers, inspectors, policy officers, advisors and trade union officials.

2.8 Those responding on behalf of an organisation cited the following organisations or groups:

- ACAC
- ASCL Cymru
- Catholic Education Service
- Equality and Human Rights Commission in Wales
- Estyn
- GwE Primary SIAs and Secondary SIAs
- NAHT Cymru
- National Academy for Educational Leadership
- National Education Union Cymru
- RNIB
- Swansea Council.

### 3. Findings

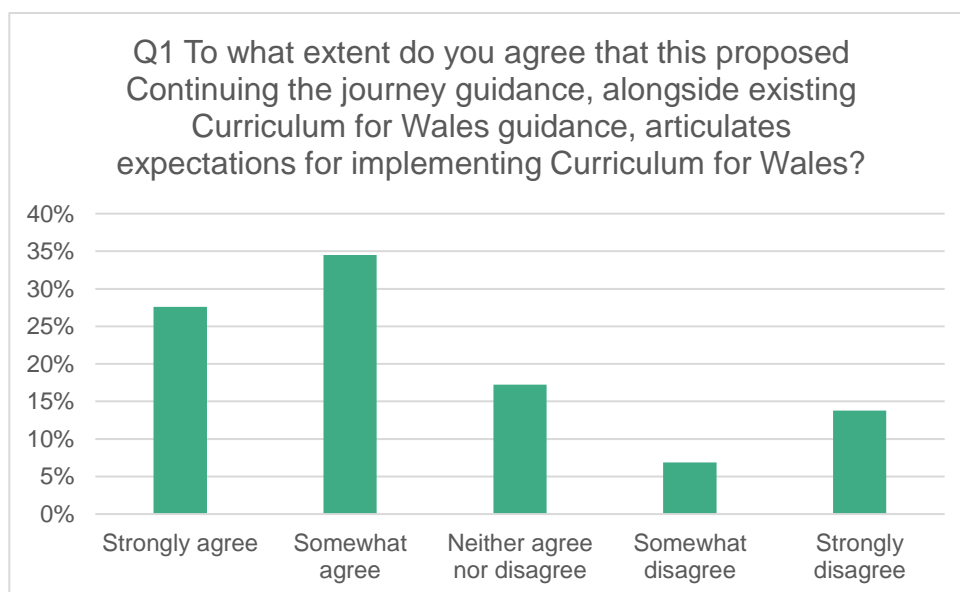
#### Views on the suitability and utility of the proposed guidance

*Question 1: To what extent do you agree that the proposed Continuing the journey guidance, alongside existing Curriculum for Wales guidance, articulates expectations for implementing Curriculum for Wales?*

**Table 3.1 – Responses to Question 1**

Response	Count	Per centage of Total
Strongly agree	8	28
Somewhat agree	10	34
Neither agree nor disagree	5	17
Somewhat disagree	2	7
Strongly disagree	4	14
Grand Total	29	100 per cent

**Figure 3.1 – Responses to Question 1**



3.1 Most respondents (just over three in five) somewhat or strongly agreed that the proposed guidance, alongside existing CfW guidance, articulates expectations for implementing CfW. About one in five respondents somewhat or strongly disagreed, with a similar number expressing neutral feelings on the matter.

- 3.2 Qualitative responses revealed that many respondents appreciated the attempt to simplify guidance for schools, with several perceiving it as well-structured and outlining clear expectations. Sections 2 and 3 were highlighted by one respondent as particularly clear, with views that Section 2 is well-structured and makes plain the expectations that the four questions at the heart of curriculum design should be integrated into CfW rollout. Similarly, Section 3 clearly outlines the phases of curriculum design, according to the respondent. Others expressed broader support from the clarity of expectations set out in the guidance, indicating that the "messaging is useful" and that Welsh Government is "right to attempt to make the guidance shorter and more manageable." One response welcomed that the guidance is being revised in response to experiences of implementing the CfW as the rollout continues.
- 3.3 At the same time, some respondents expressed concerns about the clarity of the guidance, finding it "overly vague". There was shared sentiment from a group of respondents that the guidance, in its current form, may not sufficiently help schools understand expectations and legislative requirements. Some respondents found the guidance too extensive and not easily navigable, with concerns about the practicality of reading and understanding the document. One response suggested that the guidance needs to be more user-friendly, with a call to simplify the document and make it more practical for teachers with varying backgrounds. This point on practicality was repeated, with a frustration from one that the guidance "doesn't tell us specifically what to do." There was a call for distilling key messages into alternative formats for better accessibility.
- 3.4 Some of the criticism of the guidance's accessibility was based in a desire to avoid repetition and ensure the guidance aligns with other similar documents. One response criticises the document for its lack of coherence for these reasons, seeing it as overlapping with other documentation. The summary of legislation was cited in one response as more succinct messaging on the implications of the guidance for

schools, with a feeling that the messaging becomes confused and the content too extensive when signposting and hyperlinking to supporting materials. Several respondents stressed the need to ensure this aligns with other guidance, with a mention of the need for alignment with school improvement guidance in particular. One respondent welcomed additional guidance on using Descriptions of Learning but suggested that this could be more prominently featured in the assessment section to prevent misinterpretation or misuse. Respondents instead suggested shortening the guidance to a single page and/or further simplifying it.

- 3.5 Feedback also indicated a need for clarity on the exact purpose of this guidance. This was related to concern about how it is expected to be digested and implemented. Referring to the stated purpose of the guidance “to support schools and settings to develop the organisational processes of developing and reviewing their curriculum”, one respondent felt the guidance could be perceived as covering implementation instead. This response suggested a reformulation to explain that this guidance “intended to help schools plan and organise their curriculum in the course of fulfilling their duties to design and review their curriculum, rather than what they specifically have to do to design and review that.” In addition to clarifying its role in implementation, respondents sought clarification on the guidance’s prescriptiveness, with one arguing it is “important that the guidance sets out expectations, rather than attempting to be overly prescriptive about how schools can best work towards achieving those expectations.” The respondent welcomes statements such as “a setting is free to formulate its own policy.” The need for clearer distinctions between “musts” and “shoulds” was emphasised. Additionally, repeated references to non-statutory evaluation, improvement, and accountability framework were felt by another respondent to be potentially confusing, with a risk they would lead to an over-emphasis on evaluation for accountability and

inspections rather than seeing evaluation as a key component of iterative curriculum design.

- 3.6 Concern was also expressed about the guidance's impact on teachers and teaching. There were concerns about the workload associated with implementing the "bombardment" of guidance aimed at schools. The volume of information, including references to many other documents, was seen as potentially overwhelming. Some respondents were doubtful teachers would have time to fully digest the guidance in its current form. Other concerns related to the potential impact on the focus of teaching. One respondent noted a shift in focus in schools towards "paperwork and planning sheets" rather than the core aspects of teaching. There was concern that the document might be leading to an undue emphasis on administrative processes, and individual responses suggested that specific subjects such as ICT and Science were disadvantaged in the framing of the CfW, with calls for a more balanced approach.
- 3.7 In terms of teachers' role, there was appreciation of the emphasis on co-construction. To strengthen a co-constructed approach, there was a suggestion to make the role of practitioners more explicit, with reference to Section 2.1 on the role of leadership in the design process as a good example. This reflects a consideration of the practical involvement of teachers in the implementation process.
- 3.8 Overall, the document is not seen as introducing new content, but rather summarising existing guidelines – with some frustration regarding repetition; for example, views that "it's just a rehash of stuff which is more likely to confuse [than] help." Some, on the other hand, find this distillation of expectations useful. The expectation from some is that schools' curriculum plans are unlikely to change significantly based on its publication.
- 3.9 Several responses expressed concerns about the timing of the guidance, with suggestions that it may be too late for some schools that have already adopted a new curriculum. There were criticisms of

the framing such as "how will we" embed a given element into the curriculum rather than "how are we" already embedding that element.

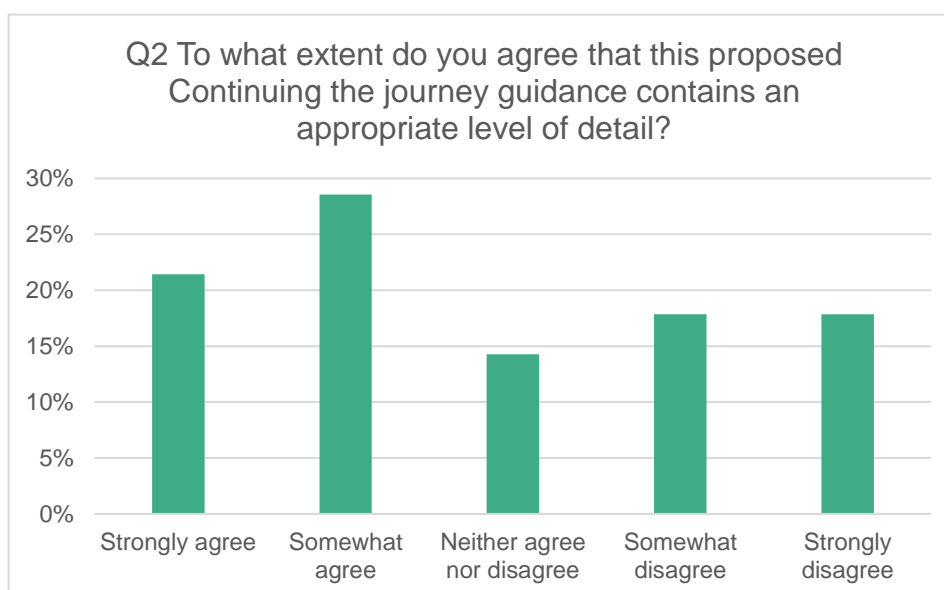
3.10 Finally, some remarks expressed disagreement with the guidance and criticised broader issues such as the perceived destruction of Welsh culture, the “abandonment of poverty eradication efforts”, and the need for more focus on individual child participation in and access to education. One respondent questioned the framing of this consultation question, seeing it as “undermining the need for [CfW implementation] to be an iterative process.”

*Question 2: To what extent do you agree that the proposed Continuing the journey guidance contains an appropriate level of detail?*

**Table 3.2 – Responses to Question 2**

Response	Count	Per centage of Total
Strongly agree	6	21.43
Somewhat agree	8	28.45
Neither agree nor disagree	4	14.29
Somewhat disagree	5	17.86
Strongly disagree	5	17.86
<b>Grand Total</b>	<b>28</b>	<b>100 per cent</b>

**Figure 3.2 – Responses to Question 2**



- 3.11 Approximately half (49.88 per cent) of respondents agreed or strongly agreed that the proposed guidance is appropriately detailed. Over one-third (35.71 per cent) disagreed or strongly disagreed, suggesting the level of detail is unsatisfactory to a significant portion of respondents.
- 3.12 Qualitative feedback acknowledged the positive aspects of the guidance, with some appreciating its shorter and more specific format and the effective use of hyperlinks for accessibility. The use of bullet points and key questions were highlighted by some respondents as particularly useful. However, there was a concern about the abundance of documents and guidelines on this document, with a widespread desire for even clearer and more concise guidance. One response specified that the level of detail is useful and accessible if you are looking for specific guidance, but that it is too long to serve as a general guidance document. There were suggestions to undertake a holistic review of the document to remove unnecessary repetition and structure the guidance in a way that is easy for schools to digest and implement.
- 3.13 A more easily understood form of guidance could take the form of a summarised version, key takeaways, more visual representations, or workshops for practitioners. The visual model in Journey to Rollout guidance was cited as a useful example of a graphic, reinforcing the cyclical process. Feedback from informal discussions with headteachers and practitioners suggests a need for shorter versions tailored to specific groups like governors, head teachers, and class practitioners.
- 3.14 A small number of respondents felt the extensive length of the guidance and lack of sufficient detail meant the guidance was too open to interpretation by leaders and practitioners. Others mentioned “conflicting information” and identified specific areas of repetition, including:
- Descriptions of learning in sections 2.4 and 2.5

- References to evaluation, improvement and accountability framework, with a suggestion that this could just link to school improvement guidance. On the other hand, one response felt that more focus should now be on evaluation than implementation given that the rollout has already begun.
- Discussions of "developing a curriculum with a purpose" in Section 2.2, with concern this could be confused with the four purposes of the curriculum. The response suggested framing this aspect of the guidance as "developing a learning journey or learning continuum."
- Reservations about the introduction of more reflection questions, considering the existing questions in the Evaluation and Improvement resource.

3.15 Gaps in the proposed guidance were also mentioned, including the following:

- How the process links with self-evaluation and schools as learning organisations, with an opportunity for guidance on this to help schools focus their efforts and build leadership capacity.
- The roles of Welsh Government, regional consortia, and local authorities in supporting schools.
- Formative assessment "to inform effective day to day teaching and learning" and understanding assessment systems and design. This may possibly need to cite the Assessment guidance.
- Need to cite diocesan authorities for voluntary aided schools in the point at end of Section 1 referring to support offered to schools from a range of bodies.
- Some calls for more practical advice on how to implement the guidance.
- Reference to the Additional Learning Needs (ALN) Code and detail on developing curricula for learners with ALN and



the awareness of the impact and support needs for these learners.

- 3.16 Responses also note the importance of continually updating and revising the guidance as the curriculum develops. Some responses emphasised the importance of an iterative approach to curriculum development. There were suggestions for a step-by-step guide for schools to review their curriculum over time. On the other hand, concern was expressed about the guidance inadvertently inhibiting innovative approaches by being overly prescriptive.
- 3.17 Many respondents mentioned the practitioner time it would take to adequately digest this guidance and/or a lack of adequate support and resources for implementation. While some appreciated the clarity and restatement of existing guidance, there was an acknowledgment that guidance alone cannot improve curriculum delivery. This was accompanied by a call for adequate funding and resources for schools to effectively implement the proposed curriculum, as well as the importance of resourcing other services and taking a “multi-agency approach” in helping to address and resolve the many challenges children and young people face.
- 3.18 Two responses expressed concerns about the lack of assessment criteria and clarity around what schools should measure progression against. One of these respondents welcomed the language around developing a common understanding of progression and its relationship to professional dialogue, but felt schools still lack clear guidelines on how to measure progress and felt the way assessment is portrayed is confusing. This response highlighted assessment for planning as a potential area of confusion, and suggested reference to the Assessment guidance.
- 3.19 One response highlighted concerns related to the choice of terminology and accuracy of translations. The response highlighted choices of terminology that may confuse readers, especially between

guidance in English and Welsh. Examples of challenging translations or choice of terminology were given, including:

- Section 2.6: “Curriculum for Wales celebrates the agency and professional judgement of all practitioners” and the use of “galluogedd” in Welsh. While “galluogedd” is the accepted translation listed in Term Cymru,<sup>4</sup> one consultation respondent felt this translation does not adequately communicate the intended meaning.
- Section 3. “Practical expectations for iterative curriculum design” and the use of “iterus” (“Disgwyliadau ymarferol ar gyfer dull iterus o gynllunio'r cwricwlwm”) rather than using terms like “cyclical / cylchol” which have clearer equivalents in both languages.

3.20 Finally, a small number of responses emphasised considerations related to specific school types and subjects. One response promoted the need to refer to diocesan authorities for voluntary aided schools, and another expressed negative opinions about the inclusivity (“they don’t work”) within Pupil Referral Units (PRUs). Concerns were also expressed by individual respondents about the level of detail in the interpretation of subjects under the Science and Technology Area of Learning and Experience, particularly related to evolution and creationism. One response stated “MFL [modern foreign languages] should be scrapped”..

*Question 3: To what extent do you agree that this proposed Continuing the journey guidance effectively signposts Curriculum for Wales supporting materials and other relevant sections of the Framework guidance?*

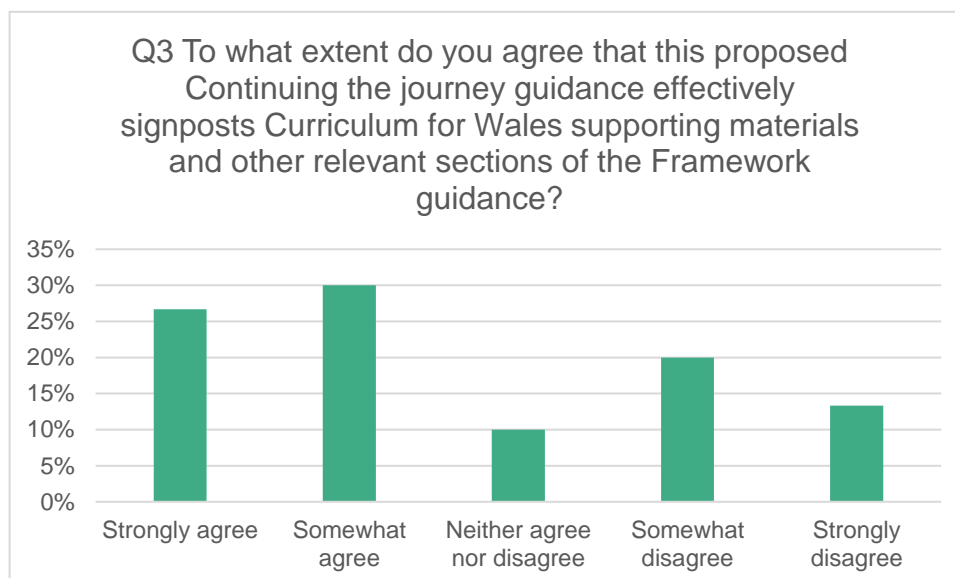
**Table 3.3 – Responses to Question 3**

Response	Count	Per centage of Total
----------	-------	----------------------

<sup>4</sup> <https://www.gov.wales/bydtermcymru/search/term/8498310>

Strongly agree	8	26.67
Somewhat agree	9	30.00
Neither agree nor disagree	3	10.00
Somewhat disagree	6	20.00
Strongly disagree	4	13.33
<b>Grand Total</b>	<b>30</b>	<b>100 per cent</b>

**Figure 3.3 – Responses to Question 3**



- 3.21 57 per cent of respondents strongly or somewhat agreed that the guidance is effective in its goal of signposting to supporting material and other sections of the framework guidance. 33 per cent of respondents strongly or somewhat disagreed, with the remaining 10 per cent expressing neutrality on the question. The majority of respondents positively acknowledged the effectiveness of the guidance in signposting to Curriculum for Wales materials.
- 3.22 Some respondents expressed concerns that the guidance was overwhelming due to the sheer volume of information included. The concerns highlighted perceived risk of getting lost in the document and high risk of distraction due to its length. One respondent suggested a more structured presentation format with steps, or a summary of key ideas could be useful in avoiding oversaturation of information.
- 3.23 Many of the qualitative responses noted a clear sentiment that the number of hyperlinks – 52, as one response noted – to supporting

documentation listed in the guidance is too much information to expect practitioners to read through. One example given by a response suggests that Section 3.1.2 requires three clicks and then has different prompts on the linked website to those in the guidance, making for a fractured and difficult reading experience. Another response notes that examples such as Section 3.1.2 and the high number of hyperlinks “makes reading the proposed guidance a disjointed experience which impacts negatively on efficient access to the content and therefore reducing understanding of the reader.” It is reported that hyperlinked pages are using different terminology and generally lacking consistency with the guidance document. An example is provided in which two hyperlinked pages - the Evaluation and Improvement resource and the framework for evaluation, improvement and accountability - differ in their wording regarding progress-related questions, prompting a need for alignment with the framework guidance.

- 3.24 Despite the sheer volume of information, according to respondents there are still areas in the guidance that lack sufficient depth to be put into practice. One states that the respondent is still “unsure” on what the expectations of Welsh language are as they are “not explicit in the document”. There are several responses that refer to a lack of specificity, particularly in addressing ethical topics and teaching in an unbiased way, as well as fears from one respondent that students would be “unduly influenced toward a single particular viewpoint”.
- 3.25 Some of the feedback indicates a desire for practical examples, visuals, and graphics within the guidance to enhance understanding. “Where are the examples? It’s fine to be told this is what we need to do but we need an example of how it looks.” The request for information to be displayed in a visual method derives from the desire for a more concise guidance document. Signposting to examples of good practice and case studies was appreciated by many, though some respondents felt that the case studies are not specific enough; “It would be more effective to have less examples exemplifying

specific good practice, ” one said, suggesting that the lack of specificity would hinder effective implementation of the guidance.

3.26 There were also clear concerns about the potential workload impact of the guidance. This includes a request for a workload impact assessment and clearer expectations, with some emphasising the importance of clarifying the statutory and non-statutory elements, as well as the expectations of how practitioners are meant to use this guidance. One response notes that it would be beneficial to have a summarized version for staff to read who don't have the time capacity to read through the whole guidance. Alongside workload issues, practicality of suggested guidance has been questioned, with a call for the Welsh Government to outline practical expectations for how schools should use the guidance and consider specific settings. One response highlighted the numerous changes occurring simultaneously, including Additional Learning Needs (ALN) reform, qualifications reforms, and “Estyn's new approach”.

3.27 Concerns emerged that the guidance does not signpost to the ALN code, which they see as a “concerning omission” given its importance to the welfare and protection of children with disabilities including visual impairments. While the Additional Learning Needs and Education Tribunal (Wales) Act is referenced in the Curriculum for Wales Summary of Legislation, which is hyperlinked in this “Continuing the journey” section of the framework guidance, this piece of feedback indicates that hyperlinking the Summary of Legislation is not felt to adequately highlight all relevant regulations related to ALN. Other omissions and documents respondents wished were hyperlinked include:

- RevivR for Schools - An app to support teachers in CPR delivery in an emergency.
- Qualifications Wales proposals to clarify this document's discussion of assessment and formal GCSE assessments.
- The guidance for non-maintained nursery settings, which could be useful for early education in schools.

- More guidance around expectations regarding the Welsh language.

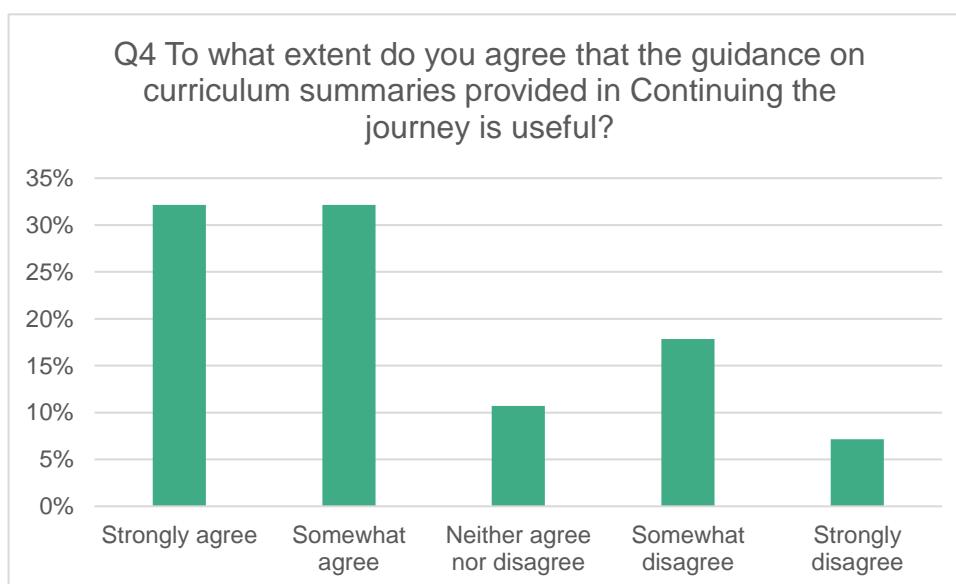
3.28 Overall, although just over half of the respondents agree that that the guidance is effective in signposting to supporting material, the overall sentiment echoes back to overwhelming amounts of information, lack of practicality in further adding to the workload of teachers and lack of specificity in particular areas.

*Question 4: To what extent do you agree that the guidance provided on curriculum summaries provided in Continuing the journey is useful?*

**Table 3.4 – Responses to Question 4**

Response	Count	Per centage of Total
Strongly agree	9	32.14
Somewhat agree	9	32.14
Neither agree nor disagree	3	10.71
Somewhat disagree	5	17.86
Strongly disagree	2	7.14
<b>Grand Total</b>	<b>28</b>	<b>100 per cent</b>

**Figure 3.4 – Responses to Question 4**



3.29 Analysis revealed that 64 per cent of respondents strongly or somewhat agreed that the guidance on curriculum summaries is

“useful”, with 25 per cent recording that they strongly or somewhat disagree.

- 3.30 Overall positive sentiments were expressed about the usefulness of the guidance, with two responses noting that it serves as a touchstone for schools and points leaders in the right direction, with emphasis placed on the importance of legal clarity in the guidance. However, the responses also voice concerns about schools not being fully resourced to implement the recommendations. One response suggests that there is "nothing new" in the guidance that hasn't been covered in educational documentation before, suggesting a perceived lack of innovation or fresh insight.
- 3.31 Responses indicate that the current guidance might benefit from clearer expectations regarding the level of detail required for various aspects of curriculum summaries. This could involve specifying the depth of information needed for learning progression, ensuring that educators understand what is expected in terms of outlining the progression of knowledge and skills. There's a call for the guidance to extend its support to funded non-maintained nursery settings and Pupil Referral Units. For some practitioners the existing guidance does not adequately address the needs of these specific educational environments. Others recommend being more explicit about the purpose of the curriculum summary, including identifying the target audience, specifying the required level of detail, and balancing philosophy/process with curriculum content/assessment.
- 3.32 This guidance highlights the presence of other overly complex guidance that conflicts with the intentions of the curriculum framework according to some respondents. Another response recommends the need to review case studies to link to future School Improvement Guidance summaries.
- 3.33 Concerns are again raised concerning the volume of information in the guidance, with pleas for summaries of the curriculum and school development plans to be distributed. There were also calls for further

examples of good practice from around Wales and advocacy for a national approach to understand practices in different regions. Along with requests for more diversity in the examples provided, requesting representation from schools in different geographical/economic regions and contexts to better reflect the varied educational landscape of Wales.

- 3.34 Arguments are made against the need for a centrally controlled curriculum, advocating for parental choice and expressing concern that central control may reverse educational gains. Another respondent raises personal concerns about a group attempting to impose a ban on the inclusion of specific religious content such as creationism in the science curriculum, arguing for the right to present alternative views.
- 3.35 The overall positive sentiments highlight the guidance's role as a touchstone for schools, providing direction to educational leaders, albeit with concerns about resource adequacy for implementation. In summary, respondents note a perceived lack of anything new in the guidance and suggest a need for clearer expectations regarding the level of detail required in curriculum summaries. Concerns also arise about the complexity of the guidance, with calls for summaries and examples to be distributed.

### **Effects on the Welsh language**

- 3.36 Questions 5 and 6 on the impact of the Welsh language are standard questions included in all Welsh Government consultations.

*Question 5: What, in your opinion, would be the likely effects of this Continuing the journey section of Curriculum for Wales guidance on the Welsh language? We are particularly interested in any likely effects on opportunities to use the Welsh language and on not treating the Welsh language less favourably than English.*



*Do you think that there are opportunities to promote any positive effects? Do you think that there are opportunities to mitigate any adverse effects?*

- 3.37 Several responses emphasise the importance of treating the Welsh language equally or promoting it positively. One argues “the Welsh language should be treated no less favourably than the English language” also referencing NEU Cymru guidelines, in line with the Welsh Language Act. Others suggest a view that the guidance will not adversely affect the Welsh language.
- 3.38 However, there are some responses suggesting that the Welsh language has not been in the foreground and worry that it’s not explicitly addressed in the document. One stated, “I don't think this guidance will have any impact on the Welsh language. It doesn't mention it at all”. Another response highlights the cultural importance of the Welsh language and its positive influence on community and fellowship that they observe in schools in Wales.
- 3.39 Beyond direct views on the guidance’s impact on the Welsh language, other responses communicated varying views on the emphasis on Welsh in education. Some felt the teaching of Welsh language is hindering the learning of students, with additional concerns about the method of teaching Welsh, suggesting that an compulsion may turn people off from learning it. It advises that guidelines should instead concentrate on reading and writing English before teaching Welsh optionally. One response makes the argument that they want “...less Welsh in schools especially in the early years. Focus needs to be on English”. This is a highly contentious issue within the responses but the guidance being consulted on is not about specific subjects or disciplines.
- 3.40 Another set of responses highlights concerns about the practicality of implementing the curriculum guidance for Welsh, suggesting that English medium teachers teaching Welsh already have a full

workload: “Unrealistic expectations of busy teachers who already have more than a FULL TIME JOB”. t

- 3.41 Additionally, five responses indicate that they lack an opinion of the use of Welsh language in the guidance and have neutral feelings on providing opportunities to use the Welsh language and on not treating the Welsh language less favourably than English.

*Question 6: In your opinion, could this section of Curriculum for Wales guidance be formulated or changed so as to:*

*have positive effects or more positive effects on using the Welsh language and on not treating the Welsh language less favourably than English?*

*Mitigate any negative effects on using the Welsh language and on not treating the Welsh language less favourably than English?*

- 3.42 Several of the respondents expressed a firm stance against any alterations in the guidance, arguing that the existing guidance is sufficient. Conversely, a contrasting viewpoint emphasises the need for change in the guidance and an enhanced impact on the use of the Welsh language. Some respondents express a desire for a curriculum that more actively incorporates the Welsh language, envisioning it as a tool to foster positive societal and cultural outcomes. However, a subset within this group does not share the same enthusiasm for prioritising Welsh, indicating a divergence in perspectives on the language's significance.
- 3.43 Another set of concerns centres around the insufficient explicit mention of the Welsh language in this guidance. This prompts a call for a dedicated section in this Continuing the Journey guidance on how Welsh should be developed across all subjects within English medium schools.. The absence of such explicit references in this guidance raises apprehensions about the comprehensive integration of the Welsh language into the educational landscape. Respondents identify a potential missed opportunity to align the curriculum with

other pertinent documents, such as Welsh 2050, local authority Categorisation Support Grant Agreements (CSGAs), and an upcoming Welsh Language Education white paper.

- 3.44 Advocacy for bilingualism emerges as a key theme, with some respondents calling for the elimination of barriers and the promotion of thoroughly bilingual societies. Suggestions for implementation include showcasing examples of Welsh language practices within English medium schools to serve as models. Additionally scepticism is expressed about this guidance and an association with tokenism. Some respondents link the issue to a broader political context, implying that changes in the curriculum could contribute to a cause of liberation or reinforce existing power dynamics.
- 3.45 The debate extends to the choice of learning Welsh, with some advocating for it as a preference rather than a compulsory measure. On the contrary, others express a desire for English to take precedence over Welsh in the curriculum. Language quality in the documentation is also scrutinised, with feedback indicating that the Welsh is a translation from English rather than a Welsh version. Respondents stress the need for a more readable and natural Welsh document to encourage wider readership and usage among Welsh speakers.
- 3.46 Finally, organisational issues within schools are identified as a challenge, with criticism directed at the vagueness of information provided by Consortia across Wales. Some respondents doubt whether improvements in the guidance will effectively address underlying organisational problems. Ultimately, a notable number of respondents either express no opinion or provide no comment, indicating a neutral stance or a lack of engagement with specific aspects of the guidance.

### **Additional comments**

*Question 7: 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.*

- 3.47 Several themes were identified in the responses to the final question asking for additional comments.
- 3.48 The first theme was workload and implementation challenges, where multiple respondents expressed concerns about the increased workload for education professionals. The need for a workload impact assessment was emphasised. In addition, requests for professional learning and increased PPA time to support the implementation of the new curriculum were made, as well as a more streamlined and simplified guidance document.
- 3.49 One respondent also expressed concern that the guidance will be more difficult to implement in secondary schools, as primary schools have a “stronger tradition of peer-led working” and tend to be smaller settings, allowing for “better division of labour”.
- 3.50 The second theme was focused upon financial challenges and professional learning. Some respondents expressed concerns about financial cuts affecting the capacity of schools to deliver the new curriculum. Furthermore, some issues were raised about the quality and equity of the professional learning offer, with a call for a more equitable professional framework.
- 3.51 Another theme was centred upon organisational support and stakeholder engagement. Some respondents requested more clarity on the role of middle-tier organisations in supporting practitioners. In addition, some participants questioned the intended audience of the guidance and the need for a focus on practitioners in the curriculum design process.
- 3.52 One respondent mentioned the desire for a more practical format, with suggestions for presenting the document in milestones to help schools track their progress in implementing the CfW.

- 3.53 Another theme was the alignment with qualifications, where some respondents stressed the need for this guidance to align with Welsh GCSE and VCSE guidance, especially as this is expected to place much more emphasis on formative assessments. This contrasts with "teaching to the test," which does not support the four purposes of the curriculum.
- 3.54 The alignment of the ALN code with the CfW is highlighted as an opportunity, as well as the need to explicitly reference ALN principles in the guidance to ensure a whole-school approach to meeting the needs of learners with ALN was cited, with an emphasis on inclusive education.
- 3.55 Some respondents questioned how well this guidance supports Welsh Government's Anti-Racist Plan and other equality action plans given the lack of emphasis on the need to "revise pedagogies and achieve a system level transformation." Suggestions were made to work more closely with Diversity and Anti-Racist Professional Learning and Black teachers and integrate the Public Sector Equality Duty into the curriculum guidance to address disparities and attainment gaps for protected characteristic groups. There were calls for more information on closing the attainment gap and considering protected characteristics, poverty, and social exclusion within the guidance, as well as recommendations to update the curriculum's equality impact assessment and include specific consultation questions on equality issues.
- 3.56 There was advocacy for the importance of CPR training in schools, with concerns about teachers' awareness and readiness to teach CPR. Recognition of available resources, such as the Classroom RevivR app, and the need for additional awareness among teachers was stressed.
- 3.57 One respondent asked for the curriculum to reflect religious preferences and accommodate diverse perspectives, especially in scientific areas. They described that it was important to "acknowledge

the importance of religious aspects and avoid a one-sided approach to scientific explanations”.

- 3.58 One respondent described their desire to abolish centralised education and government involvement in education, expressing dissatisfaction with the existing system.

## 4. Conclusion

- 4.1 The 32 responses received to this consultation were independently analysed by Miller Research and collated to form the basis of this report.
- 4.2 The majority of respondents (62 per cent) agreed or strongly agreed to Question 1, that the guidance articulates expectations for implementing CfW. 21 per cent disagreed or strongly disagreed. Respondents elaborated on these opinions, expressing opinions related to the clarity of expectations and accessibility of guidance. Several respondents welcomed the attempt to simplify guidance for schools, perceiving it as well-structured and outlining clear expectations. However, some concerns were raised about clarity and accessibility. Further thoughts were expressed about the impact on teaching, especially in relation to implementation workload and teaching focus.
- 4.3 Many respondents (57 per cent) agreed or strongly agreed to Question 2, that the guidance contains an appropriate level of detail. 36 per cent disagreed or strongly disagreed. Comments received in response to this question were focused on the desire for conciseness, highlighted elements of repetition and also some gaps in the guidance. Further comments were raised in relation to resourcing and inclusivity concerns.
- 4.4 The majority of respondents (57 per cent) agreed or strongly agreed to Question 3, that the guidance effectively signposts CfW supporting materials and other relevant sections of the Framework guidance. 33% disagreed or strongly disagreed. Signposting was seen as beneficial when executed well, however there were concerns that there was an overwhelming amount of information conveyed and that there was a need for practical examples and visuals, as well as a focus on accessibility and omissions, specifically listed in responses.
- 4.5 The majority of respondents (64 per cent) agreed or strongly agreed that the guidance provided on curriculum summaries provided in

Continuing the journey is useful. 25 per cent disagreed or strongly disagreed. Many respondents expressed positive sentiments about the usefulness of the guidance, with some respondents stating specific recommendations for improvement.

- 4.6 Several respondents emphasised the importance of treating the Welsh language equally or promoting it positively. Other respondents indicated a lack of opinion or no comment on the matter, and some further respondents suggested that the guidance will not adversely affect the Welsh language.
- 4.7 Some respondents felt that the existing guidance is sufficient, indicating resistance to the idea that changes are necessary. Others do not see the prioritisation of the Welsh language as important in this context. Some respondents expressed concern about the absence of explicit mention of the Welsh language in the guidance and others advocated for the promotion of bilingualism both in the creation of the document and in practice in schools.
- 4.8 Several different themes were mentioned in response to the final question. This included workload, implementation and financial challenges, stakeholder engagement and alignment with other documents.



## 5. Annex A – Consultation Questions

**Question 1** - To what extent do you agree that the proposed Continuing the journey guidance, alongside existing Curriculum for Wales guidance, articulates expectations for implementing Curriculum for Wales?

- Strongly agree / Somewhat agree / Neither agree or disagree / Somewhat disagree / Strongly disagree
- Comment box

**Question 2** - To what extent do you agree that the proposed Continuing the journey guidance contains an appropriate level of detail?

- Strongly agree / Somewhat agree / Neither agree or disagree / Somewhat disagree / Strongly disagree
- Comment box

**Question 3** - To what extent do you agree that this proposed Continuing the journey guidance effectively signposts Curriculum for Wales supporting materials and other relevant sections of the Framework guidance?

- Strongly agree / Somewhat agree / Neither agree or disagree / Somewhat disagree / Strongly disagree
- Comment box

**Question 4** - To what extent do you agree that the guidance provided on curriculum summaries provided in Continuing the journey is useful?

- Strongly agree / Somewhat agree / Neither agree or disagree / Somewhat disagree / Strongly disagree
- Comment box

**Question 5** - What, in your opinion, would be the likely effects of this Continuing the journey section of Curriculum for Wales guidance on the Welsh language? We are particularly interested in any likely effects on opportunities to use the Welsh language and on not treating the Welsh language less favourably than English.

- Do you think that there are opportunities to promote any positive effects?
- Do you think that there are opportunities to mitigate any adverse effects?
  - Comment box

**Question 6** - In your opinion, could this section of Curriculum for Wales guidance be formulated or changed so as to:

- have positive effects or more positive effects on using the Welsh language and on not treating the Welsh language less favourably than English?
- Mitigate any negative effects on using the Welsh language and on not treating the Welsh language less favourably than English?
  - Comment box

**Question 7** - 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.

- Comment box