

Number: WG52140

Welsh Government
Consultation – summary of responses

Proposals for an approach to using data and information in the school system to support learning and improvement and the 14 to 16 Learner Entitlement Indicators Framework

Young People's Summary

September 2025

Mae'r ddogfen yma hefyd ar gael yn Gymraeg.
This document is also available in Welsh.

Overview

The Welsh Government ran a consultation between 10 January and 14 March 2025 asking for views on their policy on using school and learner data that is already collected and processed by law. It also asked for feedback on proposals to make some specific information about 14 to 16 learning in schools available. This report is designed to summarise responses to the consultation in a way that is accessible to young people.

Action required

This document is for information only.

Further information and related documents

Large print, Braille and alternative language versions of this document are available on request.

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Additional copies

This summary of responses and copies of all the consultation documentation are published in electronic form only and can be accessed on the Welsh Government's website.

Link to the consultation documentation: [Data and information to support learning and improvement: for those working within the school system](#)

[Data and information to support learning and improvement: for the general public](#)

Executive Summary

In Spring 2025, the Welsh Government asked for people's views on how schools use data that is already collected by law. The consultation also explained what kind of information schools are expected to share. There were 53 responses in total. 34 came through the official consultation form, and 19 were sent by email or letter. The main points from the responses are summarised below:

What people agreed with

- Most people supported using data in a balanced way that fits with the new Curriculum for Wales.
- They liked moving away from judging schools just by exam results and liked the focus on learner progress and well-being.

Concerns that were raised

- Some respondents said there are still big differences in learners' experiences across Wales, with poverty and lack of support still being major barriers.
- Some said that not having official tests before the age of 16 makes it more difficult to know how well learners or schools are doing.
- People were worried schools could start ignoring creative subjects like Music or Art and only focus on core areas like Maths and English.

Issues with Data and Reporting

- Some of the proposals such as only counting data if 50 or more learners take a subject could be unfair to smaller schools.
- The amount of data to collect and report could add stress and extra workload for staff.
- Some people also suggested that schools might be judged unfairly based on this data, even if that is not the goal.

What People Asked For

- Schools need clearer instructions on how to use the data in fair and useful ways.
- More accessible explanations – especially for young people and parents so that the information makes sense to everyone.

Support for Welsh Language

- Many liked that the changes could help promote Welsh in schools.
- But they said more Welsh-speaking staff and resources are needed, and that Welsh should be a clear focus in the data plans.

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Glossary

Response

What someone says or writes when they are asked a question.

Respondent

A person who takes part in a consultation

Proposal

An idea or plan that is suggested for others to think about and give feedback on.

Consultation

A process where people are asked for their views on a proposal before a final decision is made.

Findings

The main things that were learned after looking at the consultation responses.

Guidance

Advice or clear instructions to help people understand what to do.

Introduction

Between January and March 2025, the Welsh Government asked the public for their views on some proposals on an approach to using data and information in the school system to support learning and improvement and a set of indicators to include in reports to reflect learning arrangements for 14 to 16 year olds in Wales. A research company called Miller Research analysed the responses to the consultation. This report provides the following information:

- A summary of the background to the consultation
- A summary of the findings of the consultation.

Background to the Consultation

When learners are aged 14 to 16, it is an important time in their education journey as they start to sit external exams and assessments and achieve qualifications that will have an impact on their future. With the rollout of the new Curriculum for Wales (CfW), the academic year 2025 to 2026 will be the first time that learners under the new curriculum will reach Year 10.

What is the Curriculum for Wales?

The new Curriculum for Wales is being introduced gradually, and by September 2026, all learners aged 3 to 16 in local authority schools in Wales will be following it. The goal is to ensure that by the time they finish school at 16, every student has the knowledge, skills, and understanding they need to succeed. The curriculum also aims to help young people develop the qualities described in its four purposes, laying the foundation for them to thrive as lifelong learners.

For further information on the Curriculum for Wales, please click on the following link: [A young person's guide to the new Curriculum for Wales | GOV.wales](#)

The Welsh Government publishes guidance that schools need to follow. In September 2024, the Welsh Government published guidance on [14 to 16 learning under the Curriculum for Wales](#) to help staff in schools to deliver the curriculum for learners in Years 10 and 11. The guidance outlines 'The 14 to 16 learner entitlement', where schools provide learners with broad and balanced learning and experiences. These are designed around 4 key areas:

- Qualifications in literacy and numeracy
- Qualifications to encourage breadth
- Wider learning and experiences across the curriculum
- Reflections on learning and progress and help in planning Post-16 options.

The proposals we're discussing here are about making some changes to how information is shared to help anyone interested understand what is happening in a school for their 14 to 16 learners. It shows that the Welsh Government plans to bring in a new way of sharing this information with the public, and to help schools use this

information to support the goals of education for learners aged 14 to 16. This report presents a summary of the views that people shared with the Welsh Government.

Findings

People who responded to the consultation could share their feedback in a few different ways. There were two different versions of the consultation produced, one especially for people who work in or alongside schools and learners, and one for anyone else. People could respond to these two versions either through an online form, or by emailing or sending a letter to the Welsh Government directly with their responses. These email or letter responses we have called 'Mailbox responses'.

The table below shows the different responses received as part of the consultation.

Table 1 – Consultation Responses Received

Response type	Responses received	English	Welsh	Bilingual
Public consultation – general	1	1	0	0
Public consultation – school system	34	29	5	0
Mailbox responses – consultation form submission	15	12	1	2
Mailbox responses – email form submission	4	4	0	0

Source: Consultation Responses



Figure 1 – Consultation Responses received across Wales

As part of the consultation, people could tell the Welsh Government where in Wales they lived. The picture of the map (below) shows where in Wales people responded from. People could also say whether they had a business interest in Wales. 6 people responded and said that they did.

There were quite a few replies that offered thoughts about Welsh Government policies where questions weren't being asked about them, or where there was some misunderstanding of the proposals that questions were asking for views on.

Source: Consultation Responses

To help us have a clearer understanding of the feedback shared, this report presents the feedback which was 'in scope' of this consultation, and which is particularly important to the decisions now being made.

The Welsh Government also carried on meeting with school leaders to gather additional thoughts on the proposals and how to take them forward. This additional feedback is also helping the Welsh Government to understand people's views and any concerns they have with the proposals.

Information Ecosystem Principles Feedback - Consultation Questions 1 – 7

A key focus of this consultation was how suitable and useful the information ecosystem principles (from now on referred to as 'the principles') are in the wider context of supporting 14 to 16 learning.

So, what are the principles?

These principles show the shift of Welsh Government from using data in a "high stakes" way to focusing on helping each learner make progress. The principles are a series of values provided by the Welsh Government to support the approach when using data to support learning improvement. There are 12 principles in total, which are listed below:

- Learner-focused approach
- Workforce Support
- Holistic
- Context matters
- Efficiency and simplicity
- Flexibility
- User-friendly presentation
- Descriptive, not judgmental
- Reporting and sharing
- Empowering
- Inquiry and understanding
- Thoughtful publication.

For further information on the principles, please click on the following link:

[Data and information to support learning and improvement: for the general public \[HTML\] | GOV.WALES](#)

In total, 7 questions were asked about the principles along the following themes:

- How well it aligns with the Curriculum for Wales
- How it supports evaluation and improvement in schools
- How it supports a sustainable use of data and information
- How it helps external audiences, such as parents, understand schools

- Whether any additional principles need to be added
- How it will affect the workforce, including workload
- How well it helps meet individual learners and their diverse needs
- How it supports the Welsh Government's Welsh language goals.

Some questions asked about how much someone agreed with something. This has allowed us to measure responses to these questions as a percentage of the responses received. The following tables show how people responded to these closed consultation questions.

Closed questions

A closed consultation question is one where people choose from a set list of answers instead of writing their own.

In this consultation, the answers people could choose from were 'strongly agree', 'agree', 'neither agree nor disagree', 'disagree' and 'strongly disagree'. People also had the option to add a comment to explain their answer.

The full list of questions asked can be found in Annex B. Questions 1-4, 8-10 and 13-15 were closed questions. The rest of the questions asked were open questions, which let people explain their thoughts in more detail.

Table 2 – Question 1

Strongly Agree / Agree	Neutral	Strongly Disagree / Disagree	Total number of responses
49%	15%	36%	45

Table 3 – Question 2

Strongly Agree / Agree	Neutral	Strongly Disagree / Disagree	Total number of responses
45%	13%	42%	45

Table 4 – Question 3

Strongly Agree / Agree	Neutral	Strongly Disagree / Disagree	Total number of responses
36%	24%	40%	45

Table 5 – Question 4

Strongly Agree / Agree	Neutral	Strongly Disagree / Disagree	Total number of responses
34%	23%	43%	44

Positive feedback on the principles

Most respondents felt the principles (especially 'context matters' and 'flexibility') fit well with the Curriculum for Wales, which focuses on putting learners first. They liked that the principles moved away from focusing only on test results and academic achievement.

There was a mix of views on whether the principles would help use information to support school improvement (see Table 3). Those who agreed said the principles will help support the use of data to track learner progress, not just outcomes or results. They felt the approach would avoid putting too much pressure on schools and give clear expectations that help teachers and schools support learners over time.

More people disagreed than agreed that the principles would help parents and carers understand schools better (see Table 5). But those who agreed said the principles promote openness and give parents and carers a clearer view of how schools are doing. They felt the 'context matters' principle helps explain school performance more fairly.

When asked if the principles support individual learners, especially those from disadvantaged backgrounds or with protected characteristics, many agreed. They said the principles promote fairness and accessibility and help meet diverse needs. The principles of being 'flexible' and 'learner-focused' were also viewed as important in meeting the ever-changing needs of learners.

Negative feedback on the principles

Consultation respondents who disagreed mentioned the risk of 'data overload', whilst others felt the principles might make it harder to make sure learners progress and improve as there would no longer be as much of a focus on performance.

Another common theme was that the application of the principles would lead to school comparisons by parents, enhancing competition between schools and destroying collaborative culture. One person thought there was too much information in the principles to be understood by wider audiences, whilst another said that only school inspections will provide external audiences with a broad understanding of school performance.

Most respondents felt the principles would have a negative effect on the education workforce and their workload. This included concerns that they would lead to an increase in workload, with some teachers struggling to adapt to the new proposed approach to data collection. Some also thought that providing information in context would be complex and burdensome to report on.

Neutral feedback

Many respondents when answering questions 1-7 answered 'neither agree nor disagree'. These respondents often thought that the principles would work in theory but weren't sure if they would work as hoped in practice.

Additional principles suggested

The majority of respondents suggested adding additional principles. Suggestions included strengthening ethics and safeguards, including privacy and transparency of learner data. Respondents also felt there may need to be more developments such as considering who is responsible and adding more support for Post-16 learners and parents.

Irrelevant responses

Many responses did not answer questions 1-7 with relevant information. Therefore, we have included these responses in other parts of the report, where their answers fit better.

Implementing the 14 to 16 Learner Entitlement Indicators Framework (Part 1) - Consultation Questions 8 – 13

This section outlines feedback to questions 8-13 of the consultation, which focused on the 14 to 16 Learner Entitlement Indicators Framework (from this point on, referred to as the LEIF),

What is the LEIF?

The LEIF is a framework to support 14-16 learning under the Curriculum for Wales. The LEIF aligns with the 14-16 Learner Entitlement, which emphasises a broad range of learning and opportunities for young people. The focus of the LEIF can be summarised as follows:

- **Publication expectations** – what is expected of schools and partners in relation to the use and publication of learner data
- **Focus on 14-16 learning data only** - not the full range expected to be published
- **Comprehensive reporting** – plans to report on more comprehensive datasets to help self-evaluation
- **Complementary data sources** – expectations for the LEIF to be used by schools and Local Authorities alongside locally held data and knowledge of their learners' and school's context
- **Inclusion of EOTAS learners** – consideration of how to ensure that learners receiving Education Other Than At School (EOTAS) provision are considered in reporting arrangements.

In total, 6 questions were asked about the LEIF along the following themes:

- How well the LEIF aligns with the 14-16 Learner Entitlement and supports the ambitions of the Curriculum for Wales
- Whether the LEIF needs to include additional indicators
- Whether the LEIF helps communication and understanding of 14-16 learning
- The challenges and opportunities associated with the LEIF
- Additional elements to consider
- Specific guidance needed to go with the LEIF.

The following tables show how people responded to these closed consultation questions.

Table 6 – Question 8

Strongly Agree / Agree	Neutral	Strongly Disagree / Disagree	Total number of responses
44%	18%	38%	45

Table 7 – Question 9

Yes	Not sure	No	Total number of responses
42%	23%	35%	43

Table 8 – Question 10

Strongly Agree / Agree	Neutral	Strongly Disagree / Disagree	Total number of responses
30%	26%	44%	43

Table 9 – Question 13

Yes	Not sure	No	Total number of responses
87%	12%	1%	43

Positive feedback on the LEIF

Responses were fairly evenly split on whether the LEIF aligns with the 14-16 Learner Entitlement and the Curriculum for Wales, though slightly more people agreed than disagreed (see Table 6). Those in favour felt the 14-16 LEIF is balanced and focused on the learner. They saw it as a positive shift from the old system towards something that could improve teaching and learning, in line with the aims of the Curriculum for Wales.

Several respondents said that the move to the 14-16 LEIF offers new opportunities. A key benefit mentioned was the chance to gather more meaningful data based on pupil progress, not just exam results. This could help schools communicate better with parents, learners and others about how learners are doing. Some also said the LEIF could support reporting in areas like ‘wider learning experiences’, well-being and Post-16 planning.

Negative feedback on the LEIF

Those who disagreed with the LEIF’s alignment raised several concerns. Some felt it could create too much competition between schools. Others worried that subjects with small numbers of learners might be left out, reducing learner choice, which goes against the inclusive aims of the CfW.

When asked whether the LEIF helps with communication and understanding of 14-16 learning, responses were mixed, but more leaned toward disagreement (see Table 8). Some felt the LEIF doesn’t account well for different subjects and learning contexts and that it makes data reporting too complicated. A common concern was that a strong focus on final grades might lead schools to concentrate mainly on learners at the C/D borderline, rather than supporting all learners equally.

Respondents listed several challenges in moving to the 14-16 LEIF. These included time pressures, problems inhering and keeping staff, the need for sufficient training. Another issue raised was the requirement for at least 50 pupils in a subject to include it in performance reporting. This could discourage schools from offering subjects with smaller class sizes.

Neutral feedback

Some consultation respondents said it was difficult to form a clear opinion on the LEIF before further information and guidance is released.

Additional elements / guidance suggested

Many respondents who suggested adding more indicators to the LEIF felt the current framework is too limited. Some recommended including a 'value added' measure to show how much progress learners make over time, especially those starting from a lower baseline. Others asked for more background data, like demographic information and indicators related to learner well-being.

Another idea was to compare how each learner performs in non-core subjects with their performance in core subjects which could help schools better understand learning progress. Some also suggested lowering the 50 learner threshold on exam entries, saying it would give a fuller picture of school performance.

When asked about aligning school reporting systems with the LEIF, respondents often mentioned the importance of reliable data and clear communication in a way that everyone can understand. Concerns were also raised about whether staff have enough time and skills to implement the LEIF effectively. Several people stressed the need for a proper trial period to allow schools to fully integrate the framework.

Respondents said schools would benefit from more detailed guidance on:

- What is expected of schools and local authorities.
- How to publish information in a consistent way.
- Training for staff to help them understand and use the data.
- Advice on sharing data and guidance with external stakeholders.
- Supporting learning reviews and planning for Post-16 education.

Implementing the LEIF (Part 2) – Consultation Questions 14-17

The following tables show how people responded to the relevant closed consultation questions.

Table 10 – Question 14

Strongly Agree / Agree	Neutral	Strongly Disagree / Disagree	Total number of responses
36%	28%	36%	42

Table 11 – Question 15

Strongly Agree / Agree	Neutral	Strongly Disagree / Disagree	Total number of responses
22%	33%	45%	42

Alongside answering whether they agreed or disagreed with these questions, some people provided additional information to support their answer.

The following themes were raised in response to this group of questions:

- Support for Cymraeg 2050
- Ability to minimise disruption to the workforce and focus on learner progression
- Impact on workforce / workload
- Ability to meet individual learners and their diverse needs

Support for Cymraeg 2050

Responses were mixed on whether the LEIF supports the goals of Cymraeg 2050: a million speakers, which aims to have a million Welsh speakers by 2050.

Those who gave positive feedback said the LEIF includes useful indicators for Welsh language learning, both in and out of the classroom.

Those who disagreed felt the LEIF wouldn't make much difference to this goal, or they pointed to wider problems with Welsh Language policy that aren't related to how data is collected.

Ability to minimise disruption to the workforce and focus on learner progression

Some respondents felt the LEIF would help reduce disruption for school staff since it builds on data already being collected. However, others disagreed and said the changes could cause challenges, especially with the many other demands schools face. One person pointed out that staff would need time to learn the new system, which could create short-term pressure.

There were also concerns about the proposed rule that data can only be reported for subjects with at least 50 learners. This could cause extra work for schools with small class sizes and add stress for teachers with only a few subjects that meet the threshold.

Impact on staff workload

Some respondents said the LEIF could increase workload, especially for English, Science and Welsh teachers. This is because they think that results from these subjects might receive more attention. They also worried about more admin work for school leaders and teachers due to extra reporting. Many felt that with ongoing staff shortages, there simply isn't the time or capacity to take on more tasks.

On the positive side, a few said the LEIF might actually reduce how much effort is needed to present data externally. They also saw potential for using the data to encourage better conversations about learning and school improvement. However, they stressed that the LEIF must be used carefully and suggested that local authorities and regional support services could help manage any extra workload.

Meeting the needs of individual learners

Some respondents felt the LEIF's flexible, evidence-based approach would help schools and local authorities to understand and support a wide range of learner needs. This could make education more focused on the individual learner.

Others disagreed, saying schools are already stretched and may not have enough time or resources to meet all learners' needs. A few gave examples of the specific

challenges some learners face that may not be fully addressed through the current school system.

Impact on the Welsh Language – Consultation Questions 18-21

Three questions were asked to understand what people thought about how the proposals might affect the Welsh language. Responses varied widely, and many comments focused on general issues around the Welsh language rather than the proposals themselves.

Positive views on the use of data to support the Welsh Language

Some responses felt the way data and information would be used, as described in the consultation, could have a positive effect on the Welsh language, especially if it comes with targeted support.

They said publishing data about Welsh qualifications could encourage greater use of both English and Welsh in schools. Others suggested that tracking things like cultural engagement and participation in extracurricular Welsh language activities could be helpful. They felt this would show how Welsh is used in everyday life, not just in formal lessons, and would support long-term goals for the Welsh language.

Concerns about possible negative effects

Some responses highlighted broader challenges schools face when it comes to promoting the Welsh language. These included a shortage of Welsh-speaking staff and the need for more support to help staff use Welsh more confidently. One person noted that English is still commonly spoken in Welsh-medium schools, which makes it harder to create a better balance between the two languages.

To address these concerns, some respondents asked the Welsh Government to explain why certain information about Welsh Language use needs to be collected. The Welsh Government has said it will provide this explanation as part of the follow-up to the consultation.

Impact of the LEIF on the Welsh Language

Some respondents thought the current LEIF framework doesn't fully capture how Welsh is used in everyday life, especially in informal settings is harder to measure.

Neutral views

As noted in other parts of the consultation, the '50 entry limit', was mentioned again. In this context one local authority said Welsh language outcomes should be included no matter how many learners are taking the subject. They thought this would help schools better track progress and take action where needed to support Welsh language use. Others shared similar concerns, especially for smaller Welsh-medium schools that may not have enough learners to meet the reporting threshold.

Respondents also said there isn't enough information on how many learners continue studying other subjects in Welsh – not just Welsh language itself. They felt it would be helpful to have more data on how many learners are learning through the medium of Welsh.

Lastly, a few people said they didn't think the proposals would have any real impact on the Welsh language.

Annexes

Annex A – How the responses were analysed

Reviewing the Consultation Responses

Once a research plan and database were set up, each consultation response was carefully reviewed. At least two researchers looked at the answers to each question to make sure the analysis was accurate. The team worked together to spot common ideas and key points shared across different responses. This helped to build a clear and full picture of what people thought.

Responses were analysed in the language they were written in. This means that answers written in Welsh were read and analysed in Welsh. This approach helped the team fully understand the meaning behind what was said. If someone repeated the same point in different places, it was only counted once.

Tools Used for Analysis

Microsoft Excel and the mind-mapping tool Miro were used to help organise and study the responses. Excel was used for questions where people chose from set options. The team used features like Pivot Tables, a tool in Excel that helps sort and summarise large amounts of data to spot patterns and trends more easily. They also created bar charts to clearly show the patterns and links in the responses.

Managing Duplicate Responses

If someone sent in the same response more than once, only one copy was included to keep the results fair and balanced.

Additional Engagement Activities

To support the consultation, 12 events were held with school leaders from across Wales, and participants were encouraged to complete the consultation form afterwards. Extra comments from internal discussions were also collected. These were analysed separately but helped add more detail to the main findings.

Annex B - Consultation Questions

Question 1 – To what extent do you agree that the overall approach to using data and information in the school system and the information ecosystem principles align with the ethos and ambitions of our Curriculum for Wales?

Strongly agree	<input type="checkbox"/>	Agree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Strongly disagree	<input type="checkbox"/>
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Supporting comments

Question 2 – To what extent do you agree that the information ecosystem principles support a proportionate use of data and information to support evaluation and improvement (an approach that keeps the learner at the centre and does not encourage a performative and accountability-driven system)?

Strongly agree	<input type="checkbox"/>	Agree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Strongly disagree	<input type="checkbox"/>
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Supporting comments

Question 3 – To what extent do you agree that the information ecosystem principles support a sustainable use of data and information to support evaluation and improvement?

Strongly agree	<input type="checkbox"/>	Agree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Strongly disagree	<input type="checkbox"/>
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Supporting comments

Question 4 – To what extent do you agree that the information ecosystem principles allow for a balanced and holistic understanding of schools and learning by external audiences, such as parents and carers?

Strongly agree	<input type="checkbox"/>	Agree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Strongly disagree	<input type="checkbox"/>
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Supporting comments

Question 5 – Are there any other principles or aspects to the proposed information ecosystem principles that should be added?

Question 6 – What effect will the information ecosystem principles have on the workforce, including any impact they may have on workload?

Question 7 – What are your views on the information ecosystem principles supporting individual learners and meeting their diverse needs, including those learners from disadvantaged backgrounds and those learners who share protected characteristics (as set out under the Equality Act 2010)?

Question 8 – To what extent do you agree that the 14 to 16 Learner Entitlement Indicators Framework (LEIF) aligns with the 14 to 16 Learner Entitlement while supporting our wider Curriculum for Wales ambitions?

Strongly agree	<input type="checkbox"/>	Agree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Strongly disagree	<input type="checkbox"/>
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Supporting comments

Question 9 – Should there be any additional indicators included in this framework to fully support learning and improvement? Please provide details.

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Not sure	<input type="checkbox"/>
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Supporting comments

Question 10 – To what extent do you agree that the organisation of the 14 to 16 LEIF aids a coherent communication of 14 to 16 curricula and learning in schools' own contexts, enabling a meaningful and equitable understanding?

Strongly agree	<input type="checkbox"/>	Agree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Strongly disagree	<input type="checkbox"/>
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Supporting comments

Question 11 – What are the challenges and opportunities in moving to the 14 to 16 LEIF?

Question 12 – What else do we need to consider when we start to align our reporting systems that provide schools and local authorities with datasets and tools to support self-evaluation processes with this public-facing 14 to 16 LEIF?

Question 13 – Is specific guidance needed around the aspects of the 14 to 16 LEIF where the expectation is on schools to make information available? Please provide details.

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Not sure	<input type="checkbox"/>
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Supporting comments

Question 14 – To what extent do you agree that the 14 to 16 LEIF supports a focus on the common goals of Cymraeg 2050: A million speakers?

Strongly agree	<input type="checkbox"/>	Agree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Strongly disagree	<input type="checkbox"/>
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Supporting comments

Question 15 – To what extent do you agree that the 14 to 16 LEIF will minimise disruption to the workforce and enable focus to remain on delivering for and supporting learners to progress?

Strongly agree	<input type="checkbox"/>	Agree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Strongly disagree	<input type="checkbox"/>
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Supporting comments

Question 16 – What effect will the 14 to 16 LEIF have on the workforce, including the impact it may have on workload?

Question 17 – What are your views on the impact of the 14 to 16 LEIF in supporting individual learners and meeting their diverse needs, including those from disadvantaged backgrounds and those who share protected characteristics (as set out under the Equality Act 2010)?

Question 18 – What, in your opinion, would be the likely effects of the overall approach to using data and information in the school system and the information ecosystem principles 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?

Question 19 – In your opinion, could the overall approach to using data and information in the school system and the information ecosystem principles 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; or mitigate any negative effects on using the Welsh language and on not treating the Welsh language less favourably than English?

Question 20 – What, in your opinion, would be the likely effects of the 14 to 16 LEIF 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?

Question 21 – In your opinion, could the 14 to 16 LEIF 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; or mitigate any negative effects on using the Welsh language and on not treating the Welsh language less favourably than English?

Question 22 – 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.